

AN INVESTIGATION OF TRAIT RATINGS BETWEEN BOY  
SCOUTS AND NON-SCOUTS IN THE PAROCHIAL  
SCHOOLS OF VERMONT

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## CURRICULUM STUDIORUM

Robert J. Giroux was born March 25, 1931, in Burlington, Vermont. He received the Bachelor of Arts degree in Philosophy from St. Michael's College, Winooski Park, Vermont, in 1953. He received the Master of Arts in Teaching degree from the same institution in 1955. The title of his scientific paper was A Proposal for A Study of Scouts and Non-Scouts in Parochial Schools.

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## INTRODUCTION

The Boy scout movement was founded in the first decade of this century as an educational supplement to the church, the home, and school. While the movement has been generally accepted by many, it has been critically examined by few. The influence of scouting upon the individual boy has been questioned in some areas. Among the few studies conducted, some have sought to compare the Boy scout to the non-scout.

Some of the comparisons have usually concerned themselves with school achievement, intelligence quotients, socio-economic background and delinquency between the two groups. The striking similarity of the studies is the use of public school populations on an almost exclusive basis. The private and/or parochial school populations have never been investigated on an exclusive basis.

This investigation has been undertaken to compare a population of scouts and non-scouts in the parochial schools of Vermont.

The first chapter of this report contains a review of the literature on the subject. The studies are reviewed on a chronological basis because it was found to be almost impossible to classify them into specific categories. The chapter concludes with a presentation of the problem for this investigation.

Chapter II is concerned with the experiment. The first section presents the hypotheses for this investigation. The second section describes the population, the construction and use of the tool for this report. The twelve traits of the scout law were incorporated into a rating scale. The scale was employed as the basis for comparison between scouts and non-scouts.

The concluding chapter presents a report of the reliability of the scale and inter-judge coefficient of correlation. The findings of significant differences between scouts and non-scouts are reported in this section. Significant differences between scouts and other scouts on the basis of grade in school and rank in scouting are also reported in this section.

Finally, a summary and recommendations are presented at the conclusion of the report.

## CHAPTER I

### REVIEW OF THE LITERATURE

The critical reader who has exposed himself to the aims, policies, and methods of the Boy Scout movement will immediately question the influence that scouting has upon a boy. He may further ponder the question of differences between boys in scouting versus boys who are not members.

This review of literature concerns itself with studies which stem from the question of differences between scouts and non-scouts.

Fortunately, there are a surprising number of studies which are concerned with scouts and non-scouts. The many and varied findings disclosed in these studies render it almost impossible for this writer to categorize them in groups.

Therefore, the review of these studies will be presented on the basis of the chronological order in which they individually appeared.

The common aspect of these studies is the fact that they were carried out with public school populations. Studies employing the use of exclusively parochial and/or private schools are not to be found in the literature.

## 1. Research from 1925 to 1929.

The Boy Scout movement was less than two decades old when investigators began to look for differences between scouts and non-scouts. Among the first studies was one by Ridenour.<sup>1</sup>

He made his comparison of scouts and non-scouts at Corning Free Academy in Corning, New York. The school had an enrollment of 178 boys, of which seventy-eight were boy scouts. He separated the two groups and administered the Terman Group Tests of Mental Ability, Form A and the National Intelligence Test, Scale A, Form I.

In reporting the results of these tests, Ridenour disclosed that the scout group had an intelligence quotient of 107.5 while the non-scouts scored an average of 97.0. With these scores in hand the investigator further checked the school records for each boy. The school records pointed out that the scouts had a superior achievement record with an average of 77.55, whereas the non-scouts averaged 74.25. Ridenour conducted his study in two other local high schools and found comparable results.

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<sup>1</sup> Gordon Ridenour, Boy Scouts vs. Non-Scouts in School, unpublished manuscript on file in National Office, Boy Scouts of America, New Brunswick, New Jersey, 1925, as referred to by Paul Hawkins, A Comparative Study of Character and Conduct Among Scouts and Non-Scouts in Eldorado, Kansas, unpublished Master's thesis, Kansas State Teachers College, 1935, Pittsburg, Kansas, p. 9.

Ridenour was interested in finding other differences which may have existed between his two groups. This aspect of his study employed a rating sheet for collecting his data. The rating sheet contained the twelve points of the scout law plus two others which he added to the list. The two additions were responsibility and initiative. The rating sheets were given to the classroom teachers who, in turn, would record their impressions upon them.

Ridenour found that few teachers could accurately judge the boys in relation to loyalty, kindness, thrift, bravery, cleanliness, and reverence. The scouts received superior ratings in responsibility, initiative, friendliness, and cheerfulness. The remaining traits displayed no significant differences between the two groups.

He further found that pupils with higher intelligence quotients were rated consistently higher than others in regard to the fourteen character traits.

Ridenour concluded by pointing out that scouting cannot be responsible for any differences appearing between the two groups. The intellectual superiority and achievement of scouts can be attributed to the home environment and other aspects of their individual backgrounds.

In a relatively short study by Northrup,<sup>2</sup> arrangements were made for the establishment of two groups, one experimental and the other controlled. The scouts and non-scouts were compared on the basis of age, intelligence, and home background. The investigator was also interested in comparing the results of a moral knowledge test that had been previously administered by Dr. Mark May and Dr. Hugh Hartshorne, investigators for the Character Education Institute which was conducted by the Institute of Educational Research at Teachers College, Columbia University, in co-operation with the Institute of Social and Religious Research.

Northrup made use of 252 situations which were grouped into eight general classifications which were honesty, duties, vocabulary, helpfulness, choice of pals, school attitudes, foresight, and a miscellaneous category. In each of the aforementioned categories, Northrup found that scouts gave much better responses than non-scouts.

Unfortunately, Northrup concluded that the superior responses of scouts is attributable to their association

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<sup>2</sup> C.F. Northrup, A Comparison of Responses by Boy Scouts and Non-Scouts in Moral Knowledge Tests of the Character Education Inquiry, June 1929, paper presented to the Department of Education, Yale University, New Haven, Connecticut, on file in National Office, Boy Scouts of America, New Brunswick, N.J., 12 p.

with the Boy Scout movement. Other influences upon the life of a boy such as home, neighborhood, social and economic forces were never mentioned by the investigator as possible causes for superiority.

The year 1929 witnessed the presentation of another study by Gorman.<sup>3</sup> He worked with a total group of 234 boys. Of this population, 113 were scouts and 121 were non-scouts.

His population came from two public junior high schools and one Catholic parochial grammar school. This study is the first to ever consider a parochial school population in a study. The first two by Ridenour<sup>4</sup> and Northrup<sup>5</sup> concerned themselves with public school populations.

Gorman employed the questionnaire method to obtain his data from the boys. The population was called upon to provide information on each boy's social, recreational, economic, national, religious, educational, intellectual, physical, and scout life.

Gorman's conclusions are interesting and varied. He states that scouts have a definite tendency to come

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<sup>3</sup> Edward J. Gorman, A Comparative Study of the Scout and Non-Scout, Master's thesis, Catholic University, Washington, D.C., 1929, 56 p.

<sup>4</sup> Ridenour, Op. Cit.

<sup>5</sup> Northrup, Op. Cit.

from the higher strata of society. A larger percentage of these scouts also came from homes where they were only children. The investigator tells us that scouts have a slightly greater tendency to be joiners and members of clubs. Gorman elaborates on this by pointing out that scouts join more school clubs. The non-scout population usually joined more clubs outside of school. The further conclusions of the investigator point to the fact that he found non-scouts to be more athletically inclined than scouts. The non-scout gave a better showing of himself when it was discovered that he read more than the scout. Gorman also found that leisure time occupations with pecuniary remuneration is more popular with scouts than non-scouts. Gorman's final conclusion in his study discloses that the non-scout is slightly more faithful at what he called divine service than the boy scout.

## 2. Findings from 1930 to 1939.

In 1931, Fairchild<sup>6</sup> undertook a study that was underwritten with a generous sum by the Commonwealth Fund. It is indeed one of the finest studies ever conducted that concerned itself with scouts and non-scouts.

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<sup>6</sup> Henry P. Fairchild, Conduct Habits of Boy Scouts, Boy Scouts of America, 1931, New Brunswick, New Jersey, 50 p.

Fairchild and his staff set out to discover if scouts were actually superior to non-scouts in character. In the event that he received a positive answer to this query, he further asked if association with the scout movement by the individual could be responsible for such a situation.

For his study, Fairchild compiled his data from a population which was geographically distributed throughout the United States. His investigation centered around case studies which were established from juvenile court records of scouts and non-scouts. The case study method was also employed for those boys who had never been in court as delinquents. Fairchild found that scouts had a superior level of character over non-scouts in tendency to delinquency and social performance. These results also showed that one out of every 240 non-scouts had a court record for delinquency, whereas one out of every 978 scouts was a delinquent.

From the same population, Fairchild chose at random 917 scouts and non-scouts to determine the difference of character development of each group having court records and those having no court record for delinquency. From this, Fairchild found that the Boy scout delinquent was superior to the non-scout who also had a court record. The

same conclusion was affirmed for the non-delinquent groups of scouts and non-scouts.

