

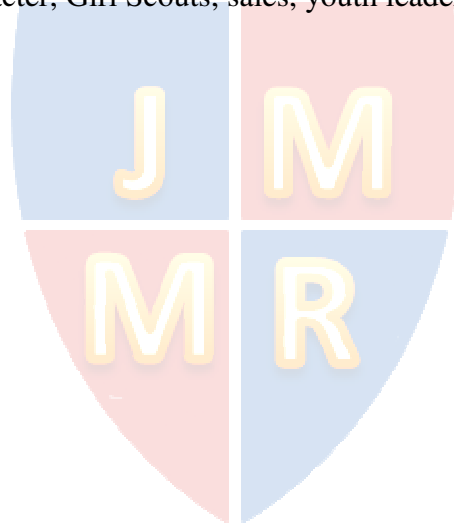
Management and marketing: what do the Girl Scouts and Boy Scouts teach?

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ABSTRACT

Many for profit and non-profit organizations exist to help children develop a variety of skills today. Two organizations that focus on developing youth leadership skills are the Boy Scouts of America and the Girl Scouts of the United States of America. Similarities and differences between these two youth development organizations are described with a focus on organizational structure, management and training practices, marketing activities and product sales. Measure outcomes to date are discussed, and suggestions for future research are proposed.

Keywords: Boy Scouts, character, Girl Scouts, sales, youth leadership.



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INTRODUCTION

Griggs (2009) has observed, “Leadership is not taught or emphasized in our high schools or colleges.” (p. 202) If this is true, where are today’s children going to learn and practice leadership skills, so they are prepared to be tomorrow’s community and business leaders?

Researchers have examined various impacts of youth organizations on children. In recent years, an increasing amount of research has focused on the impact of specific youth development programs. Williams (2001) found that membership in groups such as “...the Boy Scouts of America, the Girl Scouts of America, church groups, community recreation sports, high school sports” have a positive impact on high school graduation likelihood (Williams, 2001, p. ii). Zarrett et al. (2009) specifically looked at youth involvement in sports, and found that youth who were highly engaged in sports had significantly lower positive youth development characteristics than other children who were engaged in both sports and youth development programs. The specific youth development programs Zarrett et al. examined were the 4-H Club, Boy Scouts, Girl Scouts, YMCA, YWCA, Big Brothers & Big Sisters. Other studies have found that adults attribute their success to their childhood experiences with Boy Scouts, Girl Scouts, 4-H, Future Farmers of America, Junior Achievement, and Little League Baseball. (Girl Scout Research, 2012; Latson, 2015; Root, 2015) Champine et al. also found that participation by youth in youth development programs, including Boy Scouts, “is related to the development of character virtues, confidence, contribution to others and one’s community, school competence, and lower likelihood of engagement in risk/problem behaviors.” (Champine et al., 2016, p. 98)

The current paper examines the observed ideals, processes and impacts of two of these youth leadership development programs in particular, the Boy Scouts of America (BSA or Boy Scouts) and the Girl Scouts of the United States of America (GSUSA or Girl Scouts). Both are non-profit organizations that serve children of about the same age ranges, beginning when they turn five years old (or enter kindergarten), and ending the day the child turns 18 (although the BSA does have programs for young men and women as old as 20). The author is both a trained Girl Scout leader and a trained Boy Scout leader, whose daughter is a currently active Girl Scout (in her seventh year), and whose son is a currently active Boy Scout (in his ninth year).

LITERATURE REVIEW

Williams notes that “Scouting research tends to focus more on the Boy Scouts than on the Girl Scouts” (2001, p. 9) Indeed, when examining the leadership development literature, Boy Scouts has for decades been raised as an exemplar by management and leadership development researchers (see Griggs, 2009; Hilliard, 2014; Malone, 2015; Mullin, 1996; and Scheidlinger, 1948 for examples). Slaughter and Greguras (2009) even uses the term “Boy Scout” as a measure of organization personality perception to denote such traits as, “being friendly, attentive to people, pleasant, family oriented, cooperative, and helpful.” (p. 4)

Girl Scouts, in contrast, was more often referenced for its sales and marketing efforts, either looking at Girl Scout cookie sales in person (see for example Olson 2000), online (Anna, p. 64), or examining new cookie-ordering systems (Beasty, 2005). Girl Scouts was also mentioned frequently as the organization either licensed its brand names or co-branded products such as Quaker Oats Thin Mints granola bars, J. M. Smucker baking mixes, or General Mills Thin Mints breakfast cereal (Wohl, 2016). Moving away from food products, the Girl Scout name has also recently been used on cookie flavored lip balm available in Walmart (Panych, 2011). There were even Girl Scouts Groovy Girl dolls and accessories sold through Target and Girl Scout Council shops (Scout's, 2007), and a partnership with Mattel that resulted in "Girl Scout Barbie," available on Amazon and Walmart. The Barbie doll, dressed in the uniform of a 4th – 5th grade Junior Girl Scout, comes with miniature cookie boxes and a patch that real Girl Scouts could wear on their uniforms. (Culp-Ressler, 2014)

Notable exceptions to the sales and marketing focus on Girl Scouts were an examination of why a training program for Girl Scout volunteers had failed in the 1960's (Stone, 1984), and two interviews with the national executive director Frances Hesselbein about her successful efforts in the 1970's and 1980's to reorganize the Girl Scouts of the USA. (Blank, 1987; Leahey, 2011) Hesselbein's efforts included going back to management basics to crystallize the organization's mission, and also to completely change the group's training offered to volunteer Council presidents, training that was initially led by Peter Drucker. In 1989 the Girl Scouts of the USA commissioned an in-depth research study to examine what girls want, and what girls value – up until that time, the Girl Scouts had usually told girls what they thought girls should value. (Leahey, 2011) In addition, a management case on the Girl Scouts was also published (Heskett, 1989), as well as reports of a student service learning project involving the Girl Scouts (Holtzman, Stewart and Barr, 2008).

Very little research has explicitly involved these two Scouting organizations, without also including the range of youth development programs noted earlier. The research question for the present study is therefore this: with more than 100 years of experience behind each of these youth development organizations, do their leadership development programs actually work?

When examining Boy Scout and Girl Scout Handbooks, Denny found that, "girls are offered more activities intended to be performed in group contexts than are boys. Boys are offered proportionately more activities with scientific content and proportionately fewer artistic activities than are girls." (2011, p. 27) If the emphasis in the Handbooks is different, perhaps the next logical topic is to look at similarities and differences between the organizations themselves.

A BRIEF HISTORY OF SCOUTING

The earliest roots of today's Scouting began in the 1890's in India, where a British army colonel named Robert Baden-Powell created a new system of military training for some poorly prepared men under his command. (Scheidlinger, 1948) He wrote a book about his training ideas in 1899 which he called "Aids to Scouting." He endured a 217-day siege during the Boer War at the turn of the century, during which time boys who were too young to be soldiers stood guard, carried messages and otherwise helped out, which impressed Baden-Powell. As Scheidlinger put it, "The boys' troop distinguished itself with such excellent performances that Baden-Powell conceived the idea of using the scout training system for boys in time of peace. He found upon his return to England that his book 'Aids to Scouting' was being used by teachers in their education of youth ... in 1906 the tentative scout program was enthusiastically received

by the leaders of the boys' welfare movements of the Church, State, Army, and Navy.” (1948, p. 740) Baden-Powell tested his ideas as the formal beginning of Scouting in England began in 1907, an idea which has now spread to 160 countries. (Rohm and Osula, 2013)

Shortly after its founding, a Chicago newspaper publisher named William D. Boyce was visiting London and got lost in the famous fog of that city. One of Baden-Powell's young Scouts offered to help Boyce find his way, and Boyce was impressed enough that he brought the idea and its trainings back to the United States. The Boy Scouts of America was founded on Feb. 8, 1910, incorporated as a non-profit organization in Illinois, and also in the District of Columbia (Ockerman and Ronk, 2016; Scheidlinger, 1948).

Robert Baden-Powell thought that girls would also benefit from a similar program, and helped his sister Agnes Baden-Powell create the Girl Guides in 1910 (Sims and Keena, 2010). In May 1911 he met an American, Juliette Gordon Low, who loved the idea of the Girl Guides enough that she starting three Troops over her next few months in London and Scotland. (Sims and Keena, 2010) When she traveled home to Savannah, Georgia she began a Girl Guides Troop in the spring of 1912. “Three additional troops formed in the next two months, and within a year there were ten in the city. In the spring of 1913, Low changed the group's name from Girl Guides to Girl Scouts and opened a national headquarters in Washington, D.C.” (p. 373)

Both of these non-profit organizations had great popular support, but faced the legal problem of having to incorporate separately in every state. Title 36 is a special legal standing that recognizes “‘patriotic and national organizations,’ rather than having to seek incorporation state-by-state” (Ockerman and Ronk, 2016, p. 1). On June 15, 1916 U.S. President Woodrow Wilson signed a unanimously-approved and ratified Congressional charter allowing the Boy Scouts of America to be recognized under Title 36 (Latson, 2015). The Congressional Committee reported that the Boy Scout movement was “intended to supplement and enlarge established modern educational facilities and activities in the great and healthful out of doors ... The importance and magnitude of this work is such as to entitle it to recognition and its work and insignia to protection by Federal incorporation.” (Scheidlinger, 1948, p. 742) Girl Scouts received a similar Congressional charter that gave the same federal recognition for the Girl Scouts of the United States of America on March 16, 1950. (Girl Scouts of the United States, 2015; GSUSA Resources, 2017)

Membership and advancement requirements have changed over the years for each of these organizations. The present study examines only the programs that are currently in place.

PRIMARY AUDIENCE – YOUTH SERVED

The Girl Scouts of the United States of America serves girls from the time they enter kindergarten (usually age five) until the end of high school their 18th birthday. “Today, there are 2.6 million Girl Scouts—1.8 million girl members and 800,000 adult members working primarily as volunteers,” organized into more than 100 local Councils. (Facts, 2017)

Girls Scouts are organized into Troops, by school grade. Girls in kindergarten and 1st grade are Girl Scouts called Daisies, 2nd and 3rd graders are Girl Scouts called Brownies, 4th and 5th graders are Girl Scouts called Juniors, 6th through 8th graders are Girl Scouts called Cadettes. Every change in “level” in these early grades has an associated change in uniform color, so that Girl Scouts are required to buy a new uniform (which is either a sash or a vest) every two years. Daisies wear blue, Brownies wear brown, Juniors wear the green most people associate with all

Girl Scouts, and Cadettes wear khaki. After girls reach the 6th grade, the same khaki uniform can be worn until she reaches 18 years of age. High school students begin as Girl Scouts called Seniors for grades nine and ten, then transition into Ambassadors in grades 11 and 12. Each Troop may have girls of only a single grade, or may have girls belonging to any of the specified grades for that level.

The Boy Scouts of America serves both boys and girls – and some young adults older than age 18 – with five separate programs. In 2016 there were approximately 2.3 million youth members and 919,000 registered adult volunteers organized by 273 local Councils. (Boy Scouts, 2016, p. 16)

1) Cub Scouts are Boy Scouts who are in the 1st through the 5th grade, usually boys six through 11 years old. Just over 200 of the current 270+ BSA Councils were part of a pilot program beginning in the fall of 2016 for boys in kindergarten, or boys who were 5 – 6 years old (Participating 2017). If this national pilot program is included, Cub Scouts serves boys from kindergarten through most of 5th grade, or from age five until about boy's 11th birthday. Cub Scouts who wish to continue into a Boy Scouts Troop typically enter their new Troop sometime during the spring of 5th grade.

2) Boy Scouts serve boys from near the end of 5th grade until the boy's 18th birthday, so typically from age 11 through 17 or the latter part of 5th grade through high school.

3) Venturing is a Boy Scout program that focuses on high adventure activities, usually with more opportunities for whitewater rafting, rock climbing, etc. A Venturing Crew can have as its members both boys and girls – and also young adults – as this program is for, “young men and women ages 14 through 20 (and not yet age 21), or age 13 and have completed the 8th grade ... Although outdoor activities are a major part of Venturing, the program also features life skills like leadership development, public speaking, interviewing, and mentoring.” (Fast Facts, 2012)

4) Sea Scouts, once a much larger Boy Scout program than it is today, is, “a specialized program, organized to address a youth members' boating skills and promote knowledge of our maritime heritage.” Sea Scout Ships are for young men or women 14 years old (or 13 years and completed the 8th grade) but not yet 21. (Sea Scout, 2017)

5) Exploring is probably the least-known Boy Scout program, even though it has been around for many decades. Exploring is a career education program primarily for youth 14 – 20 years old. Explorers can be young men or young women, and there is even a chance for younger children (in 6th – 8th grades) to join an Explorer Club. Career exploration and networking are the main focus for Explorer Posts. (Exploring, 2016)

The current paper will examine the Girl Scouts program, and the two most popular Boy Scouts programs, the Cub Scouts program and the Boy Scouts program.

FOUNDATIONS OF SCOUTING AND THE ORGANIZATIONS

As already noted, both BSA and GSUSA are 501(c)(3) nonprofit organizations, chartered by Congress under Title 36. The headquarters for GSUSA is in New York, New York and the headquarters for BSA is in Irvine, Texas.

The BSA and GSUSA both have well defined missions, an oath or promise, and a “law” which outline the specific characteristics and behaviors that each Scouting organization hopes to instill in its Scouts as shown in Table 1 (Appendix). Both Boy Scouts and Girl Scouts use the patrol system when there are more than about eight children in a group, ensuring that youth have the opportunity to take on some of the responsibility of running their own group. (Williams,

2001) How the children are grouped within each type of Scouting varies, and each of the two organizations also have different types of relationships with their Scouting units.

Boy Scouts and Girl Scouts both encourage adults to guide the children, rather than dictate to the children what activities they need to accomplish. Adults find that this becomes easier to do as the children age, and are more able to take on these tasks. Still, by the time the child is in middle school (around 11 or 12 years old) the Troop should be primarily led by the child members, with adults present (1) to keep the kids safe, and (2) to act as guides, as opposed to authoritarian leaders.

Girl Scouts

Girl Scouts currently has more than 100 local Councils, most of which also have a Girl Scout store where uniforms, patches and Journey books are available (Facts, 2017). These materials can also be bought online. Within Councils are smaller Service Units, which may include all Girl Scout Troops in a specific town, or a specific area within a larger city. Councils have paid Girl Scout employees, while Service Units are run by volunteers (usually Girl Scout Troop leaders) in that area. The author's local Council serves part of five counties, which encompasses 186 cities and towns. (Our, 2017). Her Service Unit includes only Troops of girls in the town where she lives.

Girl Scout Troops are encouraged to meet in public spaces (rather than in an individual's home), but are not usually chartered to a specific school or religious institution. A leader's report is required each June, outlining whether the Troop will continue the following year, detailing who the required two adult leaders will be, and whether the Troop's bank account is still active.

Girl Scout Troops do not need to have any affiliation other than with the local Girl Scouts Council. This means that exactly where the Troop decides to meet can easily change from year to year. Each Girl Scout Troop begins when two volunteers create it. Those volunteers must first pass criminal background checks requested by the local Council, and must establish an individual bank account for the Troop that the Girl Scouts Council can access. When these requirements have been met, the Troop is given a number by that regional Council. The author started a Daisy Troop when her daughter entered kindergarten, and was surprised to learn that the Troop's identifying number was five digits long. Each Troop – with its unique Troop number – exists only until that group of girls either ages out of the program at 18, or until the Troop is disbanded. The author's original Troop existed for only a single year, when the two volunteers who started the Troop both moved to other towns. With no parents of the remaining Girl Scouts interested in running it, that five-digit Troop number was permanently retired for that Service Unit. The author found no Girl Scout Troop at the school in her new town for her daughter's grade, so she and another volunteer started a new five-digit Daisy Troop. Within a day the Council had placed ten additional 1st grade girls into Troop 11607, and which is currently in its sixth year (hereafter referred to as the author's Troop).

Each Girl Scout Troop's bank account is created using the tax identification number of the local Girl Scout Council. (How, 2017) In the author's local Council, the bank account must be named as follows, "TROOP accounts must be named: Girl Scouts of Central and Western Massachusetts, Inc., Troop # _ _ _ _" (p. 1) and the local Council must be granted the ability to withdraw Troop funds via automated clearinghouse (ACH). When a Girl Scout Troop is disbanded, any money remaining in its account is forfeit to the local Service Unit or Council. Individual girls or adults may not take any remaining money for their own use.

Different Girl Scout Troops within a single school or Service Unit need not interact, unless the Service Unit they are in has routine Service Unit-wide events. The author's current (and very active) Service Unit is a single small town, which has up to half a dozen events each year in which any Girl Scout Troop in the town may participate. These events include an annual Camporee where all the Girl Scouts from this one town rent a regional Girl Scout residential camp for a weekend each autumn, an annual ice skating event, marching in the town's annual parade, and two to three other events available for all ages. No Troops participate in all of these events, with most Troops participating in two or three of them. Outside of these all-are-welcome entertainment opportunities, Troops rarely interact, and so girls routinely interact only with the small group of similar-age girls in their Troop. There is a focus on collaborative decision making within Troops, so that every girl has a chance to be heard. This collaborative decision making method is lauded as a youth development tactic, however, there are few opportunities for girls to engage in additional youth development practices, such as practicing public speaking, teaching younger girls, or leading girls of different ages.

Girl Scout meetings are restricted to the registered Girl Scouts and any adults (male or female) who have also registered with Girl Scouts as an adult volunteer (Volunteer, 2016). If parents want to stick around for a Troop meeting, each parent will need to register as an adult, pay the GSUSA membership fee, and pass a background check requested by the local Council. Parents are required to sign a permission form for any activities outside of the regular meeting place and time, and are required to join Girl Scouts if they expect to drive any girl other than their own to any Troop destination. (Volunteer, 2016, p. 108) Thus the focus is on the girls and their leaders, with siblings and non-registered parents not welcome at meetings or on trips. Exceptions are special awards ceremonies, such as Bridging ceremonies which can occur every two years, or family-oriented activities if a larger Service Unit or Council organizes one.

Girl Scout Troops are encouraged to use all monies in their bank accounts (down to \$50) annually, so that the girls who raise funds during a year are the ones who benefit from using those funds. (Volunteer, 2016, p. 94) Although Troops can go against the Council's recommendation to use funds during the year in which those funds were raised, setting an example for the girls of "breaking the rules" is obviously not encouraged. If a Troop wants to take several trips during a year, then, they must either (1) ask the parents of each girl to fund the activities, or (2) restrict any trips until after the cookie selling season has ended. Planning for activities and Troop events becomes very difficult when the Troop is unsure of how much money will be in the budget until halfway through the current year's calendar.

Cub Scouts and Boy Scouts

The Boy Scouts of America grants two types of formal charters, each of which must be issued by the national organization. The first type of charter – for a local Council staffed by BSA employees – establishes a local Council which may itself be comprised of smaller regional Districts. A local Council allows BSA employees to interact with community groups that may be interested in using BSA programs, and the local Council can provide various support services to help those community groups that already have Scouting programs. (Training, 2017)

The second type of charter granted by the BSA is for community organizations to use the Scouting program. Following a recommendation of the local Council, the national BSA may grant a "chartered organization" a charter to use Scouting, "under its own leadership ... [to] serve families and youth for which the organization is concerned (either within the organization,

outside the organization, or both), [and to] help the group or organization accomplish its objectives.” (Training, 2017, para. 5) These charters for individual community organizations must be reaffirmed annually both by the BSA unit (the Cub Scout Pack or Boy Scout Troop) and the community organization. Annual rechartering ensures both that the Boy Scout volunteers are satisfied with the chartered organization’s continuing support, and also that the chartered organization remains satisfied with the unit’s progress in meeting the chartered organization’s goals. This charter allows those chartered organizations to operate the Scouting program and provides them needed literature, training, support materials, and direct professional service. (The Chartered, 2015, p. 1) The chartered organization, as the sponsor of a Boy Scout unit, owns, operates, and controls the Scout unit, allowing each chartered organization to either enforce or forbid its own guidelines on the group – as long as those guidelines do not contradict any of BSA’s policies. This is very different from the way Girl Scout units are organized, as each Girl Scout Troop reports directly to the local Girl Scout Council, not to any community organization.

Of the more than 100,000 BSA units active in 2015, about 70% of these were chartered to faith based organizations. (Chartered, 2015) Another 22% were chartered to civic organizations, with the rest chartered to educational organizations. (Chartered, 2015) Chartered organizations have a long-term commitment to and responsibility for the Cub Scout Pack or Boy Scout Troop associated with it. The chartered organization must appoint a representative who ensures that there are adequate meeting facilities for the unit. In addition, this chartered organization representative attends meetings of the unit’s Committee and helps to coordinate the operation of however many Scouting units work with that chartered organization. (Chartered, 2015) A single chartered organization (for example, a large and active church) might have one charter for a Cub Scout Pack, a second charter for a Boy Scout Troop, and perhaps even a third charter for a Venture Crew. Each of these BSA units belongs to the chartered organization. (The Chartered, 2015) Each of these charters would have to be renewed annually by each unit, reaffirming the relationship between the chartered organization, its Pack/Troop/Crew, and the guidance provided by the BSA. As made explicit by the BSA, the chartered “organization conducts the Scouting program through its charter from the Boy Scouts of America, and the Scouting units and their leaders belong to your organization and are part of its ‘family.’ It is most important that this relationship be understood. The BSA local council exists only to support your organization and to help it be successful.” (p. 4) Further, “...the chartered organization owns the unit, and all funds used by the unit remain the responsibility of the chartered organization as long as the charter issued by the BSA remains in place.” (Fiscal, 2015, p. 1)

To look more closely at individual units, it is useful to remember that for Cub Scouts and Boy Scouts, the ages are about the same as for Girl Scouts (from age five until the child turns 18), but the boys are organized to interact with each other very differently.

Cub Scouts are in age- or grade-specific groups called Dens for most of their meetings. The youngest program of Cub Scouts for kindergarteners (or boys ages 5 – 6) is called Lion Cubs, and is currently an experiment, not yet available in all areas. As a pilot program, Lion Cubs do not yet wear formal Cub Scout uniform shirts, wearing instead light blue T-shirts with a lion logo on them. For the rest of Cub Scouts, the uniform shirt remains consistent throughout Cub Scouts – navy blue – while each Den wears color-coded accessories that identify each boy’s rank. The accessories are a neckerchief (the bandana that goes around the neck), a slide to hold the neckerchief in place, and a hat. Each grade gets its own Den, with Cub-related names. First graders (typically ages 6 – 7) are Tiger Cubs with orange accessories, 2nd graders (ages 7 – 8) are Wolf Cubs with yellow accessories, 3rd graders (ages 8 – 9) are Bear Cubs with light blue.

Fourth and 5th graders are still Cub Scouts, although these levels do not have Den-related names. The rank for 4th graders is called Webelos (an acronym for We Be LOyal Scouts), with a red, green, blue and yellow plaid color scheme for the neckerchief and hat. The rank for 5th graders is called Arrow of Light, and repeats the Webelos tartan. Each of these Den names is also the name of the award and patch that boys work toward all year they are part of that Den.

Another major difference between Boy Scouts and Girl Scouts is that all Cub Scouts (ages 5 – 11, kindergarten through 5th grade) meet together monthly in what's called a Pack meeting. Every boy involved in Cub Scouting in the Pack's area therefore gets to see each other and interact as a fellow Scout at least once a month. In the author's town, each elementary school has an associated Cub Scout Pack, which gave the boys something to have in common in addition to what school they attended. (Two of these Packs chose to merge at one point, mixing boys from two elementary schools before the author's son had left Cub Scouts.) Every Den is an integral part of its larger Pack. Each boy participates in the monthly Pack meetings, with each Den taking the lead to speak in or give a demonstration to the rest of the Pack at least once each year. Every Cub Scout therefore has regular opportunities to speak in public before other boys and adults, and to interact with boys of different ages who are not in his own age-specific Den. By age 11 boys in Cub Scouts have had dozens of opportunities to interact with boys of various ages in both very formal and informal gatherings, and to speak before large groups of people. Girl Scouts, in contrast, may interact with girls from Troops of a different age as rarely as once or twice every two years, as a bridging requirement (more on that in the next section).

Cub Scouts is a family-inclusive program, encouraging siblings, parents and other family members to attend and observe Den and Pack meetings. The leaders must pass criminal background checks requested by the local Council, but parents are not expected to join Boy Scouts just to attend meetings. Parents are expected to drive their own boys to most events that are not at the regular meeting time or place. In this way Cub Scouts begins recruitment for volunteers and additional Cub Scouts from a boy's very first involvement by inviting the rest of a boy's family to observe meetings and other activities.

The Pack's number on each boy's uniform shirt remains constant as boys age through the program. Individual Dens have numbers ranging from 1 – 6, but the numbers are reused when boys age out of Cub Scouts. For example, if Geoffrey joins Den 2 of Pack 295 as a kindergartener, he will remain in Den 2 of Pack 295 until he ages out as a 5th grader. He'll wear the same navy blue uniform shirt all six years that he is a Cub Scout, although if he's outgrowing his uniform shirt as a 4th or 5th grader, he may buy the bigger size in Boy Scout khaki. The following year, the incoming kindergarteners will be part of a new Den 2 of Pack 295. Packs can exist for decades, allowing boys to share an alumni bond for a particular boyhood Pack in a way that Girls Scouts cannot. Because the Pack can exist for a longer time, any money from fundraisers that were not used during the calendar year in which it was raised can be saved and used for larger celebrations or events than Girl Scouts typically enjoy. This longer-term across-ages focus also allows development of an institutional memory that most Girl Scout Troops do not develop.

Older boys ages 11 – 17 are called Boy Scouts. One they "cross over" from Cub Scouts sometime during 5th grade – around age 11 – boys are part of one larger, multi-age Troop. Within the Boy Scout Troop boys are organized into smaller, multi-age Patrols, typically of around eight boys. All Boy Scouts wear the same khaki uniform shirts with their Troop number throughout their time as Boy Scouts, unless of course they outgrow a shirt and need to buy a larger size. Similar to Cub Scout Packs, Boy Scout Troops can remain stable for decades. The

Boy Scout Troop with which the author's son is affiliated has just celebrated its 93rd consecutive year with the same chartered organization. Patrols can remain stable for years or may be reorganized every year depending on the varying number of boys in a Troop. Older Boy Scouts are required to teach younger Boy Scouts specific behaviors and skill sets throughout their time as Boy Scouts using the "EDGE" method. EDGE is an acronym that stands for Explain (what is to be taught), Demonstrate (the skill to be taught), Guide (the other boy who is learning the skill), and Empower (praise the other boy as he practices and masters the new skill). After the boy practices the new skill, the boy who taught him can also sign off on the newer boy's mastery of that skill. Therefore teaching, mentoring, following up and leadership skills are required and routinely reinforced in Boy Scouts until a boy turns 18. In addition, every Boy Scout meeting begins with an opening ceremony. Each week during the opening, four different boys are singled out, each one leading the Troop in either the Pledge of Allegiance, the Boy Scout Oath, the Boy Scout Law, or the Outdoor Code. Thus four boys (at minimum) get public speaking practice at every weekly meeting.

ADVANCEMENT

Boy Scout and Girl Scout programs have very different advancement requirements. Even within Boy Scouts, the requirements change from the younger ranks of Cub Scouts to the older ranks for Boy Scouts. Each of these will be addressed in turn.