Fairchild pointed out that the superiority of the scout over the non-scout could not be attributed solely to membership in the Boy Scouts. For him, (Fairchild), scouts were somewhat of a chosen lot of boys who enjoyed certain advantages outside of the movement, which contributes to their superior level over the non-scout.

Fairchild advises in his conclusions that those who present contrary findings should examine the validity and pertinency of their tests, instead of employing their results as a means of discrediting the Boy Scout movement.

In appraising his conclusions, the investigator made a statement which is well worth mentioning at this point:

It is just as possible that high character may be a cause of Scout membership as that Scout membership may be a cause of high character. It is just as possible that favorable influences may be the cause of high character as Scout membership. An absolute demonstration on this point is obviously impossible, since it would involve having the same boys live their lives twice, identically save for a single factor - Scout membership, which would be present in one case and absent in the other.<sup>7</sup>

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<sup>7</sup> Fairchild, Op. Cit., p. 50.

In a study conducted in Salt Lake County, Utah, Farnsworth<sup>8</sup> took the records of Mental Ability and Educational Achievement of pupils in grammar grades and junior high schools in that district. The information provided by these records served as a basis for some interesting comparisons between scouts and non-scouts.

Farnsworth's population consisted of 869 boys of which 439 were Boy Scouts. The groups had been examined for Mental Ability with the National Intelligence Test and the Terman Group Test of Mental Ability. The groups were also examined for Educational Achievement with the Stanford Achievement Test and the Unit Scales of Attainment.

Among his results, Farnsworth found that scouts had a median Intelligence Quotient of 100.7, whereas non-scouts scored a median Intelligence Quotient of 95.7. The educational achievement of scouts displayed the same proportional difference over non-scouts. It is interesting to note that Farnsworth's findings are very similar to those of Ridenour<sup>9</sup> in a previous study, especially the spread of intelligence scores.

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<sup>8</sup> Philo T. Farnsworth, A Comparative Study of the Educational Achievement and Mental Ability of Scouts and Non-Scouts of Granite School District 1932-1933, unpublished manuscript on file with the Boy Scouts of America, 1932, New Brunswick, New Jersey, 9 p.

<sup>9</sup> Ridenour, Op.Cit., p. 10.  
*Handwritten: A. Ridenour? see p. 2.*

Farnsworth also found that the range of intelligence increased with the ranks in scouting. One hundred and eighty-six tenderfoot scouts were found to have an average Intelligence Quotient of 99, whereas 86 first class scouts had an average of 100. Eight Eagle Scouts in the study averaged 102.9 on the Intelligence Quotient.

Farnsworth concluded his study by pointing out that scouts were in the brighter normal group when compared to non-scouts. He stated in his conclusions that scouts reach a higher educational achievement than the non-scout group.

Unfortunately, Farnsworth did not report on the reliability of his tests. Furthermore, the reader is not informed as to whether the scouts and non-scouts were tested as one group or in separate sittings. However, this study does point out that when the two groups are compared, the trend in the differences is favorable to the scout group.

A study that was executed in the Santa Ana, California area came from the hands of Egger.<sup>10</sup> Egger employed the tools for his study that were a result of the Character Education Inquiry. The tests that he used were the Good

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<sup>10</sup> Walter A. Egger, A Comparative Character Rating Study of Eighth Grade Scouts with Other Eighth Grade Boys, unpublished Master's thesis, University of Southern California, Los Angeles, 1934, 72 p.

Citizenship Test, the Information Test, Form I, Opinion Ballot A, Form I, Guess Who Test, and the Conduct Record Test.

In the presentation of his conclusions, Egger says that there is little conclusive proof that eighth grade boys who are scouts show character development which is superior to that of other eighth grade boys. He further states:

(...) that such higher mean scores as were obtained for the Good Citizenship Test and the Opinion Ballot tests by the scouts might be due, in large part, to the higher mean intelligence quotient or to greater church and Sunday School attendance and club membership.<sup>11</sup>

Egger noted further that ranking scouts actually displayed an inferior position to tenderfoot scouts in the Good Citizenship Test.

Wyland<sup>12</sup> conducted a study concerning the Boy Scout movement in 1933-1934. This particular thesis still stands out in the literature above other studies because of its good organization and findings. Wyland presents an excellent discussion of scouting and school co-operation. The policies of the Boy Scout movement are well spelled

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<sup>11</sup> Egger, Op. Cit., p. 67.

<sup>12</sup> Ray O. Wyland, Scouting in the Schools, Ph.D. thesis presented at Columbia University, New York, 1934, published by the Ramford Press, Concord, New Hampshire, 1934, 200 p.

out. He also presents an excellent view of scouting from an educational point of view.

Wyland carefully checked the records of scouts and non-scouts in nineteen senior high schools. Scouts constituted over fifty per cent of the population in his study.

Wyland's findings are many and varied. He found that a higher percentage of scouts continue on through high school and college than non-scouts. He also found that scouts come from better socio-economic backgrounds than non-scouts. This was also mentioned by Gorman in his findings.<sup>13</sup> Wyland found that scouts have higher Intelligence Quotients than non-scouts. This conclusion is in accord with those of Ridenour<sup>14</sup> and Farnsworth.<sup>15</sup> By the fact that scouts had better intelligence quotients it is not surprising that Wyland found that they had better achievement records than the non-scout in school.

From a social point of view, Wyland found that the scouts held twenty-five per cent more of the offices in school. He named specific offices such as class presidents, club presidents, student council, as well as membership on school teams.

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13 Gorman, Op. Cit., p. 55.

14 Ridenour, Op. Cit., p. 10.

15 Farnsworth, Op. Cit., p. 9.

Wyland also concluded that there is a definite consistency of scout rank, socio-economic status and intelligence to travel along together in scouting.

Another study with a relatively different approach appeared in 1935 by Hawkins.<sup>16</sup> The purpose of this study was to determine the effectiveness of scouting by comparing scouts and non-scouts of equal mental ability. The two questions which Hawkins posed can best illucidate the purpose of his study:

Do boys with scout training possess a greater amount of moral information than do boys of equal mental ability who have not had training in scouting?

Do scouts or non-scouts manifest better character and exhibit better conduct as these are measured by standard tests and rating devices?<sup>17</sup>

For his subjects, Hawkins paired seventy-nine Boy Scouts and 79 non-scouts in the Eldorado public school system. These subjects were paired on the basis of age, grade in school, and intelligence. He employed the Otis Group Intelligence Scale, Advanced Examination, Form B to measure the intelligence of his subjects. Form I, Moral Information Test which was developed in connection with the

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<sup>16</sup> Paul W. Hawkins, A Comparative Study of Character and Conduct Among Scouts and Non-Scouts in Eldorado, Kansas, unpublished Master's thesis, Kansas State Teachers College, Pittsburg, 1935, 79 p.

<sup>17</sup> Ibid., p. 2.

Character Education Inquiry series of character and personality tests was employed to measure the moral knowledge of the boys. For his study, Hawkins also made use of the Guess Who and Who Is It tests.

In his first conclusion, Hawkins agreed with Wyland,<sup>18</sup> Ridenour,<sup>19</sup> and Farnsworth<sup>20</sup> in pointing out that scouts have better school marks. Hawkins stated in his conclusions that scouts probably possess more moral information than non-scouts. He also found that scouts have a better reputation for character and good conduct than the non-scouts. The scouts were found to be superior to non-scouts in self-rating because they were found to be more reliable and honest.

Stangle<sup>21</sup> compared rank in scouting with scholastic progress. He arrived at three basic conclusions as a result of his study. First, he found that scout tenure and advancement are positively associated with intelligence levels, school tenure and scholastic progress. Secondly,

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18 Wyland, Op. Cit., p. 149.

19 Ridenour, Op. Cit., p. 10.

20 Farnsworth, Op. Cit., p. 9.

21 Paul Lawrence Stangle, A Comparison of Tenure and Advancement in Scouting with School Tenure and Scholastic Progress in the Pottawattomie Council During the Years 1930-1936, unpublished Master's thesis presented at Indiana University, Bloomington, 1936, 85 p.

scouts are from homes of medium or above socio-economic levels and become the better trained scouts. The socio-economic level that Stangle speaks of here corresponds with the remarks of Gorman<sup>22</sup> and Wyland.<sup>23</sup> In his third conclusion, Stangle disclosed that the personality traits of scouts comparable to the character traits set forth in the scout law and oath are seemingly of a higher quality as the scouts advance to the higher ranks. This last conclusion touches upon the same findings of Farnsworth<sup>24</sup> in an earlier study.

An excellent study appeared in 1937 by Lewis.<sup>25</sup>

The title of the paper best describes what he set out to do.

His population included boys of junior high school age who had been in scouting for at least enough time to cover three semesters of school work. The scouts that he employed had advanced to the rank of first class. He then paired every scout with a non-scout in the same school. He did his pairing on the basis of chronological age, mental

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<sup>22</sup> Gorman, Op. Cit., p. 55.

<sup>23</sup> Wyland, Op. Cit., p. 148.

<sup>24</sup> Farnsworth, Op. Cit., p. 9.

<sup>25</sup> Clyde C. Lewis, The Effect of Scouting on the Scholarship, Citizenship and Character of the Boys of the Junior High Schools of Ashland, Kentucky, unpublished Master's thesis presented at the University of Kentucky, Lexington, 1937, 91 p.

ability, scholastic record, home and environmental influences. After he had established his two groups for the study, he made his comparisons between them on the basis of school marks for three semesters. He compared them on citizenship which was done by means of a questionnaire which concerned itself with attitudes, industry, social and civic habits, discipline, extra curricular activities, and physical education. These points were checked off on the questionnaire by classroom teachers. In order to measure their traits in character he employed the Character Inventory Chart.

In the several conclusions which he arrived at, Lewis first touched upon the fact that scouting seems to attract the more intelligent type of boy. The scouts in his study scored higher as a group on the Detroit Alpha Mental Tests. The same general conclusion had already been arrived at by Ridenour,<sup>26</sup> Farnsworth,<sup>27</sup> and Wyland.<sup>28</sup>

Lewis also found that the scouts in his study came from the so-called better homes and communities. Here

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26 Ridenour, Op. Cit., p. 10.

27 Farnsworth, Op. Cit., p. 9.

28 Wyland, Op. Cit., p. 148.

again the findings of Wyland<sup>29</sup> and Gorman<sup>30</sup> are upheld in this study.

Lewis concludes that there is no evidence which indicates that scouting serves to improve or influence scholarship in any way. According to his findings, Lewis discloses that scouting seems to attract the more active boys. He found that scouts fare better in extra-curricular activities. This is interesting to note because this conclusion is somewhat of a departure from that arrived at earlier by Gorman.<sup>31</sup>

Lewis did find the scouts ranked slightly higher in character only on the basis of courtesy and honesty.

Lewis upheld the findings of Wyland<sup>32</sup> when he stated that scouts display more leadership than the non-scouts.

In 1937, Monson and Douglas<sup>33</sup> announced the findings of their study of scouts and non-scouts. These findings were an outgrowth and result of an earlier work accomplished

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29 Wyland, Op. Cit., p. 148.

30 Gorman, Op. Cit., p. 55.

31 Ibid., p. 55.

32 Wyland, Op. Cit., p. 149.

33 Albert R. Monson and Earl R. Douglas, "A Comparison of School Records and Ratings of Boy Scouts and Non-Scouts", in School Review, Vol. 45, No. 10, issue of December 1937, p. 764-768.

by Monson.<sup>34</sup> They were careful to equate as closely as possible the scouts and non-scouts for their study. The boys involved in the study were pupils of the junior and senior high schools of Minot, North Dakota. Other students from the model school of the State Teachers College at Minot and boys from St. Leo's Parochial school in the same city were included in the population for the study.

For every boy scout, a non-scout was found and examined to pair them on the basis of age, mental-test score, grade, and occupation of the father. They found 161 pair of boys available for the study from grade seven through grade twelve.

In spite of the fact that the differences were admittedly not reliable, they found that the scouts had better school marks than the non-scouts. Once again, the findings of Wyland,<sup>35</sup> Hawkins,<sup>36</sup> Ridenour,<sup>37</sup> and Farnsworth<sup>38</sup> were affirmed in this respect. With better

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34 Albert R. Monson, The Effect of Participation in Boy Scout Work on School Records, Leadership, Participation in Student Activities, and Development of Character, unpublished Master's thesis, University of Minnesota, 1935, Minneapolis, 87 p.

35 Wyland, Op. Cit., p. 149.

36 Hawkins, Op. Cit., p. 58.

37 Ridenour, Op. Cit., p. 10.

38 Farnsworth, Op. Cit., p. 9.

achievement records on the one hand, they found that scouts did not have superior records in school citizenship on the other. However, the scouts had fewer juvenile court records than the non-scout. Another disclosure pointed out that scouts offered better attendance records at school.

This study was the second one found in the literature that employed part of the population from parochial schools. Gorman,<sup>39</sup> who had conducted research previous to this, had engaged some parochial school boys in his study. However, the exclusive use of parochial school scouts and non-scouts is not to be found in the literature. The possibilities of differences of scouts and non-scouts in Catholic schools has never been examined.

In a study completed in 1939, Abt<sup>40</sup> concerned himself with the differences of scouts and non-scouts on the basis of interests which each group displayed.

Abt employed a population which was spread out in three neighborhoods of Manhattan. Each neighborhood corresponded to a particular socio-economic classification. The investigator then restricted his study to the twelve to sixteen year olds in these neighborhoods. In drawing

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39 Gorman, Op. Cit.

40 Lawrence E. Abt, The Interests of Adolescent Boys. A Study of Scouts and Non-Scouts, unpublished Master's thesis, Columbia University, New York, 1939, 110 p.

up his inventory, he used one hundred and twenty-two different items of interest.

In reporting his results, Abt discloses that scouts will follow those interests which are appealing to them when they are available in the boy scout program. The non-scout displayed more interest in boxing, handling horses, swapping things with other boys, talking with parents, learning about history, and taking machinery apart. He found that scouts are more social than the non-scout. The non-scout appeared to be more mechanically inclined. This is the first time that the inclination of a group as far as aptitude is concerned has ever been reported.

Abt found that the scouts had broader interests than the non-scout. He also found that scouting attracted boys from better economic circumstances than the non-scout. This finding was also reported in previous studies by Stangle,<sup>41</sup> Gorman,<sup>42</sup> Wyland,<sup>43</sup> and Farnsworth.<sup>44</sup>

In another study where the achievements and characteristics of scouts and non-scouts were compared,

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41 Stangle, Op. Cit., p. 77.

42 Gorman, Op. Cit., p. 5b.

43 Wyland, Op. Cit., p. 148.

44 Farnsworth, Op. Cit., p. 9.

Bourgeois<sup>45</sup> presented many findings. For his study, Bourgeois compared 107 scouts and 205 non-scouts. All of the boys came predominately from middle and lower socio-economic classes.

Among his findings, Bourgeois reported that scouts receive better marks in school subjects. This has already been reported by Monson and Douglas,<sup>46</sup> Wyland,<sup>47</sup> Hawkins,<sup>48</sup> Ridenour,<sup>49</sup> and Farnsworth,<sup>50</sup> in their respective researches.

Bourgeois also found that scouts had better attendance records than non-scouts. This conclusion had been arrived at earlier in the work of Monson and Douglas.<sup>51</sup>

Bourgeois concludes that scouting is responsible for these superior conditions on the part of Boy scouts. An examination of other studies will indicate strong disagreement with Bourgeois on this particular point. To prove that scouting is solely responsible for superiority

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45 Herbert A. Bourgeois, A Comparative study of the Achievements and Characteristics of Boy Scouts and Non-Boy Scouts in the High Schools of St. James Parish, Louisiana, unpublished Master's thesis presented at Louisiana State University, Baton Rouge, 1939, 57 p.

46 Monson and Douglas, Op. Cit., p. 767.

47 Wyland, Op. Cit., p. 149.

48 Hawkins, Op. Cit., p. 58.

49 Ridenour, Op. Cit., p. 10.

50 Farnsworth, Op. Cit., p. 9.

51 Monson and Douglas, Op. Cit., p. 767.

over non-scouts would require the impossible. In other words, the boys would be required to live two lives, one as scouts and the other as non-scouts, in order to point out the full impact of scouting upon the life of an individual boy. This particular point has already received excellent treatment by Fairchild<sup>52</sup> in his study.

Bourgeois, in his conclusions, pointed out that scouts were more religiously inclined. This conclusion was based on the records of church attendance for each boy. This aspect of religious inclination on the part of scouts is an interesting point, because the superiority of scouts along affiliated lines was reported by Northrup<sup>53</sup> and Gorman<sup>54</sup> in their studies.

With the results of a rating scale which he employed with teachers as raters, Bourgeois<sup>55</sup> disclosed that scouts are more industrious, honest, courageous, obedient, and appear to have more personal pride. It is unfortunate that the investigator did not include a copy of the rating scale in his paper together with an explanation of where it came from.

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52 Fairchild, Op. Cit., p. 50.

53 Northrup, Op. Cit., p. 10.

54 Gorman, Op. Cit., p. 66.

55 Bourgeois, Op. Cit., p. 37.

### 3. Findings from 1940 to 1951.

In a well organized study reported by Wright,<sup>56</sup> twenty-five negro scouts between the ages of twelve and twenty years were compared with an equal number of negro non-scouts. Wright used a considerable number of items in comparing the two groups in his study. The groups were compared socially, scholastically, spiritually, physically, environmentally, vocationally, economically, and on an intellectual basis. In the formation of his group he made use of the Otis Intelligence Scale, case studies and personal interviews.