There are three requirements for advancement from one level of Girl Scouts to another: (1) to advance in age and grade, (2) to speak with girls in a Troop one level younger than their current one, and (3) to speak with girls in another Troop one level more advanced than their own. Girl Scouts can have what's called a Bridging Ceremony, when girls transition from one level to the next (usually every two years). Some Service Units have elaborate public ceremonies for all girls in every Troop advancing that year, while others leave each Troop to decide whether it wants to have a ceremony at all. These are the public ceremonies that family members are invited to even if they are not registered Girl Scouts.

There are no other specific requirements for girls to master prior to moving up a level, and no one handbook to guide girls or their leaders toward particular activities. Thus there is no common foundation of skills, activities, or experiences among Girl Scouts from different Troops, other than the foundational Promise and Law, summer camp for those girls who attend, and annual opportunities to sell Girl Scout cookies. In Troops where the leaders are avid campers, that Troop may go camping. In Troops where the leaders enjoy travel, that Troop may take several trips. In Troops where the leaders enjoy arts and crafts, that Troop may focus only on those artistic endeavors. While this allows for tremendous flexibility for each Troop to follow the interests of its girls and its leaders, this also gives little direction for individuals interested in a clear program of youth leadership development.

This flexibility allows girls to join at any level of Girl Scouts, without having mastered any of the tasks younger Girl Scouts have accomplished. Except for the Gold Award (discussed in the section on special awards), Girl Scout advancement does not require any specific previous Girl Scout accomplishments, leadership or experience.

In contrast, Boy Scouts has a very different structure, which is further divided into Cub Scout and Boy Scout experiences. Advancing ranks in all areas of Boy Scouts requires that a boy accomplish specific participation and mastery objectives. In Cub Scouts the accomplishments from one year are not required for accomplishment of objectives in any

subsequent year. In other words, boys can join Cub Scouts at any rank and still succeed in mastering his current rank, and advancing to the next.

Each Cub Scout ranks requires seven “adventures,” well defined activities to start conversations about specific topics and allow the Cub Scouts to practice specific skill sets. To keep track of all of these adventures, Cub Scouts get a different Handbook each year, which spells out the requirements for that particular year’s level of Cub Scout. Cub Scout leaders are encouraged to pull lesson plans from the CubScouts.org library online, or from their associated leadership manuals. (Cub, 2017)

For boys in the younger Dens (Lions, Tigers, Wolves, and Bears) there are six specific required adventures each year. These required adventures are not the same for each rank, to keep Cub Scouts interested, but every Cub Scout of a particular rank is required to accomplish the same set of adventures. This means that every Cub Scout has been introduced to and had the chance to explore a common set of general topics, and to practice the same specific practical life skills. The seventh adventure at these younger ranks can be any one of the 13 elective adventures that are available for each rank.

Moving into the older Cub Scout ranks, there are a few changes in advancement requirements. For Webelos there are five required adventures, for Arrow of Light boys there are four required adventures. Each of these two groups of boys must still complete at least seven total adventures each year, but the 4th and 5th graders can choose their remaining adventures from a set of 18 possible electives. This means that all Cub Scouts must have a shared knowledge base if they want to advance to the next rank, while still having some flexibility to allow leaders and boys to choose electives in which they’re interested.

Every rank of Cub Scouts requires some outdoor activities, which increase in commitment as the boys age. For example, the Tiger Cub required “Backyard Jungle” adventure includes “taking a 1-foot hike,” examining every living thing in that hike and planting a tree. (Backyard 2017) For the older “Webelos Walkabout” requirement, Webelos Cub Scouts must plan and take a three-mile hike with their Den (Webelos, 2017). Thus every Cub Scout who has earned the Webelos patch has common core of experiences and abilities. It is the Den Leader’s responsibility to track and reward the requirements of each boy in his Den. Every completed adventure for each boy must be reported to the local Council of the Boy Scouts of America, preferably using the BSA’s online advancement system.

For Boy Scouts, advancement requirements are even more structured, but are no longer tied to a boy’s age or grade level. In Boy Scouts rank is signified by a single patch on the front of the uniform shirt. All ranks must be earned by completing specific requirements – that is, no boy is a Boy Scout by simply paying membership fees. The ranks are Scout, Tenderfoot, Second Class, First Class, Star, Life, and Eagle. Rank advancement in Boy Scouts is both sequential and cumulative, meaning a boy must complete one rank before attempting the next. This was not the case in Cub Scouts, and is not the case in Girl Scouts.

The early ranks (Scout through First Class) do not have any specific time requirements, while the later ranks (Star, Life, Eagle) do require that a boy be active in his Troop for a minimum amount of time. A boy must be active in his Troop at the rank of First Class for at least four months before he can become a Star Scout, for example. In contrast, a boy may work on his Second Class and First Class rank requirements simultaneously.

Each rank has very specific requirements, which are all included in the single Boy Scout Handbook that each boy retains for the entire time he is a Boy Scout – unless the national requirements change, of course, as they last did in 2016. (Boy Scout Handbook, 2016) To earn

the rank of Scout a boy must complete 18 specific requirements, some of which have multiple parts. For example, Scout requirement #6 is, “With your parent or guardian, complete the exercises in the pamphlet *How to Protect Your Children from Child Abuse: A Parent’s Guide* and earn the Cyber Chip Award for your grade.” (Boy Scout Handbook, 2016, p. 439) The pamphlet referred to is a 23-page Youth Protection publication included in every Boy Scout Handbook, and the Cyber Chip Award requires an additional four to six steps, depending on the boy’s grade in school. The Tenderfoot rank has 26 specific requirements, Second Class has 37 specific requirements, First Class has 38.

Every one of these ranks has as a requirement a conversation with the Troop’s Scoutmaster, called a Scoutmaster’s Conference. This gives the leader regular opportunities to assess each boy’s enthusiasm for and engagement in the Troop, and gives each boy experience talking one-on-one with a respected adult about the boy’s individual interests and goals. All later ranks also require that each boy have a Board of Review, a conference with at least three Troop adult volunteers who are not related to the boy. These conferences provide every boy with additional public speaking experience, conversing with adults with whom they may not normally engage. At these conferences the adults may not ask that a boy demonstrate specific skills required for that rank advancement, but they may ask the boy about his opinions of Troop activities, how the boy would like to see things change, what role the boy hopes to play in any future changes, etc. As Griggs (2009) notes, “This review requires the boy to orally interact with a group of adults and is one of the few times he will be evaluated on his ability to verbalize his thoughts and goals in front of adults.” (p. 201) Thus starting at age 11 boys in Boy Scouts are expected to develop skill in speaking with adults on a variety of topics – a useful life skill.

After the first four “early” ranks, the nature of Boy Scouts requirements change. The early ranks focus on mastering a specific set of skills by participating in particular activities, often using camping as the context to practice these skills. The three later ranks have some differences, but all focus on five common areas: longevity in the Troop, Scout spirit, breadth of knowledge, community service, and leadership. The longevity requirements vary, with a four-month activity requirement in the Troop at the previous rank before a boy can earn Star, six more months before a boy can earn Life, and another six months before a boy can earn Eagle. Scout spirit is a requirement for every rank in Boy Scouts, and means that the boy must reflect on and express what the Scout Oath and Scout Law mean in his life. Breadth of knowledge involves earning merit badges, which are discussed in a later section. Service to the community is a requirement of all ranks other than Scout, which increases in the number of service hours required as the boy advances. Leadership is required for the four- or six-month time requirement for each of the higher ranks, in one of a set of specific positions of responsibility. Thus, boys cannot advance past the rank of First Class without taking on a leadership role in Boy Scouts.

Beginning with the very first rank requirements, boys must accomplish a requirement and then have a boy who outranks him “sign off” on that requirement, ideally the boy’s Patrol leader. Usually the outranking boy will initial the requirement in the ‘younger’ boy’s Handbook, along with the date when he witnessed the younger Scout’s accomplishment. Boys will periodically show their progress to a specified adult in the Troop responsible for tracking all advancement changes. This person, the Troop’s “Advancement Chair,” is then responsible for reporting all advancement changes to the local Council, just as Den Leaders did for Cub Scouts.

RECOGNITION

As already noted, Girl Scouts may be publicly recognized for their advancement in a Bridging Ceremony put on by their Service Unit, in which girls usually participate once every two years. Not every Service Unit has such an event. Other awards for individual accomplishment that take place in a shorter time frame do not get the same kind of public recognition as level advancement, as only parents who have registered as Girl Scouts (or the occasional guest speaker) are allowed to attend Troop meetings. Girls who earn either a Silver or a Gold award (discussed in a later section) are publicly honored in a Council-wide ceremony. In the author's Council, two such awards ceremonies are held each year, which in 2016 honored a total of 32 Gold and 82 Silver Awards. (Gold/Silver, 2016) Each Award recipient is allowed to briefly speak before the next girl takes her turn.

Acknowledgement of all accomplishments is a very public experience in both Cub Scouts and Boy Scouts. Regular awards ceremonies take place at Den meetings, Pack meetings and/or Boy Scout Court of Honor ceremonies. The Boy Scouts of America specifies for Cub Scouts, "Ensuring that boys are recognized immediately and publicly for their efforts is an important part of the advancement process. No boy should have to wait for more than two weeks to receive a device and be recognized for his accomplishments... Advancement provides a satisfying means of recognizing boys for their progress. Boys have a ladder to climb, with recognition at each step." (Emphasis in the original, Cub Advancement, 2017, para. 4-6)

For Boy Scouts the rewards are not given quite as promptly. Boy Scouts who have earned a rank advancement, a merit badge or other special award are publicly recognized at a Court of Honor for that Troop. Boy Scout Troops are expected to hold at least four Courts of Honor annually, resulting in one taking the place of a normal weekly meeting about once every three months. Each boy is expected to participate in – and usually to speak in – each Court of Honor. These are public ceremonies where the families and siblings of Boy Scouts are encouraged to attend. Boys talk about every event that has taken place since the last Court of Honor, including service projects and trips. Rank advancements, merit badges earned, and special awards received are also announced, with each boy individually lauded for his efforts and accomplishments. Boys who stay in Boy Scouting for seven years therefore have dozens of opportunities to plan such events and practice public speaking.

Eagle Scouts have an additional Eagle Court of Honor ceremony in which a single Eagle Scout – or more commonly two or three Eagle Scouts – are honored for their accomplishment. In the Boy Scout Troop the author's son has joined (hereafter referred to as the author's Troop), an Eagle Court of Honor is a large public event in which the Eagle Scout, his Scoutmaster, and several other adults are all expected to give speeches about the boy and his accomplishments. In an Eagle Court of Honor, each parent of the Eagle Scout is also expected to be on stage as part of the ceremony, to receive a special pin from his/her son. Boys involved in Cub Scouts or Boy Scouts therefore have many more opportunities for event planning and public speaking in such ceremonies than do Girl Scouts. The requirements to become an Eagle Scout will be addressed further in the section on special awards.

In addition, Boy Scouts has its own National Honor Society, a service arm called the Order of the Arrow (OA). The purpose of the OA is to, "Recognize those who best exemplify the Scout Oath and Law in their daily lives and through that recognition cause others to conduct themselves in a way that warrants similar recognition." (Mission and Purpose, 2017) The Order of the Arrow has existed for more than 100 years, and continues to be viewed as a great honor that can be bestowed on a Boy Scout youth member or adult volunteer, and encourages boys to

continue to be active in Boy Scouts, even after they age into adulthood. There is no parallel honor or organization in Girl Scouts.

BREADTH OF KNOWLEDGE

Both Boy Scout and Girl Scout programs encourage children to try out various topics with which they might not already be familiar. When a skill or activity has been mastered, Girl Scouts earn patches, Cub Scouts earn belt loops or pins, and Boy Scouts earn merit badges.

The Girl Scouts of the United States of America creates “Journey” books for different Troop levels, currently offering three Journeys for each level of Girl Scout. Any Troop can decide whether to start a Journey, or start two (or all three), or none. Although there is no single Girl Scout Handbook that all Girl Scouts use, girls in a Troop may buy as many as three different Journey books for each year that they are in a particular level. There is no requirement to follow any Journey unless the girls hope to achieve one of the three Girl Scout special awards, which will be discussed in the next section.

The basic idea behind every Journey is that girls will do three things: “(1) A girl discovers her special skills and talents, finds the confidence to set challenging goals for herself, and strives to live by her values, (2) She connects with others to solve problems and develop healthy relationships, (3) Then, she takes action to make the world a better place, learning about her community and the world in the process,” culminating in an age-appropriate community service project. (It’s Your World 2017, para. 14, emphasis in the original.)

Each Journey focuses on a broad area of interest, and three common themes for Journeys run through every level of Girl Scouts. The first theme is, “It’s Your World, Change It!” where girls are encouraged “to make the world a better place and make new friends along the way.” (It’s Your World, 2017, para. 14) The second broad theme is, “It’s Your Planet, Love It!” “Each Journey is packed with current environmental information and offers ways to improve life for everyone on the planet.” (It’s Your Planet, 2017, para. 2) The final Girl Scout theme is, “It’s Your Story, Tell It!” “Stories say so much about us—they’re a way to express our interests, hopes, and dreams. So it’s important that girls get the opportunity to tell their stories through the range of creative approaches.” (It’s Your Story, 2017, para. 1)

There are approximately 20 patches available for Girl Scouts at each level, so that girls can explore a variety of skills and interests. Each patch has typically five requirements to completion, and the requirements are spelled out in the leader instructions for each patch. However, no documentation is required to earn a patch, so Troop leaders or even individual parents can go a local Girl Scout store and purchase patches for girls in her Troop. It has been a frequent point of contention in the author’s town when a parent has simply gone to the local Council store and bought patches for his/her daughter, even though the daughter did not fulfil any requirements for the patch(s) in question. (The local BSA Council store, in contrast, requires the Advancement Chair’s signed report before allowing anyone to buy rank or merit badges or awards.) There are no requirements to complete any specific patch or master any specific skill set before advancing, so although First Aid (as one example) is offered as a distinct patch at every Girl Scout level, girls can successfully be in Girl Scouts for 13 years without ever having to learn first aid skills. Girl Scouts therefore offers the most flexibility in allowing girls to choose what topics they wish to learn about, but does not require a common core of experience for girls. Journeys completed and patches earned are not reported to the local Girl Scouts

Council or to Girl Scouts nationally, unless the girl is applying for a special award (described in the next section).