Wright found superior qualities in scouts, but was cautious enough to temper his conclusion by adding that membership in the Boy Scout movement cannot serve as the sole cause for superiority. By attaching this rider to his conclusion, he was thus placing himself opposite to the opinion of Bourgeois<sup>57</sup> and Northrup<sup>58</sup> who had conducted earlier studies.

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<sup>56</sup> Harold Wright, A Comparative Study of Twenty-Five Negro Scouts and Twenty-Five Negro Non-Scouts of Pittsburg, Kansas, Unpublished Master's thesis, Kansas State Teachers College, Pittsburg, 1940, 60 p.

<sup>57</sup> Bourgeois, Op. Cit., p. 37.

<sup>58</sup> Northrup, Op. Cit., p. 10.

In his conclusions, Wright also disclosed that scouts had higher intelligence and superior scholastic ratings than do the non-scouts. These findings had already been disclosed by Bourgeois,<sup>59</sup> Farnsworth,<sup>60</sup> Ridenour,<sup>61</sup> Hawkins,<sup>62</sup> Wyland,<sup>63</sup> and Monson and Douglas.<sup>64</sup>

Wright also reliably reported that scouts were found to come from better homes than the non-scouts. This higher quality of home environment was centered around economic means. This conclusion seems to be common in this review because the same statement was made as a result of the findings of Farnsworth,<sup>65</sup> Wyland,<sup>66</sup> Gorman,<sup>67</sup> and Stangle<sup>68</sup> in their respective reports on this topic.

Wright also indicated that scouts enjoy better health as a group than do the non-scouts. This factor

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59 Bourgeois, Op. Cit., p. 48.

60 Farnsworth, Op. Cit., p. 9.

61 Ridenour, Op. Cit., p. 10.

62 Hawkins, Op. Cit., p. 58.

63 Wyland, Op. Cit., p. 149.

64 Monson and Douglas, Op. Cit., p. 767.

65 Farnsworth, Op. Cit., p. 9.

66 Wyland, Op. Cit., p. 148.

67 Gorman, Op. Cit., p. 55.

68 Stangle, Op. Cit., p. 77.

could naturally stem from his conclusion that scouts come from more fortunate economic circumstances.

Wright agrees with Monson and Douglas<sup>69</sup> and Fairchild<sup>70</sup> in reporting that delinquency is less prevalent in scout circles than the non-scout group. Wright made another interesting conclusion by pointing out that scouts came from homes where religious activities are more prevalent than the non-scout home. This reaffirms Bourgeois's,<sup>71</sup> Gorman's,<sup>72</sup> and Northrup's,<sup>73</sup> findings in their reports.

In appraising the over-all differences between scouts and non-scouts, Wright points out that the scouts had a very slight lead over the non-scout.

In a well-controlled study conducted by Kohler,<sup>74</sup> it was disclosed that scouting lowered the percentage of delinquency in Buffalo after it was organized there. Kohler indicated that scouting was not entirely responsible for this success because other agencies co-operated in bringing

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69 Monson and Douglas, Op. Cit., p. 467.

70 Fairchild, Op. Cit., p. 50.

71 Bourgeois, Op. Cit., p. 37.

72 Gorman, Op. Cit., p. 66.

73 Northrup, Op. Cit., p. 10.

74 Leroy Kohler, The Effectiveness of Scouting in City Areas of High Delinquency, unpublished Ph.D. thesis, New York University, New York, 1949, 294 p.

this situation about. In Chicago, Kohler found that delinquency was less prevalent among scouts than non-scouts, which is in agreement with the findings of Monson and Douglas,<sup>75</sup> Fairchild,<sup>76</sup> and Wright.<sup>77</sup>

In 1940, Abt, Mendenhall and Partridge<sup>78</sup> reported on the interests of scouts and non-scouts. This study has a striking resemblance to an earlier study which was conducted by Abt<sup>79</sup> and reported in this review.

Abt, Mendenhall and Partridge constructed an interest inventory of items for urban boys. Within the list scouting interests were included in non-scouting terminology.

Included within the items on the sheet were the religious, educational, and socio-civic background of each boy. The non-scout subjects, of which there were 885, came from three Manhattan grammar schools. Each school represented

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75 Monson and Douglas, Op. Cit., p. 467.

76 Fairchild, Op. Cit., p. 50.

77 Wright, Op. Cit., p. 57.

78 Lawrence E. Abt, Paul Mendenhall, and E.D. Partridge, "The Interest of Scouts and Non-Scouts", Journal of Educational Sociology, Vol. 14, No. 3, issue of November 1940, p. 178-182.

79 Lawrence E. Abt, The Interests of Adolescent Boys, A Study of Scouts and Non-Scouts, unpublished Master's thesis, Columbia University, New York, 1939, 110 p.

a different socio-economic level, and each was in a different neighborhood. The 843 scouts came from the troops in the three aforementioned neighborhoods, so that comparable populations could be obtained. Their data warranted the assumption that items describing scouting activities will discriminate scout groups from non-scout groups.

There are nineteen items which are not considered as being descriptive of Scouting Activities, but on which the number of Scouts marking the items "Like" was significantly greater than that of the non-scouts. Typical of these were club meetings, singing in a group, refreshments at a club meeting, and playing games against other clubs. Twelve of the nineteen items described activities that can be considered as being social.

These data might well lead to the conclusion that the Scout group is more preponderantly interested in social activities than the non-scout group.<sup>80</sup>

Other conclusions disclosed the fact that changes in interest persist at different age levels for both groups. A marked decrease in interest was shown at age fifteen according to this study. The authors admittedly acknowledged the weaknesses of the simple questionnaire approach. This underlied their suggestion for the invention of an interest inventory to measure interest as displayed. A further note may be inserted to point out that in spite of

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<sup>80</sup> Abt, et al., Op. Cit., p. 180.

the superiority of scouts in this study, membership in the scout movement was not considered to be the determining factor for this situation.

In a comparatively recent study done in Chicago by Broder,<sup>81</sup> an attempt was made to determine whether scouting appealed to boys who would benefit most from the movement and found this to be true. In a concluding note on the non-scout population of his study, Broder disclosed that their lack of interest in scouting stemmed from the fact that an abundance of recreational facilities and other youth organizations were accessible to them in an area of Chicago where the study was made.

In his questionnaire for non-scouts, Broder found out that the non-scout already has a high degree of knowledge of subjects and topics covered within the framework of scouting. Broder admitted an important factor by mentioning the fact that boys from wealthy homes do not need the pleasures of scouting if they are already provided with family camps, boats, travels, and opportunity to be out-of-doors.

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<sup>81</sup> David Broder, Differential Characteristics of Boy Scouts and Non-Scouts, unpublished Master's thesis, University of Chicago, 1951, Chicago, Illinois, 52 p.

#### 4. The Problem.

The introductory paragraph of this chapter began by remarking that the critical reader would question the possible differences between scouts and non-scouts after becoming acquainted with the scout movement.

The review of the literature indicates that among the many comparisons made between the two groups there appears to be a trend in favor of the scouts. This favorable trend seems to stand out in spite of the fact that most of the works reviewed paid little attention to design in the comparisons made. Neither a description of the tools, nor a report of their reliability was mentioned in the studies reviewed. When differences were reported between the scouts and non-scouts they were never reported as significant differences based on any form of statistical analysis.

The use of public school populations in past studies brought this writer's attention to the fact that a comparison between scouts and non-scouts in parochial schools had never been accomplished. The question of possible differences between the two groups in parochial schools is further encouraged when the writer realized that the objectives of scouting and Catholic education are very much the same. The difference between them lies in the methods which they employ to obtain their respective ends.

It is with the above information that this writer <sup>has</sup> will seek any significant differences between scouts and non-scouts which stem from a reliable tool and a statistical analysis of the data.

These observations serve as the basis for the hypotheses of this investigation. The following chapter will commence with a presentation of the hypotheses.

## CHAPTER II

### THE EXPERIMENT

The first part of this chapter deals with the experimental hypotheses of the study. The remainder of the chapter will be concerned with procedures involved in testing the proposed hypotheses. A definition of "Boy scout" is presented and followed by a description of the population. The tool is then discussed and the questionnaire employed in the study is explained. The concluding section will point out the statistical technique involved in this study.

#### 1. The Experimental Hypotheses.

A. The Specific Hypothesis.- The specific hypothesis for this investigation is advanced in the null form: there will be no significant difference found between ratings of scouts and non-scouts in parochial schools when compared on the twelve traits of the Boy scout law.

B. The Sub-Hypotheses.- After the specific hypothesis was investigated, a further comparison was made between scouts and other scouts within the sample population. Because a boy is subject to many natural changes in early adolescence it was decided to investigate the possible

differences between scouts and other scouts on the basis of grade in school.

The first sub-hypothesis is also presented in the null form: there will be no significant differences found between ratings of scouts and other scouts on the basis of grade in parochial schools.

The influence that the scouting program could exert upon an individual boy is potentially great. If a boy advances through the various ranks in scouting he should theoretically display a better rating than a lower ranking scout. This observation forms the presentation of a third null hypothesis for this investigation: there will be no significant differences found between ratings of scouts and other scouts in parochial schools on the basis of rank in scouting.

## 2. The Procedures.

A. Definition of Boy Scout.- A precise definition of what is meant by the term "Boy Scout" is not to be found in scouting literature. The term "scouting" may be employed to include Cub scouts, Boy scouts, Sea scouts, and Explorer scouts. The sub-divisions of scouting correspond to different age levels within the movement. Cub scouting is open for membership to boys in the eight to eleven year old range. Sea and Explorer scouts include

boys from the age of fourteen years. The scouts in this study are those who are known as Boy scouts. Boy scouts are those who are at least eleven years old and not members of another sub-division of scouting when they are fourteen years of age. It is <sup>with</sup> the group known as Boy scouts that this study will concern itself exclusively within the sample population.

B. The Population.- The sample for this study consists of the sixth, seventh, and eighth grade boys in the Catholic school system of the Diocese of Burlington. The boundaries of this diocese correspond to the civil boundary of the State of Vermont.

The three grade levels were chosen because they correspond to the age group for the Boy scouts; namely, the eleven, twelve, and thirteen year old.

The total number of boys in the study is 1,296. Of this number, there are 266 scouts and 1,030 non-scouts. The breakdown of scouts by rank is as follows: 164 Tenderfeet; 74 Second Class; 23 First Class; and, 5 Star scouts. Among the three grades mentioned, there were 115 scouts in Grade six, 102 scouts in Grade seven, and 49 scouts in Grade eight.

C. The Tool.- In order to test the specific and sub-hypotheses proposed earlier in this study, it was

necessary to construct a rating scale which would incorporate the twelve points or traits of the Boy scout law. The rating scale was constructed in light of suggestions to be found in the literature relating to such a subject.

In building their scale, Richardson and Kuder<sup>1</sup> concentrated on: 1) the elimination of duplication; 2) two ideas in one sentence; 3) irrelevance; and, 4) ambiguity. With these suggestions clearly in mind, the scale was constructed in light of other rules laid down previously by Guilford<sup>2</sup> and Symonds.<sup>3</sup>

With the twelve points of the scout law serving as the basic traits to be measured, the primary step in the construction of the scale hinged upon the choice of favorable antonyms for each trait. The function of the antonym is to describe the opposite extreme of each trait. In choosing words that would describe the opposite extreme of any trait of the scout law, careful attention was given not to employ words that were so extreme that they would never be considered in rating an individual.

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1 M.W. Richardson and G.F. Kuder, "Making a Rating Scale that Measures", The Personnel Journal, Vol. 12, No. 1, issue of June 1933, p. 36.

2 J.P. Guilford, Psychometric Methods, 2nd edition, McGraw-Hill, New York, 1954, p. 263-301.

3 Percival M. Symonds, Diagnosing Personality and Conduct, The Century Co., New York, 1931, p. 41-121.

After a careful selection of words, the twelve traits appear as follows with their respective antonyms or extremes:

1. Obedient	.....	Insubordinate
2. Friendly	.....	Hostile
3. Courteous	.....	Tactless
4. Trustworthy	.....	Deceitful
5. Helpful	.....	Not helpful
6. Clean	.....	Untidy
7. Reverent	.....	Indifferent
8. Brave	.....	Cowardly
9. Cheerful	.....	Gloomy
10. Loyal	.....	Disloyal
11. Thrifty	.....	Wasteful
12. Kind	.....	Unkind

Six graduate students were consulted in order to gain their suggestive criticisms in regards to the descriptive qualities of each extreme term, as well as the precision of each antonym in relation to its respective scout trait or law. Several classroom teachers were also asked to uncover any difficulty in interpretation of the antonyms.

The next process involved in the construction of the scale was the drafting of a question to introduce and accompany each trait. The wording of the question had to be phrased in such a manner so as to describe a single activity. By doing this, the raters were aided in making a judgment from the same point of departure. The question also serves as a defining device for each trait, and thus discards from the mind of the rater any difficulty of interpretation.

An examination of the Handbook for Boys<sup>4,5</sup> will point out that each term of the scout law has been defined. A close look will immediately disclose that each trait may have several meanings attached to it in the definition. It was from each of these twelve definitions that the unique activity inherent in every question was drawn up. By restricting the question to a single activity, the problem of overlapping from one trait to another was also avoided.

At this point the rating scale was employed in a pilot study<sup>6</sup> in order to discover any inadvertent omissions in the scale and its phraseology. The five raters who employed the scale made two basic suggestions concerning it. First, the question employed with each trait should precede the trait upon which a rating is to be made. Second, the question which accompanied the traits "brave - cowardly" appeared to be troublesome and a change was suggested and made. The phrasing of the original question

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4 Boy Scouts of America, Handbook for Boys, No. 3225, published by National Council, Boy Scouts of America, New Brunswick, New Jersey, 1948, p. 26-27.

5 See Appendix 1, p. 65-66.

6 Robert J. Giroux, A Proposal for a Study of Scouts and Non-Scouts in Parochial Schools, unpublished paper to upgrade a Master's degree obtained without thesis, 1960, University of Ottawa, 54 p.

was: "How does he face difficulties?". This was changed to: "How does he react to painful situations?".

In answering the question accompanying each trait, the rater was asked to check one of the five categories provided for on a horizontal line extending between the trait and its respective antonym. Five categories were decided upon during the construction process of the scale in order to avoid two extremes. One extreme, for example, would have created a coarseness in the scale where discrimination would have been thwarted. The other extreme would employ the optimum number of categories which, according to the literature, is seven. The use of seven categories over five is of no significant advantage according to Guilford.<sup>7</sup>

With these considerations and necessary alterations, the final rating scale<sup>8</sup> was then assembled for this study.

D. Directions for Scale.- The completed scale for this study required a set of directions<sup>9</sup> for its use. In drafting the direction sheet, particular attention had to be given to the possible errors in rating, and at the same

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7 Guilford, Op. Cit., p. 32.

8 See Appendix 2, p. 68.

9 See Appendix 3, p. 70.

*time* The raters were asked to make a judgment on the basis of the question inserted with each trait. It was clearly pointed out to the raters that each question should be applied to each individual being rated.

These instructions are accompanied by four other points which are specifically enumerated on the direction sheet. The rater is asked not to confer with anyone in making a judgment. This particular instruction was inserted to help destroy any outside influence which might distort the rater's own personal judgment. This study deals with sixth, seventh, and eighth grade teachers. In many schools the sixth grade teacher is acquainted not only with the students in her class, but the seventh and eighth grades as well who may have been former pupils. Therefore, the instruction relating to non-communication with others is important in this study.

The next instruction was directed at what is known as logical error in rating. In order to avoid this common pitfall of raters, they were asked to rate a pupil for a particular trait and to disregard all other traits except the one in question. The raters were further directed in the same paragraph to beware of a favorable or unfavorable impression that they may have of the individual pupil being rated. This latter instruction was inserted to

counter the halo effect which could possibly exist in the minds of the raters.

E. The Questionnaire.- The questionnaire is an outgrowth from the recommendations contained in the pilot study<sup>10</sup> that was mentioned earlier.

After the ratings had been completed in the pilot study, it was very difficult to distinguish who was a scout or non-scout in the total population. It was found that each council or district office of the scout movement is able to provide records pertaining to membership only. A further disclosure pointed out that accurate information concerning a Boy scout in regards to membership, rank, and other data would require a special questionnaire constructed for this purpose. The study also disclosed that scouts do not necessarily join troops that are affiliated with their respective churches or schools. The names of many scouts in the school that the study was conducted from could not be identified with the roster of pupils' names in the same school.

The questionnaire<sup>11</sup> that was constructed called for the individual's name, information about length of time in scouting, his rank, and troop number.

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10 Giroux, Op. Cit., p. 39.

11 See Appendix 4, p. 72.

The raters were never aware that they were making judgments with the two groups that were later compared. The use of the questionnaire ensured this important aspect of the study.

After the ratings were made by the judges, they were returned to the investigator. At that time, the investigator would forward the questionnaires to the school where receipt of the ratings had been obtained. The questionnaire was given to every boy in the sixth, seventh, and eighth grades. The individual filled in the information that was called for. After the questionnaires were completed they were forwarded to the investigator.

The investigator was then able to match the name on the rating sheet with the same names on the questionnaire. If a boy was a scout, then his rating sheet was stapled to his questionnaire and the segregation of scouts and non-scouts was accomplished in this manner. This method did away with the previous difficulty of identifying scouts in a group of boys.

F. The Statistical Methods.- After the ratings were tallied for all of the scouts and non-scouts, the chi-square technique was used to see if there are differences between the two groups on each twelve traits that were rated.

The chi-square was also employed to discover if there are any differences between scouts and other scouts on the basis of rank and grade in school.

The next chapter will present and discuss the results of the experiment.

## CHAPTER III

### PRESENTATION OF DATA

This chapter will include the following topics or sub-sections: 1) test-retest reliability and inter-judge reliability; 2) a report of the findings of differences between scouts and non-scouts and between scouts and other scouts on the basis of grade and rank; and 3) a discussion of the findings.