Cub Scouts, as already noted, has specific adventure requirements for each rank advancement, so the level of flexibility in deciding what pin or belt loop to explore is lower than for Girl Scouts. After completing the required six adventures, of course, Cub Scouts and their leaders are welcome to start any of the remaining adventures, and as boys age into Webelos and Arrow of Light ranks, they are given increasing flexibility. As already noted, every adventure completed as a Cub Scout is reported to the local Council, so that the boy's accomplishments are documented even if the family moves and joins a different Pack or Boy Scout Troop.

For Boy Scouts specific areas of interest are explored through merit badges, enabling boys to explore a variety of topics with adults knowledgeable in each specific field. As of this writing, 137 different merit badges are offered for Boy Scouts, from "American Business" to "Woodwork." (List, 2017) No leader is expected to lead Boy Scouts through every one of these merit badges, so to teach a Boy Scout merit badge an adult must (1) join the Boy Scouts, (2) pass a criminal background check required by the local Council, (3) document his/her experience with and qualifications to teach the merit badge in question, and (4) complete merit badge counselor training, which may be offered by the local Council or (sometimes) within a Troop. This ensures that any adult interacting with boys for an extended period of time has been recently trained in the Youth Protection requirements of the Boy Scouts of America, and also that all merit badge counselors must document a depth of expertise for a given subject. Documenting expertise in this way is not required of Cub Scout or Girl Scout leaders, who typically lead children through most belt loops, pins and patches.

The merit badges also ensure that Boy Scouts must work with a variety of adults who may be outside of their local Troop, teaching boys about networking. Further, it is a way for interested adults to remain active with local Boy Scouts after their own sons have aged out, with a much lower time commitment than being an active leader in the Troop would require. The local Boy Scout Council keeps a list of all current and qualified merit badge counselors for all currently offered merit badges so if a boy is interested in a topic, or has not quite completed a merit badge previously, he can ask his Troop's Scoutmaster and Advancement Chair for the name and contact information of a local merit badge counselor for any particular topic.

Of the 137 possible merit badges, boys must earn six to become Star Scouts, five additional merit badges to become Life Scouts, and another 10 merit badges to become Eagle Scouts. Boys may earn as many merit badges as they wish, but to become Eagle Scouts they must earn a minimum of 21 merit badges, with 13 specific merit badges required. Some of the Eagle-required badges have possible alternatives, which sometimes confuses new Scouts. If a boy completes both of the alternatives for a possible Eagle-required merit badge, one will count toward the 13 Eagle-required badges, and the other will still count, as one of the eight other merit badges he'd need to earn to get up to 21 total merit badges before becoming an Eagle Scout.

The 13 Eagle-required merit badges and their alternatives are (in alphabetical order) (1) Camping, (2) Citizenship in the Community, (3) Citizenship in the Nation, (4) Citizenship in the World, (5) Communication, (6) Cooking, (7) Emergency Preparedness, or an alternative merit badge could be Lifesaving, (8) Environmental Science, or an alternative merit badge could be Sustainability, (9) Family Life, (10) First Aid, (11) Personal Fitness, (12) Personal Management, and (13) Swimming, or Hiking, or Cycling (any one of these will fill the requirement).

Even if a boy does not reach Eagle, he will have completed some subset of these merit badges to reach the other higher ranks in Boy Scouts. Four of the six merit badges a boy earns to

become a Star Scout must be from the Eagle-required list, three of the required five merit badges earned to become a Life Scout must be Eagle-required, and the rest of the 13 Eagle-required merit badges must be earned before a boy can become an Eagle Scout. Boy Scouts therefore have a common core of knowledge, skills and experiences from these Eagle-required merit badges that most boys attempt to pursue. This is in addition to the dozens and dozens of other requirements every Boy Scout must accomplish to advance in rank.

Merit badges may be earned in any order, and no merit badge is a prerequisite for any other. Some merit badges can be earned in a single day, but many more require an extended period of time. For example, the author is a merit badge counselor for the Personal Management merit badge, which focuses on project planning and financing topics for personal life. This merit badge has ten multi-part requirements, resulting in 43 specific requirements overall. Some of these requirements are met in an environment similar to a classroom discussion setting, but some have to be completed by each boy individually, on his own time. As with many merit badges, there is a requirement with a time component, in this case requirement #2:

“2. Do the following:

- a. Prepare a budget reflecting your expected income (allowance, gifts, wages), expenses, and savings. Track and record your actual income, expenses, and savings for 13 consecutive weeks. (You may use the forms provided in this pamphlet, devise your own, or use a computer generated version.) When complete, present the records showing the results to your merit badge counselor.
- b. Compare expected income with expected expenses.
 1. If expenses exceed income, determine steps to balance your budget.
 2. If income exceeds expenses, state how you would use the excess money (new goal, savings).”

(Personal Management, 2012, pp. 2-3)

The minimum time for completion for this particular merit badge is therefore 13 weeks. Unless a boy is pushing against the deadline of his 18th birthday, most boys in the author’s experience have taken about eight months to complete it. Boys may be working on multiple merit badges at any time, and can complete them on the boy’s own timeframe, as long as they have completed enough Eagle-required and other merit badges to meet rank advancement requirements when they hope to advance. One 16-year-old in the author’s Troop currently has completed 109 merit badges, and he’s still working on several more!

SPECIAL AWARDS

In Girl Scouts, there are three special awards that girls can earn, the Bronze Award for Juniors, the Silver Award for Cadettes, and the Gold Award for Seniors or Ambassadors. In every case, each girl must first purchase and complete one (or more) of the Journeys for her level of Girl Scouts before beginning work on her special award. For each special award, Girl Scouts must include in their final report how their project will continue to have a positive impact on the community over time, so it cannot be a one-time community service opportunity. A committee from the regional Council reviews and decides whether to award all special awards after they’ve been completed.

Bronze Awards may be earned by 4th or 5th grade Juniors, and must be completed as a Troop. The suggested minimum number of hours each girl should spend on earning this award is 20 hours. Silver Awards may be earned by middle school (6th – 8th grade) Cadettes, which may either be done alone or in small groups of up to four girls. The suggested minimum number of hours for a silver award are 50 hours per girl. For both Bronze and Silver Awards, Troop leaders are typically also the project leaders. Both Bronze and Silver awards have as requirements only that girls complete a level-appropriate Journey before beginning their project. If the project is not appropriate or substantial enough to earn the award, the girl only learns this only after the project has been submitted and her final report completed.

Gold Awards, the highest honor a Girl Scout can earn, must be completed independently, and 80 hours is the suggested minimum amount of time spent. “It symbolizes outstanding accomplishments in the areas of leadership, community service, career planning, and personal development.” (Girl Scouting, 2017, p. 33) The Gold Award is different from the other special awards in Girl Scouts in that it has two additional requirements – each girl must either complete TWO Senior or Ambassador Journeys prior to beginning her Gold Award, or she must have also completed a Silver Award while in middle school and one Senior or Ambassador Journey while in high school. (Go Gold, 2014, p. 2) Also, to earn a Gold Award the Girl Scout must submit an application prior to beginning her project. The girl must find an adult – not a parent, not her Troop leader – who is an expert in the field to be her mentor. Girl Scouts does not keep a list of experts in various areas, and the mentor does not need to have any affiliation with Girl Scouts, so girls typically need help identifying and securing a mentor willing to put in all those hours. As with other Girl Scout special awards, the Gold Award cannot be a one-time community service opportunity, but must instead convince the approval committee that it is a project that will continue to benefit society for many years to come. Therefore the Girl Scout Gold Award requires that the Girl Scout demonstrate project planning ability, the ability to work independently, and the ability to document her hours worked.

Girl Scout Gold Awards are not as well known by the public as are Boy Scout Eagle Scout Awards, primarily due to poor marketing by GSUSA. Established in 1916, Gold Awards have had six different names in the first 100 years, whereas Eagle Scouts have always been called Eagle Scouts. (Go Gold, 2014) It’s also unclear how many Girl Scouts complete the Gold Award each year. That information is available for each of the 100+ local Councils, but it is not readily accessible as a nationwide number each year.

The highest award a Cub Scout can earn is the Arrow of Light, which he strives to complete throughout 5th grade with the rest of his Den (seven adventures, discussed previously). The Arrow of Light badge is the only award from Cub Scouts that a Boy Scout can include on his uniform.

Eagle Scout is the highest honor most people think of when thinking of Boy Scouts, although boys can actually continue to earn awards (called Palms) after earning their Eagle. In addition to the 100+ specific rank requirements and 21 merit badges, each Boy Scout hoping to become an Eagle Scout must identify a community service project and submit an application to the local Council about the project. The “Eagle Scout Service Project Proposal” requires that the boy has identified a problem to be solved, has gotten permission from the beneficiary organization to do the project, has identified whether any resources will be required to do the project, and whether he’ll need to do any fundraising to obtain those resources. Boy Scout Eagle projects do not have any specific time requirement, cannot be for the benefit of any Boy Scouts of America organization (such as the local Council or Troop), and cannot be a purely fundraising

project. Eagle projects require that the Boy Scout demonstrates project planning ability and leadership ability as each Boy Scout must recruit and direct other Boy Scouts to complete his project. It is not intended as a project for a boy to accomplish alone, although the boy's persistence and focus are certainly required for completion.

In contrast with GSUSA, BSA makes a concerted effort to publicize Eagle Scout accomplishments each year. As reported in "Bryan on Scouting," a BSA publication that is "the official blog of Scouting magazine," in 2016 "[e]xactly 55,186 young men became Eagle Scouts ... The total is a 1.5 percent increase over last year's Eagle Scout count (54,366), but it's 6.3 percent less than the all-time high of 58,659 in 2012. That year's count was inflated as Scouts hurried to finish requirements in time for the 100th anniversary of the Eagle Scout award. (And get the 2012 Eagle Scout patch only given to guys who earned Eagle that year.)" (Eagle, 2017, para. 5-6)

MEMBERSHIP AND FUNDRAISING

All Boy Scouts and Girl Scouts – children and volunteers – must pay to be a member of each organization annually if they want to be active. For Girl Scouts the year begins on October 1st, for Boy Scouts it begins on January 1st.

For the 2017-2018 year, Girl Scout national membership fees will be \$25 per person (girl or adult), and the author's local Council charges an additional \$10 per girl. Remember that any adult who wants to be active with a Troop must also register with and join GSUSA. Individual Troops may require additional membership due of all girls, if desired (to cover the cost of snacks or supplies). GSUSA recommends that, "Troop Dues should not exceed \$1-\$2 per meeting. Dues may be paid at each meeting or collected monthly or quarterly based on what is best for each family... Paying dues at each meeting exercise this skill and therefor is the preferred method." (Volunteer, 2016, p. 89) So parents of a Girl Scout may get a new request each month for additional Troop dues, depending on what the girls have decided to accomplish.

For Boy Scouts each unit (Cub Scout Pack or Boy Scout Troop) must recharter each December, similarly outlining whether the group will continue the following year, and which adults will have each of the leadership roles that Boy Scouts requires. For the 2017 year, Boy Scout national membership fees are \$24 per person (boy or adult), with most units (Cub Scout Pack or Boy Scout Troop) imposing additional fees. For example, the author's son's total Boy Scout fees for 2017 (payable to the Troop) were \$85, which included the following:

National registration fee	\$24
<u>Boys' Life</u> subscription	\$12 (one subscription per family)
Local Council insurance	\$ 3
Troop dues	<u>\$46</u>
Total for 12 months	\$85

This means that a parent of a Cub Scout or Boy Scout can pay once per year and expect a year of Pack or Troop activities. In fact, more active Packs and Troops may expect additional payment for group trips, but each boy is also encouraged to earn a share of those additional payments through the BSA's annual fund drive.

Both the GSUSA and the BSA forbid raising money by games of chance and gambling. Both organizations have regular fundraising opportunities through well-established product sales, and both organizations allow individual units to engage in additional fundraising efforts within

well-defined guidelines. Both organizations emphasize the need to keep children safe, and encourage parents to help their children earn money as part of their Scouting experience. Still, there are several differences between Boy Scout and Girl Scout fundraising.

For Girl Scouts, the best known fundraising effort is sale of Girl Scout cookies, which has been an annual fundraiser for Girl Scouts since 1917. Each of the more than 100 local Girl Scouts Councils decides which of the two national bakeries they will use (currently ABC Bakers or Little Brownie Bakers), which flavors they will sell, the selling price for a box of cookies, what percent of the money goes to the Council and to Troops, and what time of year will be Girl Scout cookie season for their area (FAQs, 2017). During the approximately two months that Girl Scouts sell cookies, more than \$700 million is grossed (Girl Scout Cookie, 2012).

In 2017, about 26% of the sale price of cookies went to cover the cost of the cookies (Where, 2017), lower than the “up to a third” of selling price sent back to bakeries 15 years earlier (Aston, 2002, p. 12). (See Figure 1) The remainder of the sales price goes to Girl Scouts, but not directly to the girls selling those cookies. The national GSUSA and local Councils spend a lot of that money on advertising for Girl Scout cookie season, which helps raise awareness for Girl Scouts everywhere. In 2017 Girl Scout Troops in the author’s Council earned 17% of the sale price of their cookies, so each \$5 box of Samoas or Thin Mints earned 85¢ for the Troop. Individual girls also receive a variety of incentive prizes, depending on the number of boxes they sell. Older Troops can increase their earnings from 17% to 19% per box if every girl in the Troop signs an opt-out form early in the selling season, agreeing that they do not want to receive incentive prizes.