#### 1. Test-Retest and Inter-Judge Reliability.

Twenty-five boys ranging from eleven to fourteen years of age were rated independently on two occasions by three judges in order to establish a test-retest reliability coefficient and an inter-judge reliability coefficient. The length of time between the two ratings was a period of three weeks.

A measure of test-retest reliability was obtained by correlating the ratings of the judges on the same twenty-five individuals for the twelve traits. The formula used in treating the data was the Pearson product moment coefficient of correlation. The results of the test-retest reliability coefficient are reported in Table I on the following page.

Table I.-  
 Test-Retest Coefficients of Correlation on Trait Ratings by  
 Three Judges (N = 25).

Trait	Coefficient of Correlation	Level of Signi- -ficance (dF 73) <sup>a</sup>
Obedient	.884	.01
Friendly	.989	.01
Courteous	.862	.01
Trustworthy	.812	.01
Helpful	.707	.01
Clean	.896	.01
Reverent	.798	.01
Brave	.917	.01
Cheerful	.862	.01
Loyal	.919	.01
Thrifty	.786	.01
Kind	.718	.01

a dF = degrees of freedom = 73.

The formula<sup>1</sup> employed for the inter-judge reliability coefficient is as follows:

$$r_{kk} = \frac{V_P - V_E}{V_P}$$

The results for the above are reported in Table II, page 45.

The test-retest population and judges were employed for the inter-judge reliability coefficients. For the trait called reverent, two out of three judges gave identical ratings in the test and retest. They evidently would not commit themselves on this trait which resulted in giving forty-eight out of a possible fifty ratings in the 'three' or middle category. For this reason, the trait called reverent will not be considered in this investigation.

The coefficients of correlation between judges for the traits <sup>N</sup>brave and thrifty were compiled from the ratings of two judges. For these two traits the third judge remained in the 'three' or middle category of the scale in rating the population.

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<sup>1</sup> J.P. Guilford, Psychometric Methods, 2nd edition, McGraw-Hill, New York, 1954, p. 395-397.

Table II.-

Inter-Judge Coefficients of Correlation of Three Raters for  
Twelve Traits (N = 25).

Trait	Coefficient of Correlation	Level of Significance
Obedient	.623	.01
Friendly	.572	.01
Courteous	.598	.01
Trustworthy	.782	.01
Helpful	.500	.01
Clean	.591	.01
Reverent	.056	NS
Brave	.501 <sup>a</sup>	.01
Cheerful	.656	.01
Loyal	.587	.01
Thrifty	.493 <sup>a</sup>	.01
Kind	.388	.01

a For two judges.

## 2. The Findings of This Study.

In the comparison of scouts and non-scouts, the specific null hypothesis can be rejected for five traits out of the total twelve. Significant differences were found for the traits courteous, helpful, brave, thrifty, and kind. The differences were at various levels of significance.

For the trait courteous, the difference is at the .005 level of significance. The non-scouts received more ratings in the 'one' category. The overall difference for this trait is in favor of the non-scout group.

The difference for the trait helpful is at the .005 level of significance. The non-scout population had more ratings in the 'one' and 'three' categories and the overall difference was in their favor as well.

The trait brave also turned out to be in favor of the non-scouts. The level of significance is at the .05 level for the difference between the two groups.

The difference between the two groups is at the .005 level for thrifty. The non-scouts had more favorable ratings in the one, three, four, and five categories. The overall difference is in favor of the non-scouts for this trait.

The fifth trait where a significant difference was found is kind. The difference is at the .02 level of significance. Once again, the non-scout group received the more favorable ratings.

Table IX on page 55 presents a breakdown of the per cent of frequency ratings for scouts and non-scouts; whereas, Table III on page 48 presents the chi-squares and degrees of freedom.

When the scouts were compared with other scouts on the basis of grade, it was found that the second null hypothesis was rejected for four traits in the scale. The four traits are obedient, cheerful, thrifty, and kind. This comparison was made between scouts in the sixth and seventh grades.

The sixth grade scouts received more favorable ratings than the seventh graders on the obedient trait. This difference was found at the .05 level of significance. However, the seventh grade scouts received more favorable ratings for cheerful at the .05 level of significance. The differences between the two groups for thrifty and kind are at the .005 and .025 level of significance respectively. These two differences were also in favor of the sixth grade group.

Table X, page 56, contains the per cent of frequency ratings for sixth and seventh grade scouts. Table VI,

Table III.-

Chi-Square Values on Twelve Traits for Scouts (N = 266) and  
Non-Scouts (N = 1030).

Trait	$\chi^2$	Degrees of Freedom	Level of Significance
Obedient	6.21	4	--
Friendly	3.22	4	--
Courteous	15.21	4	.005
Trustworthy	3.27	4	--
Helpful	18.07	4	.005
Clean	.15	4	--
Reverent	3.78	4	--
Brave	9.51	4	.05
Cheerful	2.11	4	--
Loyal	.38	3	--
Thrifty	16.06	4	.005
Kind	13.05	4	.02

page 52 , presents the Chi-squares and degrees of freedom for these two groups.

The second null hypothesis was rejected on one trait when comparisons were made between scouts in the sixth and eighth grades. The result is significant at the .05 level between the two groups for cheerful. The difference for this trait is again in favor of the sixth grade. Table XI, page 57, presents the per cent of frequency ratings for the sixth and eighth grade groups. Table VIII contains the Chi-square values for twelve traits between sixth and eighth grade scouts.

The third hypothesis was rejected when it was found that there were no significant differences between scouts and other scouts when compared on the basis of rank in scouting.

Table IV.-

Chi-Square Values on Twelve Traits for Tenderfoot Rank Scouts (N = 164) and Scouts of All Other Ranks (N = 102).

Trait	$\chi^2$	Degrees of Freedom	Level of Significance
Obedient	2.45	3	--
Friendly	2.23	3	--
Courteous	.94	3	--
Trustworthy	4.61	4	--
Helpful	3.66	4	--
Clean	3.50	3	--
Reverent	2.14	3	--
Brave	4.80	3	--
Cheerful	3.35	3	--
Loyal	3.76	3	--
Thrifty	3.90	4	--
Kind	3.33	3	--

Table V.-

Chi-Square Values on Twelve Traits for Tenderfoot Scouts  
(N = 164) and Second Class Scouts (N = 74).

Trait	$\chi^2$	Degrees of Freedom	Level of Significance
Obedient	2.49	3	--
Friendly	1.19	2	--
Courteous	.32	2	--
Trustworthy	3.91	3	--
Helpful	3.34	3	--
Clean	3.16	3	--
Reverent	1.64	3	--
Brave	3.73	3	--
Cheerful	6.91	3	--
Loyal	3.54	2	--
Thrifty	5.01	4	--
Kind	3.47	3	--

Table VI.-

Chi-Square Values on Twelve Traits for Sixth Grade Scouts  
(N = 115) and Seventh Grade Scouts (N = 102).

Trait	$\chi^2$	Degrees of Freedom	Level of Significance
Obedient	8.83	3	.05
Friendly	1.67	2	--
Courteous	5.36	3	--
Trustworthy	3.77	3	--
Helpful	.96	3	--
Clean	3.61	3	--
Reverent	7.99	2	.02
Brave	3.98	3	--
Cheerful	9.10	3	.05
Loyal	4.84	2	--
Thrifty	15.74	4	.005
Kind	9.42	3	.025

Table VII.-

Chi-Square Values on Twelve Traits for Seventh Grade Scouts  
(N = 102) and Eighth Grade Scouts (N = 49).

Trait	$\chi^2$	Degrees of Freedom	Level of Significance
Obedient	.17	2	--
Friendly	.97	2	--
Courteous	4.90	2	--
Trustworthy	.40	2	--
Helpful	.46	3	--
Clean	2.50	2	--
Reverent	2.46	2	--
Brave	1.18	3	--
Cheerful	2.49	2	--
Loyal	.53	2	--
Thrifty	2.40	2	--
Kind	1.83	3	--

Table VIII.-

Chi-Square Values on Twelve Traits for Sixth Grade Scouts  
(N = 115) and Eighth Grade Scouts (N = 49).

Trait	$\chi^2$	Degrees of Freedom	Level of Significance
Obedient	7.51	3	.10
Friendly	2.15	2	--
Courteous	2.14	2	--
Trustworthy	2.54	3	--
Helpful	0	2	--
Clean	2.33	2	--
Reverent	6.41	2	.05
Brave	2.48	3	--
Cheerful	6.13	2	.05
Loyal	3.07	2	--
Thrifty	3.74	3	--
Kind	6.56	2	.10

Table IX.-

Per Cent of Frequency of Ratings of Scouts and Non-Scouts  
For Significant Chi-Squares.

Trait		1	2	3	4	5
Courteous	Scouts	44.7	31.6	18.0	5.6	.1
	Non-Scouts	51.2	30.0	11.9	4.4	2.4
Helpful	Scouts	45.8	32.0	12.8	5.6	3.7
	Non-Scouts	34.1	24.8	14.4	5.8	.8
Brave	Scouts	28.1	34.6	23.0	12.0	2.2
	Non-Scouts	35.3	32.4	23.9	7.2	1.1
Thrifty	Scouts	32.7	33.0	19.6	9.0	5.6
	Non-Scouts	39.7	33.6	18.6	6.1	1.9
Kind	Scouts	4.4	29.4	19.9	6.7	1.5
	Non-Scouts	50.8	29.6	15.3	3.8	.4

Table K.-

Per Cent of Frequency of Ratings of Sixth and Seventh Grade Scouts for Significant Chi-Squares.

Trait						
Obedient		1	2	3	4	
	6th Graders	40.89	21.76	20.88	16.53	
	7th Graders	36.26	38.22	17.64	7.84	
Cheerful		1	2	3	4	
	6th Graders	58.29	20.88	13.05	7.83	
	7th Graders	49.00	36.26	12.74	1.96	
Thrifty		1	2	3	4	5
	6th Graders	42.56	26.10	19.14	3.48	8.70
	7th Graders	21.54	41.16	21.54	9.80	3.92
Kind		1	2	3	4	
	6th Graders	54.81	21.75	17.40	6.09	
	7th Graders	35.28	29.40	21.56	13.72	

Table XI.-

Per Cent of Frequency of Ratings of Sixth and Eighth Grade  
Scouts for Significant Chi-Squares.

Trait		1	2	3	4
Cheerful	6th Graders	66.29	20.68	13.05	5.22
	8th Graders	38.0	36.0	20.0	4.0

### 3. Discussion of the Findings.

The findings of other investigators such as Wyland,<sup>2</sup> Fairchild,<sup>3</sup> and Bourgeois<sup>4</sup> seemed to present a trend that was in favor of the scout when compared to a non-scout. With regard to this study, it did not produce the slightest indication of a trend in the scouts' favor. The significant differences between the scouts and non-scouts were always in favour of the non-scout as far as this study was concerned.

Among the Boy scout group in this study, there was a surprising lack of scouts with more advanced ranks. There were only five Star scouts and none above this level in rank. The majority of the scouts in this study held the lowest rank in scouting. A great number of scouts were in the sixth grade which also puts them at the lowest age level in scouting. The number of scouts in each grade

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2 Ray O. Wyland, Scouting in the Schools, Ph.D. thesis presented at Columbia University, New York, 1934, published by the Rumford Press, Concord, New Hampshire, 1934, 200 p.

3 Henry P. Fairchild, Conduct Habits of Boy Scouts, Boy Scouts of America, 1931, New Brunswick, New Jersey, 50 p.

4 Herbert A. Bourgeois, A Comparative Study of the Achievements and Characteristics of Boy Scouts and Non-Boy Scouts in the High Schools of St. James Parish, Louisiana, unpublished Master's thesis presented at Louisiana State University, Baton Rouge, 1939, 57 p.

diminished as the grade levels progressed. Therefore, this study was concerned with many boys who had recently been attracted to scouting and, furthermore, had not as yet progressed within the movement. When the sixth grade scouts were compared to the seventh grade scouts, the more favorable ratings were found to belong to the sixth graders. The sixth grade scouts also received more favorable ratings on the single significant difference found between them and the eighth grade scouts.

The differences which were found on a grade basis may be attributed to many factors. Among them is the development of a boy at the early adolescent stage in his life. The traits on the rating scale which was employed for this study, may crystallize differently from one grade to another. A boy may react very differently to authority after he progresses in adolescence and becomes a member of a gang which is so natural at this age.

The Boy scout movement makes specific use of the gang spirit in boys. It is interesting to note here that no significant differences were found between scouts on the basis of rank in scouting.

Although the sample population consisted of parochial school boys, it was found that scouts do not necessarily join troops that are sponsored by their school or parish.

Some boys leave the parish and school boundary and become scouts in a troop which could be under the auspices of a fraternal organization such as the Rotary Club.

## SUMMARY AND RECOMMENDATIONS

The first outgrowth of this report was the construction of a rating scale which incorporated the twelve traits of the Boy scout law.

Significant differences were found between scouts and non-scouts in parochial schools on five out of the twelve traits. The traits courteous, helpful, brave, thrifty, and kind are those where significant differences were found. The differences between the two groups on the five traits are in favor of the non-scout group.

Significant differences were found between scouts and other scouts on the basis of grade in school. The sixth grade scouts received more favorable ratings for obedient, thrifty, and kind, whereas, the seventh graders received more favorable ratings for cheerful. The sixth graders received more favorable ratings for cheerful when they were compared with eighth grade scouts.

This investigation revealed that there was no significant difference between scouts and other scouts when compared on the basis of rank in scouting.

Further investigations between scouts and non-scouts are recommended as follows:

1. Comparing parochial school non-scouts with Boy Scouts in a single troop which is sponsored by the school.

This would unify the influence of scouting upon the Boy scouts in the study.

2. Comparing the high ranking Boy scouts with non-scouts on the basis of standardized tests.  
Theoretically, the high ranking scout should also rank in the classroom.
3. A comparison between scouts who are sponsored by a particular church and scouts who are sponsored by a non-religious body should, in theory, make an interesting contribution to the studies already completed.
4. Investigations could concern themselves with juvenile delinquency between scouts and non-scouts in parochial schools. Past studies with public school populations have revealed that scouts seem to have a better record for not becoming delinquents.

## BIBLIOGRAPHY

Boy Scouts of America, Handbook for Boys, No. 3225, published by National Council, Boy Scouts of America, New Brunswick, N.J., 1948, xxi-568 p.

This handbook presents the complete scout program at the boy level. The requirements for advancement in rank are clearly presented. This book is necessary in order to become acquainted with scouting.

Guilford, J.P., Psychometric Methods, 2nd edition, McGraw-Hill, 1954, New York, p. 263-301.

This book contains an excellent section on rating methods. Treatment of rating scales is important for those who will construct one. It presents in concise form what has been contributed by others on the subject.

Symonds, Percival M., Diagnosing Personality and Conduct, The Century Company, 1931, New York, p. 41-121.

This book presents good suggestions and illustrations for the construction of rating scales. The canons for the construction of rating scales are extensive and are of particular use for the rating scale designer.

**APPENDIX 1**

**THE SCOUT LAW AND DEFINITIONS**

## APPENDIX 1

### THE SCOUT LAW AND DEFINITIONS

1. A scout is trustworthy. A scout's honor is to be trusted. If he were to violate his honor by telling a lie, or by cheating, or by not doing exactly a given task, when trusted on his honor, he may be directed to hand over his Scout Badge.
2. A scout is loyal. He is loyal to all to whom loyalty is due, his scout leader, his home, and parents and country.
3. A scout is helpful. He must be prepared at any time to save life, help injured persons and share the home duties. He must do at least one "Good Turn" to somebody every day.
4. A scout is friendly. He is a friend to all and a brother to every other scout.
5. A scout is courteous. He is polite to all, especially to women, children, old people, and the weak and helpless. He must not take pay for being helpful or courteous.
6. A scout is kind. He will not kill or hurt any living creature needlessly, but will strive to save and protect all harmless life.
7. A scout is obedient. He obeys his parents, Scoutmaster, Patrol leader, and all other duly constituted authorities.
8. A scout is cheerful. He smiles whenever he can. His obedience to orders is prompt and cheery. He never shirks nor grumbles at hardships.
9. A scout is thrifty. He does not wantonly destroy property. He works faithfully, wastes nothing, and makes the best use of his opportunities. He saves his money so that he may pay his own way, be generous to those in need, and helpful to worthy objects. He may work for pay, but must not receive tips for courtesies or Good Turns.

10. A scout is brave. He has the courage to face danger in spite of fear and to stand up for the right against the coaxing of friends or the jeers or threats of enemies, and defeat does not down him.

11. A scout is clean. He keeps clean in body and thought, stands for clean speech, clean sport, clean habits, and travels with a clean crowd.

12. A scout is reverent. He is reverent toward God. He is faithful in his religious duties and respects the convictions of others in matters of custom and religion.

**APPENDIX 2**

**THE RATING SCALE**

APPENDIX 2

THE RATING SCALE

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

Age \_\_\_\_\_ Rated by \_\_\_\_\_

Grade \_\_\_\_\_ School \_\_\_\_\_

1. Does he obey his superiors?

Obedient \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ Insubordinate

2. Is he amicable towards classmates?

Friendly \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ Hostile

3. How are his manners with others?

Courteous \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ Tactless

4. What faith may be placed in his word?

Trustworthy \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ Deceitful

5. Does he willingly lend a hand to others?

Helpful \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ Not helpful

6. Is he orderly about his personal appearance?

Clean \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ Untidy

7. Does he fulfill his religious obligations?

Reverent \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ Indifferent

8. How does he react to painful situations?

Brave \_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_ Cowardly

9. What is his usual mood?

Cheerful \_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_ Gloomy

10. Is he a faithful member of his group?

Loyal \_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_ Disloyal

11. What use does he make of school property?

Thrifty \_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_ Wasteful

12. How Considerate is he of others in his actions?

Kind \_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_ Unkind

**APPENDIX 3**

**DIRECTIONS FOR USING THE RATING SCALE**

### APPENDIX 3

#### DIRECTIONS FOR USING THE RATING SCALE

The purpose of this study is to measure certain traits of your pupils by having you judge against a series of descriptive scales. In rating these traits, please make your judgments on the basis of the question inserted with each trait and its application to the individual pupil being rated. On the work-sheet you will find several traits to be rated and beneath them a set of scales.