Girl Scout cookies are typically sold during an 8-10 week window that’s chosen by the local Council. In the author’s northern geographic region, cookie season is from mid-January until mid-March. Consistently below freezing temperatures and drifting snow common for that time of year restrict the amount of door-to-door sales that girls can accomplish, so most cookie sales in the author’s area come from selling cookies at a table outside of a store, what are called “cookie booths.” The local Council organizes some cookie booths at local malls or outside of major retailers such as Walmart. TD Bank’s TD Charitable Foundation has been a strong supporter of Girl Scouts for many years, and in the author’s town the local TD Bank even encourages Troops to sell cookies inside the bank’s (heated) lobby. In addition, each Service Unit or Troop can approach smaller local venues to ask whether they can sell cookies on private property, such as outside of independent grocery stores. The advantage of using a Council-sponsored cookie booth is that the Council has already completed the necessary insurance paperwork with the property owner, and they tend to be in high-traffic areas. The disadvantage of using a Council-sponsored cookie booth is that they are in high demand, so any Troop may only get to sell there once each year, for a single two-hour timeframe.

Girl Scouts promotional materials encourage parents to, “Help [the Girl Scout] arrange to take orders at your place of work, place of worship, or other places where people might purchase Girl Scout cookies...Never do things for your Girl Scout that she can do for herself.” (Girl Scout Cookies, 2012, p. 3) That’s the ideal – to support girls while allowing the girls to do their own work. Anecdotally, the author’s Troop has always had at least one parent who insists on selling cookies at work or through social media ‘for’ her daughter. Although bringing money into the Troop is of course appreciated, this practice teaches the girl that she should expect to take credit when someone else does work for her. Teaching a child to shirk their duty to the group is clearly not the intent of this youth development organization, and is probably not the intent of the parent, either.

The volunteer who leads the Girl Scout Troop's cookie sale is the Troop Cookie Manager, more commonly called the "cookie mom." As Girl Scout Troops age, the Troop's leader often also becomes the cookie mom. Training for cookie moms is available every autumn by a Council representative or a Service Unit volunteer. This in-person training helps cookie moms navigate the online ordering system, inventory tracking suggestions, and automated clearinghouse (ACH) withdrawals by the Council from the Troop's bank account. If a Troop does not have sufficient funds early in the cookie sales season to cover an upcoming ACH, the cookie mom can contact the local Council directly and let the representative know how much money can be withdrawn from the Troop's bank account, and when the Troop will have the funds to allow the rest of the ACH withdrawal.

Cookies can be ordered a month before the selling season begins, to sell at cookie booths. If a Troop finds it is not selling as many cookies as anticipated, it can return unopened cases up to three weeks after the selling season has begun, although any returns will result in a penalty for the Troop of approximately 2% of the sale price for every box sold (reducing the Troop's earnings from 17% to 15% of the selling price for all boxes sold). (Girl Scout Cookie, 2012) Troops can also order additional boxes of cookies at any time during the sale. Such additional orders are usually filled within a week by the local Council. Orders placed for the most popular flavors of cookies – Thin Mints – may not be filled near the end of the sale, as demand for this flavor of cookies in particular usually outstrips supply.

The local Council has direct access to the bank accounts of all Girl Scout Troops in its area via ACH withdrawals. The first ACH withdrawal is about four weeks into the sale (in 2017 this was for \$2.00 for every box ordered by the Troop), the second ACH about six weeks into the sale (for \$1.50 for every box ordered by the Troop), and the final ACH about two weeks after the sale has ended for the remainder of the money (65¢ for each box ordered). Cookies that remain near the end of the selling season become the property of the Troop once the local Council has removed the final payment via ACH. It is therefore in the Troop's interest to order only as many boxes as they are sure they can sell, since returning boxes penalizes the Troop's fundraising efforts, and is not even an option after the third week of the sale.

Girl Scouts also offers a fall product sale as a routine annual fundraiser. The fall product sale includes chocolates, nuts, and magazine subscriptions. The percentage of sale price that Troops receive for this annual fundraiser varies by Council, with the author's Troop receiving 14% of fall product sales in 2016. The Troop could earn an additional 2% of the selling price if all girls opt out of incentive prizes early in the sale.

If a Girl Scout Troop wants to hold an additional fundraiser during the year, they must first take part in the fall and spring annual fundraisers. "Troops/Groups must participate in both council-sponsored product sale programs (Cookie Sale and Fall Product Sale Programs) in order to be eligible to conduct additional types of group money-earning activities." (Volunteer, 2016, p. 91) Any Troop that has already participated in both of the Council-sponsored product sale programs may then ask permission to hold additional fundraisers. "Obtain written approval from the Fund Development Department before a group money-earning activity by submitting the Request for Troop Money-Earning Activity form." (Volunteer, 2016, p. 91) For the author's Troop, the last Council fundraiser ends in mid-March, so any additional fundraising must be completed – and spent – relatively quickly, to use all of the money raised that year before the September 30th fiscal year-end for the Girl Scout Troop.

When Girl Scouts raise money, that money belongs to the entire Troop. "Money earned by or donated to the troop becomes the property of the troop. It does not belong to individual

girls, volunteers, or parents/guardians. Troop money should be used to equally benefit every member of the troop including troop leaders, not individuals. Keeping records to show how much each girl or family earns or contributes is not appropriate.” (Volunteer, 2016, p. 87) Thus the focus of fundraising in Girl Scouts is to underscore the importance of collaboration among Girl Scouts working together toward a group goal. GSUSA would say that making money really is not the primary reason to hold the annual cookie fundraiser – if it was, then Girl Scout cookies would be available year-round. Instead, “important skills like leadership and money management” are the focus of the sale. (Tucker, 2000, p. 56)

For the Boy Scouts of America, there is one national annual fundraiser, selling popcorn each fall. Each local Council decides which of the two national popcorn companies it will use (currently Trail’s End or Pecatonica River), which flavors they will sell, how much each flavor will cost, what percent of the money goes to the Council and to Packs/Troops, and what days in the autumn will be the Boy Scout popcorn sales season for their area. For the author’s Boy Scout Troop, sales run for nine weeks throughout September and October, much nicer weather for walking door-to-door. Most of the products are pre-popped popcorn with toppings added, although there are also unpopped popcorn (‘just plain’ or microwavable), chocolate covered pretzels, or trail mix. The least expensive option is \$10, and the most expensive is \$50.

Training for the Boy Scout volunteer in charge of that fundraiser – the “Popcorn Kernel” – is available from the local Council at any one of four or five in-person sessions beginning in June. The two hour session includes product sampling, discussion of the volunteer manual for the fundraiser, and suggestions for increasing boy engagement in the sale. The focus is on why raising money for a boy should empower that individual and fund his own journey as a Scout, as well as fund the larger unit (Cub Scout Pack or Boy Scout Troop).

Boy Scouts of America does not advertise the annual fundraiser the way that Girl Scouts of the United States of America does, so there is not as much popular awareness of the Boy Scout fall fundraiser, even though popcorn sales have been a staple for decades. While fundraising for the larger unit (Pack or Troop) is always the point, the popcorn fundraiser has long been promoted within Boy Scouts as a way for individual boys to pay for summer camp or other Scout adventures. Unlike Girl Scouts, most Cub Scout Packs and Boy Scout Troops to some degree keep track of how much popcorn each boy has sold, so that each boy can gain a sense of “paying his own way” when participating in regular fundraisers.

A boy can use a portion of the money he personally raised through popcorn sales (or another fundraiser called Camp Cards) to pay for Troop fees, for his uniform, for summer camp or other Pack or Troop camping trips. In the author’s Boy Scout Troop in 2016, the Troop kept 36% of the gross fundraising revenue, so for every \$10 container of popcorn sold, the Troop kept \$3.60. Of that amount, each boy was credited with 60% (\$2.16 in this example) for his own Scouting expenses, and the Troop allocated the other 40% (\$1.80) to the Troop’s general budget. Each boy in the Troop could therefore look forward to funding his own Boy Scout experiences with 21.6% of the sales price of the popcorn he personally sold. This gives each boy a clear individual incentive to work hard at selling popcorn, in addition to the incentive prizes boys are also awarded. To be clear, money raised through such fundraisers cannot be used for anything other than Scouting-related activities – the money cannot be withdrawn from the Troop’s account to buy something unrelated to Scouting. For the author’s Troop boys could spend their “commission account” on Troop dues, Boy Scout summer camp, other Troop trips, or buying items for the Scout at the local Council’s Boy Scout store. An exception would be made if a boy hoped to attend a Boy Scout Jamboree, which would be outside of the local Council area.

National Jamborees happen once every four years, and are relatively expensive. Two boys in the author's Troop worked very hard to sell popcorn in 2016 to fund trips to the 2017 national Jamboree – the price to attend the Jamboree was around \$900 per Scout, and transportation to West Virginia was in addition to that. Encouragement to “earn their own way” is strongly encouraged throughout Boy Scouts.

The annual BSA fundraiser therefore benefits BSA, the local Councils, the individual units (Packs or Troops), and the individual Boy Scout. The fundraiser also encourages competition among boys. The top seller within the local Council gets an additional award (such as an Apple iPad), the top selling within a District gets an additional award, and many units give additional awards within their Packs or Troops.

Individual Packs and Troops can have additional fundraisers, for which the results typically benefit the entire unit. When a Boy Scout ages out of a Troop at 18, any money still allocated to his individual account reverts to the general Troop budget.

As already noted, Packs and Troops can exist for decades, whereas a Girl Scout Troop can exist for at most 13 years. Boy Scout Troops in particular, in which each boy can be a member for just over seven years, have the ability to accumulate funds over time to purchase equipment for the Troop in a way that Girl Scout Troops and Cub Scout Packs do not. Cub Scout camping trips involve the Scout's family with each family bringing its own personal camping equipment, such as a tent and sleeping bags. Most Girl Scout trips also involve personal equipment, rather than equipment purchased by the Troop, since only \$50 of Troop assets should carry over from one year to the next. Further, when the girls turn 18 their Troop disbands, and all remaining funds become the property of the local Council.

Unlike Cub Scouts, Boy Scouts does not involve the entire family on trips, usually only including the Scouts and their leaders, although occasionally additional drivers may be required. Boy Scouts also tend to go on longer camping trips than Cub Scouts, and most Boy Scout Troops have over time purchased tents, camp stoves, cooking utensils, even entire trailers that belong to the Troop (and therefore to its chartered organization). This allows boys to work with a larger budget than they may have in their personal lives, and to plan for activities for which they might not otherwise gain experience as children (whether to purchase additional propane or a solar unit for cooking, how often to replace the tires on the trailer, etc.).

STRUCTURE FOR ADULTS

When two leaders decide they want to start a Girl Scout Troop, the local Council will direct the new leaders to complete “Girl Scouting 101,” a “45-minute, self-paced online orientation to Girl Scouting.” (Girl Scouting 101, 2017, para. 1) When the author started her first Girl Scout Troop in 2010, this was an in-person discussion with other new adult leaders, moderated by a Council staff member at the local Council office. This included the required criminal background check request by the Council, which must be repeated every three years. After this one-hour session and the criminal background check, the author was a trained Girl Scout Troop leader.

After the initial training, volunteers are encouraged to engage in several possible trainings, although specific trainings are not required to meet with a new Troop. Girl Scouts Great Beginnings is a one hour webinar that can be scheduled with a local Council. Daisy Days is a “2 ½ hours face-to-face learning environment or 2 hour webinar” moderated by a Council staff member. (Adult, 2017, para. 7) There are similar discussions/webinars available for

leaders of Brownie Troops, Juniors Troops, and then one called “Teens and Tweens” to serve leaders of girls from 6th through 12th grade (the last three levels of Girl Scouts). In addition, specific activities require specific trainings, as indicated in Table 2 (Appendix).

The author has dutifully completed every training required for her Troop’s activities for Girl Scouts, in person (as opposed to online) whenever that format was available. At the end of each in-person training the author received a small card with the name of the training and its date of completion handwritten by the coordinator. In the Spring of 2017 the author asked the local Council to send her a list of each training she had completed, and was told the Council did not keep such records until recently. Any trainings the author had completed prior to 2016 therefore was not recorded anywhere. (For the author, that’s all of them.) The author did get recertified by the Red Cross in February of 2017 for First Aid/CPR (as she does every two years), but her Girl Scout Council has never requested documentation of such certification. Girl Scout leaders do not have a way of identifying what other leaders in an area have completed specific trainings if they need additional adults for specific tasks, but perhaps with the local Council’s new record-keeping program, identifying trained leaders will soon be possible.

When the author completed her Outdoor Overnights and Outdoor Skills Girl Scout training, it was a Friday night through Sunday afternoon combined group training event over a warm June weekend at a resident Girl Scout camp in Massachusetts. Her daughter (then eight years old) also attended, although she and other girls present were entertained by trained camp counselors for the weekend. The only time the adults and their daughters were together were at mealtimes and bedtime, when the girls and their mothers shared cabins with the other Girl Scouts present. Men are allowed to join Girl Scouts and be volunteer Troop leaders, but they are not permitted to sleep in common areas with any females other than their own family members. There were no men present at this training – in fact, the author has never seen a man present at any Girl Scout training, although several Troops in her Service Unit do include fathers registered as Girl Scouts so they can attend their daughters’ Girl Scout Troop meetings and other events.

Each adult volunteer had been given a list of food ingredients to bring to the weekend training, with no information about how the food would be combined or what would be created until they all arrived. Every volunteer therefore depended on each of the others to follow the instructions carefully, or nobody would have a complete meal during the training. This emphasized the collaborative learning method that is reinforced throughout Girl Scouts. The training included instruction on tying specific types of knots, how to start a campfire, and why Girl Scouts always back their cars into spaces at camp. Cooking training included combining the ingredients from all of the trainees into set recipes that the trainer provided. Several trips back to participants’ cars were required before the trainees remembered all of the ingredients they had been asked to bring. Instruction focused on trainer/volunteer interactions, not requiring much reliance on the volunteer’s patrol members. The author, who had previously spend a total of two nights in a tent in her entire life, appreciated that the Girl Scout trainings did not require “roughing it” – the mattresses in the cabin bunks were quite comfortable, and all of the bathrooms had soap, running water and flush toilets.

An additional training that the author completed several years in a row for her Girl Scout Troop was “cookie mom” training, already discussed.

Turning now to Boy Scouts, the author did not join Boy Scouts until her son (who joined Cub Scouts as a Wolf) had already aged into Boy Scouts, so she was not a leader in a Cub Scout Den or Pack. Upon attending her first Boy Scout meeting with her 7th son, she was presented with a BSA adult application form, a criminal background check form, and asked to complete the

BSA's Youth Protection Training online. Only after presenting documentation of completion of her Youth Protection Training (which must be repeated every two years), was she allowed to consider going on a trip with the Troop or taking on a leadership position. Boy Scouts of America is very strict on this point, with what has been called, "a very strong set of Youth Protection Guidelines." (Bell, 2005, p. 30). One piece of that training includes BSA's "two deep" leadership requirement, "that two adults be present during every interaction with individuals or groups of scouts who are under 18." (Bell, 2005, p. 31) Further, "if a volunteer does not meet the BSA's Youth Protection training requirement at the time of recharter, the volunteer will not be reregistered." (Frequently, 2017, para. 3)

Once the author indicated which leadership position she was interested in pursuing, she was handed a list of the trainings required to hold that position as shown in Table 3. (Appendix) Cub Scouts has a similar set of requirements, as shown in Table 4. (Appendix) She was also handed a Merit Badge Counselor application, and asked to identify three or four areas for which she was comfortable sharing her professional or personal expertise with the boys in the next two or three years. (She choose to become a counselor for three merit badges that reflected her professional skills – Communication, Entrepreneurship, Personal Management – and one that reflected her family's favorite hobby, Geocaching.)

The author decided that she wanted to be as active with her son's Boy Scout Troop as she was with her daughter's Girl Scout Troop, and that she would go on trips with the boys. The leadership position which would allow that level of activity was as an Assistant Scoutmaster, and so she completed the Scoutmaster-Specific Training course, a three-session (approximately six hour) in-person session involving a lecture-style and group discussion delivery method. About a third of the volunteers at every training were other women, and the author never felt "out of place" as a mother helping a Boy Scout Troop (which honestly came as a surprise to the author, who did not expect to see women so well represented in Boy Scouts). Topics included the aims and method of Scouting, the patrol method, and the Troop's support team, among other things. The section on the role of the Troop's Committee was of special interest to the author, since she had never encountered a Girl Scout Troop that had a Committee. Indeed, every Girl Scout Troop she had ever known had only two to four adult leaders, and a "cookie mom" who was often also the leader, so that a Girl Scout Troop leader often did everything for her Troop. In Boy Scouts, parents who are interested in supporting the Troop can be completely behind the scenes in a Committee position such as a secretary, a membership coordinator, a fundraiser, a treasurer, an advancement coordinator, or others. In other words, the parents who wanted to be in charge of programs (camping and trips) did not also have to be the fundraisers, or keep track of funds, or publicize Troop events or try to recruit new members. The inclusion of parents and division of labor built into Boy Scouts meant that every interested parent was asked to specialize how they could contribute for the benefit of the Troop, and reduced the likelihood that any one individual would be overwhelmed by the time commitments of his/her position in the Troop. Of course, some parents still chose to do nothing for the Troop, but this was the case for fewer Boy Scouts than the author had found for Girl Scouts (where no parent involvement was the norm unless all parents were required by the Troop leader to register as a Girl Scout adult volunteer).

The author thought this six hour Boy Scout Scoutmaster-Specific course – contrasted with the one hour discussion session she had experienced for Girl Scouts – was much more in depth, perhaps unnecessarily so. As she began to perform her duties as a Boy Scout Assistant Scoutmaster, however, she realized that she really did need to know how all the different adults worked together (behind the scenes or directly with the boys) to get larger projects done. For

Girl Scouts, she only had to work with (at most) two other adults – a co-leader and a cookie mom – most of the time. A Girl Scout Troop will necessarily be smaller than a Boy Scout Troop, as Girl Scout Troops can have (at most) girls from three grades in them. Boy Scout Troops have boys from seven or eight grades in them (6th – 12th grades, and for part of the year new 5th graders as well).

Scoutmasters and Assistant Scoutmasters who complete this Scoutmaster-Specific course are next asked to complete an Introduction to Outdoor Leader Skills (IOLS) course. IOLS is a two night, three day outdoor course which teaches the volunteer a lot about camping, cooking outdoors, and the patrol method. A syllabus and requirements are sent to each participant weeks ahead of time, so that each person can purchase and prepare any necessary equipment. The author's IOLS training took place one cold, rainy April weekend at a residential Boy Scout camp in Massachusetts. The first requirement is that the adult volunteer hike in with all equipment for the weekend on his/her back – with the exception of food or cooking equipment. All adults did need to bring a personal mess kit (plate/cup/tableware), but no cooking equipment or food. The hike was a little under two miles, far enough that it was clear nobody was going back to their car if they'd forgotten something.

The volunteers were then divided into patrols (this was a small group, each patrol had only three people), and asked to pick a spot and pitch their individual tents. Instructors later commented on the choice of sites (what hazards had not been avoided, other hazards to consider) and offered suggestions on improvement for individual tent setup if necessary. Patrols were invited indoors for some training sessions on equipment use (types of camp stoves currently on the market and how to use them, for example) and equipment maintenance (various methods to sharpen blades, for example). Specific knots that Cub Scouts and Boy Scouts are required to learn were introduced or reviewed, and patrol members were encouraged to coach their own members whenever possible. Trainers prepared the first meal Friday night for everyone, demonstrating and explaining cooking equipment, methods, and recipes.

The next morning patrols were expected to start their own cooking fires and prepare breakfast using equipment, food and recipes provided by the trainers. (The author was pleased to use Girl Scout fire starters her daughter's Troop had created, with the result that her patrol was the only one able start and keep a fire going that entire cold, rainy weekend – allowing everyone else to use her patrol's fire, of course!) Training continued to focus on equipment, tools and recipes to make the “camping” part of Boy Scouts easier for the adult volunteers, so that they could spend more time observing and mentoring boys when they returned to their units after training, and less time worrying about how to camp. The author – an inexperienced camper before joining Boy Scouts – was dramatically empowered by the training. She had been camping once or twice with her son's Boy Scout Troop before IOLS training, but came back from that training confident to camp with the Troop regularly. Having now been cleared in a criminal background check, and having completed Youth Protection Training, Scoutmaster-Specific training, and Introduction to Outdoor Leader Skills, the author was now a trained Boy Scout Assistant Scoutmaster. The entire process to become a trained Boy Scout Assistant Scoutmaster took about five months.

One of the things that distinguishes Boy Scout adult leaders from Girl Scout adult leaders is their uniforms. The official uniform for a Girl Scout leader includes a white blouse and tan slacks, shorts or skirt, although no specific style is required. A Girl Scout scarf is encouraged, as is an insignia tab (a small ribbon pinned to the shirt) which can also include a World Trefoil and other pins. Girl Scout adults do not wear other patches or insignia on their clothing. Boy Scout

adult leaders do. Boy Scout adult leaders are asked to wear the full Boy Scout uniform (or at the very least, the official BSA uniform shirt). Adult leaders should have badges on their Boy Scout uniforms indicating in which Council and Troop they are a member, their position in the Troop, whether or not they are fully trained, and any special awards they have earned as a Boy Scout volunteer.

Every trainee at the IOLS training was encouraged to continue their Boy Scout adult leadership training with a different “course” coming up that fall. That advanced training – called Wood Badge – involved camping for two long weekends separated by a month. Every adult involved in Wood Badge spent most of that camping time working with their assigned adult patrols to master organizational behavior material presented by trainers. The author had majored in organizational behavior when earning her MBA, and so most of the theories and articles presented on those topics during Wood Badge were already familiar. However, most Boy Scout leaders had not previously had such focused management training, so the Wood Badge sessions on interpersonal and small group communication skills, recruitment and prospect development, project management, mentoring and ‘employee’ (Scout) development topics took some time for most participants to digest and master. Sessions on intergenerational communication, developmental psychology and youth leadership empowerment added to sessions on organizational structure of the BSA and its various programs.

Each Wood Badge patrol is required to create a project to complete during the month between Wood Badge weekends. The purpose of the project is to allow participants to work as a team in their spare time (much as youth Boy Scouts must do) to complete various tasks. At the second long weekend of Wood Badge camping, each patrol presented their project to the rest of the Wood Badge class and trainers. The final piece of Wood Badge is a project that each participant must design and complete over the next 18 months. The project, called a “Ticket,” must have five parts, and is customized to the individual trainee’s needs, abilities, and ideas, similar to how a Boy Scout youth member would create an Eagle Scout project. Each trainee is assigned a trainer as a mentor (the “Wood Badge Ticket counselor”), who works with the trainee through several revisions of the five project points, until the counselor approves the entire Ticket. The trainee has 18 months to complete all five parts of his/her Ticket beginning with the last day of the second Wood Badge camping weekend. So, there is ample time for adults to complete a five-part project, yet there is also enough time pressure for participants to require focus to complete their Tickets. The trainee is instructed to reach out to other Boy Scout leaders and trainers as necessary resources to complete his/her Ticket, and Ticket Counselors will request periodic updates from each participant. Completion of a Wood Badge Ticket is celebrated as a major event for an adult in Boy Scouts, with a public recognition ceremony (called a “beading”) incorporated into another Council event whenever appropriate. There is no comparable training or recognition for adults in Girl Scouts, to the author’s knowledge.

The author noticed that part of the point of the Boy Scout IOLS and Wood Badge trainings was to introduce trainees (new leaders) to various staff members and other volunteers from around the Council, as those people were the trainers. Two years later when the author took on an additional role in her son’s Boy Scout Troop as Advancement Chair, she found that she already knew the people in charge of advancement for her Council, from Wood Badge. It was easy to reach out for a list of all merit badge counselors by name, or by merit badge, because she already knew exactly who to ask.

OUTCOMES

Neither the Boy Scouts of America nor the Girl Scouts of the United States of America can definitively say that enrolling a child in Scouting will lead to a confident leader when that child is an adult. Many in popular culture have long believed this is a connection, even if it has not yet been conclusively demonstrated. NASA is one example of a large organization that has long recognized the value that Scouting instills in children, as noted in promotional material created for youth by NASA. “Leadership, service, being prepared, and doing your best—these qualities are exemplified by NASA's astronauts, but are also shared by the Boy Scouts and Girl Scouts. This synergy of ideals has undoubtedly influenced NASA's selection of career astronauts because approximately two thirds were former Scouts. Furthermore, upon request NASA provides recognition for U.S. youth who earn Scouting's highest achievements, namely the Eagle Scout rank and Gold Award. But Scouting's standing as the world's largest voluntary youth movement is undoubtedly another contributing factor.” (The Path, 2013) However, both the BSA, GSUSA and other researchers have found evidence that these Scouting programs enhance a child's self-confidence, independence, project management and leadership abilities. Here's what they've found to date:

Girl Scouts

In a 2008 interview with Kathy Cloninger the then-CEO of GSUSA noted, “We have always been about leadership ... Founder Juliette Gordon Low was putting girls in leadership roles even before women had the right to vote” in this country. (Ketter, 2008, p. 30) The idea that girls can be leaders is still viewed as a radical idea today in many parts of the world. Yet empowering girls with this idea is “one of the pinnacles of Girl Scouting” and has been since the organization's inception. (Austin, 2012, p. 1) “Girl Scouts has undergone many changes over the years but at its essence remains an organization dedicated to ‘building girls of courage, confidence, and character.’” (p. 1) Partnership programs with women's professional groups are a wonderful opportunity for girls who live near large cities to interact with professionals – including women who work at NASA – but these programs are not yet available for all Councils. (Ketter, 2008)

Girl Scouts learn early how to build and cultivate relationships with other girls in their Troops, and if the Troop is large enough patrols of 6 – 8 girls will plan and carry out relevant activities. There is an emphasis within Girl Scouting to cooperate efficiently, so that the entire group can achieve group goals. (Goudreau, 2012) Emphasis not just on what girls accomplish, but how they do a task is important to gain leadership skills and experience. Girls learn best in a collaborative team setting, and Girl Scouts further encourages girls to learn by doing. (Transforming, 2008)

Although at younger ages girls will work toward whatever patches the whole Troop has voted to pursue, as girls get older there is an increased emphasis on individual work through the Silver and Gold Awards. GSUSA hopes that projects are girl-led, and completed as girl-adult partnerships rather than as projects an adult designs, which a girl only implements. This includes time “to practice the action and time to reflect on the outcomes.” (Ketter, 2008, p. 31)

Girl Scouts promotes itself as a safe environment in which girls can learn about and practice leadership skills. However, not everyone agrees on what “leadership” means. A 2008 study by the Girl Scout Research Institute found that “the majority of girls feel they have the qualities and skills to be good leaders, but most don't aspire to be leaders... The girls told us

they want to be able to make a difference in the world and they want to be active players, but they don't want to be the kind of leader that they see right now... The reason they don't aspire to be leaders is that they don't like traditional models of leadership" (p. 30) The result of this research was that the GSUSA created a new definition of leadership for Girl Scouts. As CEO Cloninger said, "When people, including girls, think about leadership, they still too often think of command and control or power and position. Girls in this country need a new definition of leadership so they can relate to it and aspire to it." (p. 30) The new definition has three components that have been incorporated into every Journey available to Girl Scouts today; (1) discover, (2) connect and (3) take action. Those ideas were expanded upon in the interview with GSUSA's CEO in 2008 including the three components as "(1) knowing oneself and having confidence in one's ability, (2) being able to have empathy for and relate well to others and appreciate diversity, (3) caring enough to make the world better." (p. 30)

This change in GSUSA's definition of leadership also led that CEO to "change the Girl Scout focus from training to learning." (p. 33) Online learning would replace in-person training sessions for adult volunteers, a move no doubt welcomed by already-busy parents. Executive Coaching Practice for CEOs would allow more girls to meet with successful female role models in business settings.