1. Do not confer with anyone in making a judgment.
2. In rating a pupil for a particular trait disregard all other traits except the one in question. Do not allow yourself to be influenced by a favorable or unfavorable impression that you may have of the pupil being rated.
3. Rate each pupil in turn on the twelve traits.
4. The ratings will be held strictly confidential.

#### Example for use of scale:

If you feel that the pupil is very closely related to one end of the scale, you should place your check-mark as follows:

Active     X     |     |     |     |     |     X     Passive

If you feel that the student is quite closely related to one or the other end of the scale (but not extremely), you should place your check-mark as follows:

Active      |     X     |     |     X     |          Passive

If you consider the pupil to be neutral in relation to a particular trait on the scale, both sides of the scale being equally associated with the individual, then you should place your check-mark in the middle space.

Active      |     |     X     |     |          Passive

APPENDIX 4

THE QUESTIONNAIRE

APPENDIX 4

THE QUESTIONNAIRE

NAME \_\_\_\_\_

1. Are you a Boy Scout?    Yes \_\_\_\_\_    No \_\_\_\_\_
2. How long have you been a Boy Scout?    \_\_\_\_\_ Yr.    \_\_\_\_\_ Months
3. What is your rank?    Tenderfoot    \_\_\_\_\_  
                                  Second Class    \_\_\_\_\_  
                                  First Class    \_\_\_\_\_  
                                  Star    \_\_\_\_\_  
                                  Life    \_\_\_\_\_  
                                  Eagle    \_\_\_\_\_
4. Which troop do you belong to? \_\_\_\_\_
5. Where? \_\_\_\_\_

**APPENDIX 5**

**FREQUENCY DISTRIBUTION OF RATINGS  
FOR SCOUTS AND NON-SCOUTS**

APPENDIX 5

Frequency Distribution of Ratings  
For Scouts and Non-Scouts

	Scouts N - 266					Non-Scouts N - 1030				
	1	2	3	4	5	1	2	3	4	5
Obedient	105	81	51	24	5	466	322	143	78	21
Friendly	142	72	37	13	2	583	288	120	34	5
Courteous	119	84	48	15	-	528	309	122	46	25
Trustworthy	126	65	50	16	9	475	286	175	73	21
Helpful	122	65	35	14	10	558	264	140	59	9
Clean	170	57	21	11	7	649	229	84	43	25
Reverent	140	82	31	9	4	523	283	158	44	22
Brave	75	92	61	32	6	364	334	236	74	22
Cheerful	137	81	34	11	3	493	312	153	53	17
Loyal	136	72	48	9	1	526	288	173	38	5
Thrifty	87	68	52	24	15	409	346	192	63	20
Kind	113	78	33	18	4	524	305	157	39	5

**APPENDIX 6**

**FREQUENCY DISTRIBUTION OF RATINGS  
FOR TENDERFOOT AND SECOND CLASS SCOUTS**

APPENDIX 6

Frequency Distribution of Ratings  
For Tenderfoot and Second Class Scouts

	Tenderfeet N - 164					2nd Class Scouts N - 74				
	1	2	3	4	5	1	2	3	4	5
Obedient	69	46	31	15	3	25	28	13	6	2
Friendly	84	53	21	6	0	40	18	11	5	0
Courteous	75	50	31	8	0	31	24	12	7	0
Trustworthy	75	47	27	8	7	36	13	17	6	2
Helpful	81	46	20	11	6	30	29	9	3	3
Clean	106	30	15	7	6	45	20	6	3	0
Reverent	91	46	20	3	4	35	23	12	4	0
Brave	51	51	42	17	3	18	30	14	11	1
Cheerful	90	44	21	7	2	26	32	13	2	1
Loyal	92	38	29	5	0	32	24	14	4	0
Thrifty	55	49	38	13	9	24	29	10	8	3
Kind	77	41	32	11	3	26	29	12	7	0

**APPENDIX 7**

**FREQUENCY DISTRIBUTION OF RATINGS  
FOR FIRST CLASS AND STAR SCOUTS**

APPENDIX 7

Frequency Distribution of Ratings  
For First Class and Star Scouts

	Star Scouts N - 5					1st Class Scouts N - 23				
	1	2	3	4	5	1	2	3	4	5
Obedient	3	3	-	-	-	7	7	5	4	-
Friendly	4	1	-	-	-	14	6	2	1	-
Courteous	4	1	-	-	-	10	9	4	-	-
Trustworthy	4	1	-	-	-	11	5	4	2	1
Helpful	3	2	-	-	-	10	6	3	1	1
Clean	4	1	-	-	-	16	5	1	-	1
Reverent	3	2	-	-	-	10	8	5	-	-
Brave	2	3	-	-	-	6	9	4	2	2
Cheerful	5	-	-	-	-	15	3	4	1	-
Loyal	5	-	-	-	-	11	9	2	-	1
Thrifty	1	4	-	-	-	6	7	6	2	2
Kind	3	2	-	-	-	9	4	9	-	1

**APPENDIX 8**

**FREQUENCY DISTRIBUTION OF RATINGS  
FOR SIXTH AND SEVENTH GRADE SCOUTS**

APPENDIX 8

Frequency Distribution of Ratings  
For Sixth and Seventh Grade Scouts

	6th Grade Scouts N - 115					7th Grade Scouts N - 108				
	1	2	3	4	5	1	2	3	4	5
Obedient	47	25	24	15	4	37	39	18	7	1
Friendly	61	28	20	6	-	58	28	12	4	-
Courteous	55	32	23	5	-	38	37	17	10	-
Trustworthy	59	24	18	8	6	44	27	23	5	3
Helpful	57	35	12	5	6	44	34	13	8	3
Clean	79	19	10	3	4	58	26	10	5	3
Reverent	72	28	11	2	2	45	33	19	4	1
Brave	41	37	23	9	5	24	41	22	13	2
Cheerful	67	24	15	6	3	50	37	13	2	-
Loyal	69	23	20	2	1	47	32	17	6	-
Thrifty	49	30	22	4	10	23	42	23	10	4
Kind	63	25	20	4	3	36	30	22	12	2

**APPENDIX 9**

**FREQUENCY DISTRIBUTION OF RATINGS  
FOR EIGHTH GRADE SCOUTS**

APPENDIX 9

Frequency Distribution of Ratings  
For Eighth Grade Scouts

	<u>8th Grade Scouts N-49</u>				
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Obedient	17	20	9	3	-
Friendly	24	17	6	2	-
Courteous	27	15	7	-	-
Trustworthy	21	15	9	3	1
Helpful	24	15	5	3	2
Clean	33	12	4	-	-
Reverent	21	21	5	1	1
Brave	12	16	14	6	1
Cheerful	19	18	10	2	-
Loyal	24	16	8	1	-
Thrifty	14	17	8	9	1
Kind	19	20	8	2	-

APPENDIX 10

ABSTRACT OF An Investigation of Trait  
Ratings Between Boy Scouts and Non-Scouts  
In the Parochial Schools of Vermont.

## APPENDIX 10

### ABSTRACT OF

#### An Investigation of Trait Ratings Between Boy Scouts and Non-Scouts in the Parochial Schools of Vermont.<sup>1</sup>

The literature that is pertinent to the investigation disclosed that differences between scouts and non-scouts were more favorable to the scout group. The scouts received superior scores in intelligence and achievement tests. Other criteria were employed for comparison and the trend was more favorable to scouts. The use of public school groups was the most common aspect of the studies reviewed in the literature. The use of exclusively parochial and/or private school populations was noticeably lacking in the studies. This study employed the sixth, seventh, and eighth grade boys in the parochial schools of Vermont for a comparison of scouts and non-scouts.

The two groups were compared on the twelve traits of the Boy scout law which were incorporated into a rating scale for this investigation. The judges who employed the scale were the classroom teachers of the subjects who were rated.

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<sup>1</sup> Robert J. Giroux, thesis presented to the School of Psychology and Education of the University of Ottawa, Ontario, August 1961, p. vi-86.

After the scale was constructed and used for refinement purposes in a pilot study, a test-retest coefficient of reliability was established and reported in the investigation. This aspect of the scale was accompanied by a report of the inter-judge coefficient of reliability which was also presented.

Comparisons were made between scouts and non-scouts. Further comparisons were made between scouts and other scouts on the basis of rank in scouting and grade in school. Significant differences were found between scouts and non-scouts and they were in favor of the non-scout group. The comparison of scouts and other scouts disclosed no significant differences on the basis of rank. However, when scouts were compared to other scouts on the basis of grade, the sixth graders received the more favorable ratings.