Another study by the Girl Scout Research Institute in 2012 focused exclusively on 3,750 adult women. Two thousand respondents were GSUSA alumnae, while the rest reported no Scouting experience during their youth. The CEO at that time, Anna Maria Chávez, found the results of this study very encouraging, noting that women who had been girl scouts as children outperformed non-Girl Scouts in educational attainment, in salary (averaging \$12,000 for Girl Scout alumnae), and in community involvement. "About 60% of women in the U.S. House of Representatives and 53% of women business owners on the U.S. mainland are former Girl Scouts." (Costa, p. 43) She acknowledged that, though national membership numbers had grown recently, Girl Scouts still only serves about 8% of all girls (age 5 – 17) in America, meaning that, "about 92% aren't getting this amazing leadership-development program, and it is something that should concern everyone." (p. 43) The goal specified in the report was, "ambitious and urgent: to create balanced leadership in one generation." (Girl Scouting, 2017, p. 7)

That report, publicized by the Girl Scouts in 2012, does not assess girl learning or leadership abilities as girls, but as adults looking back at their childhoods. While it provides many pieces of information about the success of adult women in America, it only shows correlation, not causation. Still, it shows that most of the women who were active in Girl Scouts as children believe that it provided a safe environment in which they could practice good values, teamwork and leadership-building skills. Confidence building and the self-esteem that resulted from that became the foundation for other successes these women reported in their lives. (p. 12)

The average amount of time that all alumnae were Girl Scouts as children has remained consistent – about four years – regardless of the age of the adult respondent. While all women who were involved in Girl Scouts are more active in community service and volunteer work than women who were never in Girl Scouts, those who were in Scouting longer reported better life outcomes than non-alumnae on a variety of outcomes. These included sense of self, satisfaction with life, success in meeting life goals, leadership, volunteerism and community work, civic engagement, education, income/financial situation, and relationship satisfaction. (p. 12)

Focus groups and other qualitative interviews were also used in the study. Women who had participated in Girl Scouts as children reported that the encouragement to explore unfamiliar

topics through patches exposed them to new topics they had not examined, and even possible new careers. Many alumnae noted that during Girl Scouts they gained, “organizational skills to tackle personal goals in education and elsewhere.” (p. 17)

The report ends by noting that there is, “a lack of clarity as to how the organization would be relevant or meaningful to alumnae in their adult lives and what present-day participation might entail.” (p. 34) It is regrettable that GSUSA has not found a way to engage alumnae the way Boy Scouts has through its merit badge counselors.

Cub Scouts and Boy Scouts

The Boy Scouts of America has many detractors in the current turbulent social and political climate. However, its programs still have more supporters than detractors. Griggs (2009) notes that, “those who embrace the values of scouting learn leadership by being leaders later on in a life lived in accordance with those values.” (p. 200) Malone (2015) raves how the BSA “covers all of boyhood” and also “runs the full gamut of training from traditional outdoor skills such as wilderness survival to engineering, mathematics, geocaching and computer software design.” (p. 17) He goes on to talk about the route to becoming an Eagle Scout, “which can have more than 300 requirements in everything from first aid to robotics to community service,” and which he says “is rightly called ‘the Ph.D. of Boyhood’ ... the Eagle Scout service project, at more than 150 million hours and counting, is the largest youth service initiative in history. There is likely not a public school, park, trail or charitable institution in this country that hasn’t been positively affected by an Eagle Scout project.” (p. 17)

Before a boy can get to that point, he’s more likely to begin as a Cub Scout. At these younger ages, Wang et al. (2015) found that boys do not have a lot of control over the activities in which they engage, those are primarily planned and led by the adult volunteers. Still, “Cub Scouts is considered to be a preparation stage for young boys to gradually develop character and skills valued by the organization, such that ... outside of Scouting, to live lives of honor and to make contributions to their local and global communities ... [due in part to] Boy Scouts of America’s emphasis on personal development and acquisition of character virtues, including helping behaviors, rule-following, and doing the right thing” (p. 2361)

For many years there has been a common impression that Boy Scouts was one of several youth organizations that positively influence the character, physical health and mental health of boys, thereby enabling those who participated to “be leaders who contribute positively to their communities and the nation.” (Polson, et al., 2013, p. 759) “Scouting constitutes an exemplar of such a program ... In other words, the goal of BSA programs is to enable youth to live honorably as people and do their duties as citizens.” (Hilliard et al., 2014, p. 7) The Boy Scout program has been described by fans as, “...one of the best leadership programs in the world and begins to teach boys to be leaders at age 11.” (Griggs, 2009, p. 198) He goes on to state that, “Scouts, or former Scouts, are more willing to volunteer for projects that serve the public, their church, and community. It is this type of follower who will ultimately rise to leadership positions because service is a part of his character.” (p. 200)

These are all very nice sentiments, but these statements are more opinion than established causal relationship. Compared with the relative paucity of outcomes oriented research found for Girl Scouts, however, there is a bit more research published on the impact of Boy Scout programs.

First there are observations on the organization itself. Mullin (1996) noted that the BSA was generally considered a very well managed non-profit organization in this country, “ranking eighth in net income in the latest annual survey by NonProfit Times.” (p. 22) The BSA has also been cited as demonstrating good management practices, “published guidelines and expectations; focused, periodic training; volunteers involved in the training; and risk management using teams rather than individuals.” (Bell, 2005, p. 31)

Many scholars have over the years praised various programs of the Boy Scouts of America, including Rohm and Osula (2013) who noted that, “All programs promote service to God and country, and community; teaching leadership through outdoor living and community service projects.” (p. 26) Lynch et al. (2016) further praised the Cub Scout program in particular, saying that the Cub Scout program, “includes a rigorous, well-validated curriculum and pack leaders are supported via trainings as well as frequent access to program administrators” (p. 81)

Many additional researchers have been able to only identify correlations between Boy Scout programs and desired outcomes. In 1948, Scheidlinger reviewed the research available to him at that time, which was correlational at best, “... 65% of all the Rhodes scholars in 1926 were former Boy Scouts. These figures clearly indicate that scouting in this country is a selective movement attracting mostly individuals who go on to a higher-than-average education.” (p. 743) The first man to walk on the moon was an Eagle Scout, and all American astronauts who walked on the moon – correction, all but one – were involved in Scouting at some point. (Astronauts, 2012; NASA, 2011) When asked about their experience in Scouting as youth, businessmen replied that Scouting “...invoked a strong sense of camaraderie, leadership and teamwork from a young age” and that it “taught me to think critically and proactively. Anyone who achieves the rank of Eagle Scout has to demonstrate perseverance – a sticky diligence that, as an employer, I really value.” (quoted in Root, 2015, para. 7). According to Griggs (2009), “...a boy who has incorporated the Scouting values in his life has a greater likelihood of becoming a good leader as an adult.” (p. 204) These are all common sense observations, but could not be described as rigorous research demonstrating that BSA programs have any significant influence on the youth they serve.

The Boy Scouts of America had a major internal reorganization in the 1990s, which resulted in development of a national strategic plan for the organization. Mullin noted in 1996 that the BSA was “... taking some of the learnings from successful businesses and applying them to the Boy Scouts.” (p. 26) He went on to observe that, “It is also significant that the Boy Scouts has never sought an objective measure of its impact until it established its national strategic plan.” (p. 27)

In 2012, a study sponsored by Tufts University, the BSA, the John Templeton Foundation, Institute for Applied Research in Youth Development and Baylor Institute for Studies of Religion began in Philadelphia’s BSA Cradle of Liberty Council. The study looked at 1,800 Cub Scouts and 400 other 6 – 10 year old boys not involved in Scouting over the course of 2 ½ years, interacting with the boys, their leaders and parents five different times over those 2 ½ years. Polson et al. (2013) found support for, “the long held notion that youth participation in the Boy Scouts fosters a sense of civic responsibility that continues into one’s adult life.” (p. 770) As more time passed and more longitudinal data was collected on these boys, conclusions became stronger. “The findings of this research suggest that BSA programs help to enhance character development, well-being, values, social relationships, decision-making skills, and goal

achievement among Scouts, as compared to youth not involved in Scouting.” (Hilliard et al., 2014, p. 9)

Boys who were not involved in Scouting did not report any significant change in the attributes of their own cheerfulness, helpfulness, hopeful future expectations, kindness, obedience, or trustworthiness. (Lynch et al., 2016) Non-Scouts did report a significant decrease in religious reverence. Boys active in Scouting, in contrast, did not change significantly for religious reverence, but did increase significantly for every other attribute assessed. Such an influence caused Wang et al. to discuss, “implications for positive youth development and for the role of the Boy Scouts of America programming in character development.” (2015, p. 2359)

When studying boys active in Cub Scouts, Lynch et al. found that, “... engagement was by far the most frequent predictor of increases in character.” (2016, p. 81) It was interesting to note that when parents whose children had left the Cub Scouts were asked why their child had left, no parent said that the parent no longer had an interest in the program. Instead, common reasons were that they had no time for the program, or that sports took precedence. (Wang et al., 2015)

CONCLUSIONS

There are still many uninvestigated factors that could contribute to leadership among adults, so there is still a lot of potential research yet to complete. For Girl Scouts, a longitudinal study of children while in Girl Scouts would be a logical starting place. Correlations between Girl Scout involvement as children and later civic involvement and their use of leadership skills as adults has its place, but more conclusive research would be welcomed.

For Boy Scouts, recent longitudinal research linking Cub Scout engagement with positive character attributes is a useful addition to research in youth development programs. The series of research studies, which follow boys through five data collections over 2 ½ years, are welcome indicators of the significant influence of a Boy Scout program on the character development in children. Continued rigorous studies of this type for all Scouting programs are encouraged.

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Appendices

Table 1

Girl Scouts of the United States of America	Boy Scouts of America
<p>Mission: Girl Scouting builds girls of courage, confidence, and character, who make the world a better place.</p>	<p>Mission: The mission of the Boy Scouts of America is to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Law.</p>
<p>Girl Scout Promise: On my honor, I will try: To serve God and my country, To help people at all times, And to live by the Girl Scout Law.</p>	<p>Scout Oath: On my honor I will do my best To do my duty to God and my country and to obey the Scout Law; To help other people at all times; To keep myself physically strong, mentally awake, and morally straight.</p>
<p>Girl Scout Law: I will do my best to be honest and fair, friendly and helpful, considerate and caring, courageous and strong, and responsible for what I say and do, and to respect myself and others, respect authority, use resources wisely, make the world a better place, and be a sister to every Girl Scout.</p>	<p>Scout Law: A Scout is: Trustworthy Loyal Helpful Friendly Courteous Kind Obedient Cheerful Thrifty Brave Clean Reverent.</p>

Sources: Who We Are 2017

Mission and Vision 2017

Table 2

Type of Trip	Trainings	Forms	Timeline
Field/Day Trip - such as Fire Station, art museum, roller skating, parade, visit to nursing home	Required: First Aid/CPR Recommended: Great Beginnings webinar, Field Trips (slide show).	Travel and Activity Form - side 1 and sign on back	3 weeks before event
Council Sponsored Event – Register through council website.	Required: First Aid/CPR Recommended: Great Beginnings webinar, Field Trips (slide show).	None	
Overnight at Building with plumbing and electricity	Required: First Aid/CPR; Indoor Overnights (face-to-face); Recommended: Great Beginnings webinar.	Activity and Travel Form - both sides OR Camp Reservation Form if using Council Camp	3 weeks before event
Cooking Outdoors	Required: First Aid/CPR; Outdoor Skills (face-to-face) Recommended: Great Beginnings webinar.	Activity and Travel Form - both sides OR Camp Reservation Form if using Council Camp	3 weeks before event
Overnight in cabins, tents, yurts	Required: First Aid/CPR; Outdoor Skills (face-to-face), Outdoor Overnights (face-to-face) Recommended: Great Beginnings webinar.	Activity and Travel Form - both sides OR Camp Reservation Form if using Council Camp	4 weeks before event
Overnight for 3 or more nights - with camping	Required: First Aid/CPR; Outdoor Skills (face-to-face), Outdoor Overnights (face-to-face); Big Trips (face-to-face) Recommended: Great Beginnings webinar.	Extended Trip/Travel Form OR Camp Reservation Form if using Council Camp	Same as above
Overnight for 3 or more nights - no camping	Required: First Aid/CPR; Big Trips (face-to-face) Recommended: Great Beginnings webinar.	Extended Trip/Travel Form	Same as above
International Trip	Required: First Aid/CPR; Big Trips (face-to-face), plus Outdoor Skills (face-to-face) and Outdoor Overnights (face-to-face) if you will be camping Recommended: Great Beginnings webinar.	Extended Trip/Travel Form and International Travel Form	1 year in advance

(Volunteer Essentials, 2016, pp. 117-118)

Table 3

BOY SCOUT/VARSITY POSITION TRAINED REQUIREMENTS	
SCOUTMASTER & ASSISTANT SCOUTMASTER	
BEFORE 1ST MEETING	
SCO_400	SCOUTING ORGANIZATION FOR BOY SCOUTING 12:20
SCO_401	ROLE OF THE UNIT KEY 3 FOR BOY SCOUTING 6:44
SCO_402	AIMS & METHODS OF BOY SCOUTING 7:41
SCO_403	IDEALS & BELIEFS OF BOY SCOUTING 8:29
SCO_404	SCOUTMASTER & PATROL LEADERS 12:10
SCO_411	TROOP MEETINGS FOR BOY SCOUTING 13:28
TOTAL TIME: 1 HOUR 1 MIN	
FIRST 30 DAYS	
SCO_410	PATROL LEADERS COUNCIL MEETING 11:29
SCO_405	PATROL METHOD FOR BOY SCOUTING 7:59
SCO_406	OUTDOOR PROGRAMS FOR BOY SCOUTING 9:02
SCO_407	ADVANCEMENT FOR BOY SCOUTING 9:46
SCO_412	TROOP COMMITTEE FOR BOY SCOUTING 13:09
SCO_413	TROOP COMMITTEE MEETINGS 5:33
TOTAL TIME: 57 MIN	
POSITION TRAINED	
SCO_408	UNIFORMS FOR BOY SCOUTING 9:52
SCO_409	LEADER UNIFORMS FOR BOY SCOUTING 6:17
SCO_414	ANNUAL PLANNING FOR BOY SCOUTING 14:52
SCO_415	INTRO TO MERIT BADGES FOR BOY SCOUTING 11:36
SCO_418	OUTDOOR ETHICS FOR BOY SCOUTING 6:06
TOTAL TIME: 51 MIN	
MERIT BADGE COUNSELORS	
BEFORE 1ST MEETING	
SCO_402	AIMS & METHODS OF SCOUTING 7:41
SCO_403	IDEALS & BELIEFS OF BOY SCOUTING 8:29
SCO_416	MERIT BADGE COUNSELORS FOR BOY SCOUTING 9:45
SCO_415	INTRO TO MERIT BADGES FOR BOY SCOUTING 11:36
SCO_417	MERIT BADGE COUNSELORS SIGN UP 5:05
TOTAL TIME: 43 MIN	
POSITION TRAINED	
SCO_407	ADVANCEMENT FOR BOY SCOUTING 9:46
TOTAL TIME: 10 MIN	
TROOP/TEAM COMMITTEE CHAIR & COMMITTEE	
BEFORE 1ST MEETING	
SCO_400	SCOUTING ORGANIZATION FOR BOY SCOUTING 12:20
SCO_401	ROLE OF THE UNIT KEY 3 FOR BOY SCOUTING 6:44
SCO_402	AIMS & METHODS OF BOY SCOUTING 7:41
SCO_403	IDEALS & BELIEFS OF BOY SCOUTING 8:29
SCO_404	SCOUTMASTER & PATROL LEADERS 12:10
TOTAL TIME: 47 MIN	
FIRST 30 DAYS	
SCO_405	PATROL METHOD FOR BOY SCOUTING 7:59
SCO_410	PATROL LEADERS COUNCIL MEETING 11:29
SCO_411	TROOP MEETINGS FOR BOY SCOUTING 13:28
SCO_412	TROOP COMMITTEE FOR BOY SCOUTING 13:09
SCO_413	TROOP COMMITTEE MEETINGS 5:33
TOTAL TIME: 52 MIN	
POSITION TRAINED	
SCO_406	OUTDOOR PROGRAMS FOR BOY SCOUTING 9:02
SCO_407	ADVANCEMENT FOR BOY SCOUTING 9:46
SCO_408	UNIFORMS FOR BOY SCOUTING 9:52
SCO_409	LEADER UNIFORMS FOR BOY SCOUTING 6:17
SCO_414	ANNUAL PLANNING FOR BOY SCOUTING 14:52
SCO_415	INTRO TO MERIT BADGES FOR BOY SCOUTING 11:36
SCO_530	JOURNEY TO EXCELLENCE 12:46
TOTAL TIME: 1 HOUR 2 MIN	

*In addition to the learning plans above, Youth Protection training is required for all BSA registered volunteers. IOL training and the appropriate learning plan above is required for Scoutmasters and coaches to be classified as position trained.

Source: Boy Scout Position Trained Requirements (2017)

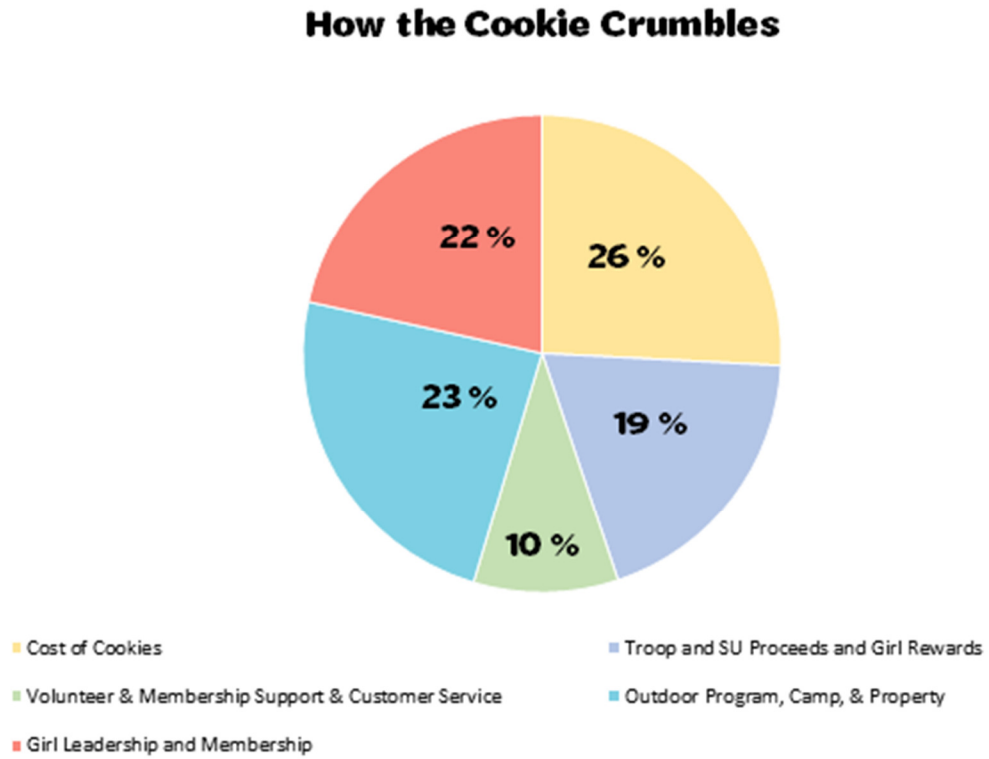
Table 4

CUB SCOUT POSITION TRAINED REQUIREMENTS	
<p>CUBMASTER & ASSISTANT CUBMASTER</p> <p>BEFORE 1ST MEETING</p> <p>SCO_225 THE CUBMASTER 11:36</p> <p>SCO_226 LEADING PACK MEETINGS 13:15</p> <p>SCO_210 HOW DENS & PACKS WORK 11:28</p> <p>SCO_209 EFFECTIVE LEADERSHIP 7:21</p> <p>TOTAL TIME: 33 MIN</p> <p>FIRST 30 DAYS</p> <p>SCO_200 CUB SCOUTING PURPOSES 6:08</p> <p>SCO_202 CUB SCOUTING IDEALS 13:35</p> <p>SCO_204 THE METHODS OF CUB SCOUTING 4:13</p> <p>SCO_214 CUB SCOUT ADVANCEMENT 3:46</p> <p>SCO_216 ADVANCEMENT RECOGNITION & RECORDING 9:41</p> <p>SCO_210 HOW DENS & PACKS WORK 11:28</p> <p>SCO_209 EFFECTIVE LEADERSHIP 7:21</p> <p>SCO_217 CORE RESOURCES FOR LEADERS 6:30</p> <p>TOTAL TIME: 1 HOUR 14 MIN</p> <p>POSITION TRAINED</p> <p>SCO_222 NINE ELEMENTS OF EFFECTIVE PLANNING 1:57</p> <p>SCO_227 ANNUAL PROGRAM PLANNING 14:35</p> <p>SCO_223 MONTHLY PLANNING 4:24</p> <p>SCO_201 YEAR ROUND FUN 12:38</p> <p>SCO_224 WORKING WITH BOYS - OVERVIEW 6:01</p> <p>SCO_230 DEN CHIEF ROLES & RESPONSIBILITIES 3:07</p> <p>SCO_228 PACK FUNDING 11:17</p> <p>SCO_211 CUB SCOUT UNIFORM 13:39</p> <p>SCO_213 CUB SCOUT INSIGNIA 4:43</p> <p>SCO_212 LEADER UNIFORM 3:39</p> <p>SCO_215 OTHER AWARDS CUB SCOUTS CAN EARN 5:40</p> <p>SCO_230 DEN CHIEF ROLES & RESPONSIBILITIES 3:07</p> <p>SCO_211 CUB SCOUT UNIFORM 13:39</p> <p>SCO_213 CUB SCOUT INSIGNIA 4:43</p> <p>SCO_212 LEADER UNIFORM 3:39</p> <p>SCO_206 SUPPLEMENTAL LEADER RESOURCES 9:10</p> <p>SCO_220 SCOUTINGS ORGANIZATIONAL STRUCTURE 7:02</p> <p>SCO_215 OTHER AWARDS CUB SCOUTS CAN EARN 4:41</p> <p>TOTAL TIME: 1 HOUR 45 MIN</p>	
<p>DEN LEADER</p> <p>BEFORE 1ST MEETING</p> <p>SCO_202 CUB SCOUTING IDEALS 13:35</p> <p>SCO_214 CUB SCOUT ADVANCEMENT 3:46</p> <p>SCO_208 LEADING DEN MEETINGS 13:08</p> <p>SCO_203 DEN DISCIPLINE 15:15</p> <p>TOTAL TIME: 45 MIN</p> <p>FIRST 30 DAYS</p> <p>SCO_200 CUB SCOUTING PURPOSES 6:08</p> <p>SCO_204 THE METHODS OF CUB SCOUTING 4:13</p> <p>SCO_216 ADVANCEMENT RECOGNITION & RECORDING 9:41</p> <p>SCO_210 HOW DENS & PACKS WORK 11:28</p> <p>SCO_209 EFFECTIVE LEADERSHIP 7:21</p> <p>SCO_217 CORE RESOURCES FOR LEADERS 6:30</p> <p>SCO_224 WORKING WITH BOYS - OVERVIEW 6:01</p> <p>TOTAL TIME: 56 MIN</p> <p>POSITION TRAINED</p> <p>SCO_205 WORKING WITH PARENTS & FAMILIES 5:34</p> <p>SCO_211 CUB SCOUT UNIFORM 13:39</p> <p>SCO_213 CUB SCOUT INSIGNIA 4:43</p> <p>SCO_212 LEADER UNIFORM 3:39</p> <p>SCO_215 OTHER AWARDS CUB SCOUTS CAN EARN 4:41</p> <p>SCO_227 ANNUAL PROGRAM PLANNING 14:35</p> <p>SCO_201 YEAR ROUND FUN 12:38</p> <p>SCO_221 YOUTH LEADERSHIP POSITIONS 4:57</p> <p>SCO_230 DEN CHIEF ROLES & RESPONSIBILITIES 3:07</p> <p>SCO_206 SUPPLEMENTAL LEADER RESOURCES 9:10</p> <p>SCO_220 SCOUTINGS ORGANIZATIONAL STRUCTURE 7:02</p> <p>TOTAL TIME: 1 HOUR 23 MIN</p>	
<p>COMMITTEE CHAIR & PACK COMMITTEE</p> <p>BEFORE 1ST MEETING</p> <p>SCO_219 THE PACK COMMITTEE 16:59</p> <p>SCO_210 HOW DENS & PACKS WORK 11:28</p> <p>SCO_200 CUB SCOUTING PURPOSES 6:08</p> <p>SCO_204 THE METHODS OF CUB SCOUTING 4:13</p> <p>SCO_202 CUB SCOUTING IDEALS 13:35</p> <p>TOTAL TIME: 52 MIN</p> <p>FIRST 30 DAYS</p> <p>SCO_222 NINE ELEMENTS OF EFFECTIVE PLANNING 1:57</p> <p>SCO_227 ANNUAL PROGRAM PLANNING 14:35</p> <p>SCO_223 MONTHLY PLANNING 4:24</p> <p>SCO_229 BUILDING THE PACKS BUDGET 5:40</p> <p>SCO_228 PACK FUNDING 11:17</p> <p>SCO_225 THE CUBMASTER 11:36</p> <p>SCO_218 SELECTING LEADERS 7:57</p> <p>SCO_209 EFFECTIVE LEADERSHIP 7:21</p> <p>TOTAL TIME: 1 HOUR 4 MIN</p> <p>POSITION TRAINED</p> <p>SCO_214 CUB SCOUT ADVANCEMENT 1:57</p> <p>SCO_216 ADVANCEMENT RECOGNITION & RECORDING 14:35</p> <p>SCO_215 OTHER AWARDS CUB SCOUTS CAN EARN 4:24</p> <p>SCO_201 YEAR ROUND FUN 5:40</p> <p>SCO_224 WORKING WITH BOYS - OVERVIEW 11:17</p> <p>SCO_205 WORKING WITH PARENTS & FAMILIES 11:36</p> <p>SCO_217 CORE RESOURCES FOR LEADERS 7:57</p> <p>SCO_206 SUPPLEMENTAL LEADER RESOURCES 7:21</p> <p>SCO_220 SCOUTINGS ORGANIZATIONAL STRUCTURE 7:02</p> <p>SCO_530 JOURNEY TO EXCELLENCE 12:46</p> <p>TOTAL TIME: 1 HOUR 25 MIN</p>	

*In addition to the learning plans above, Youth Protection training is required for all BSA registered volunteers.

Source: Cub Scout Position Trained Requirements (2017)

Figure 1



Source: *Where Cookie Money Goes* (2017)