THE EDUCATIONAL AND RECREATIONAL CONTRIBUTIONS OF GIRL SCOUTING

A Thesis Presented for the degree of Master of Arts

by

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Approved by:
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ACKNOWLEDGMENTS

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INTRODUCTION

Many organizations have been founded to assist in the education or physical, mental and social development of the individual. The Girl Scouts, Incorporated, is one of these agencies.

Girl Scouting originated in England and since its beginning, has spread from country to country until now there are thirty-two nations belonging to the World Association of Girl Scouts and Girl Guides, with five hundred and seventy-five thousand Girl Scouts in the United States alone.

The author is interested in studying the Girl Scout movement in the United States as it has been developed by the national organization to examine critically the basic principles, methods of approach and content of the program to ascertain the educational and recreational contributions of Girl Scouting.

Objectives of the Study

To show wherein:

1. Girl Scouting contributes or fails to contribute to the education of the individual and the means through which this process takes place.

2. Girl Scouting offers unlimited recreational op-
opportunities of lasting nature which are not duplications of school leisure time activities.

3. The needs of adolescent girls are recognized and adapted to the individual through the numerous phases of the program.

Sources of Information

1. A thorough study of all available literature pertaining to Girl Scouting.

2. The author's evaluation of Girl Scouting in light of the best educational principles.

Applying the Information

The author does not intend to reorganize the content of the existing program, but rather, after a close scrutiny of the program, to evaluate it in terms of its educational and recreational values.
Chapter I

A BRIEF HISTORY OF GIRL SCOUTING

How Scouting Began

Lieutenant General Robert Baden-Powell, serving in the British army as leader of constabulary of South America, found that the ordinary military training was not adequate for his men. They were being trained in the arts of the rifle but not in regards to personal qualifications. "They had not been subjected to those necessities of life which bring out the qualities which humans have when given proper opportunity and when stimulated by proper leadership."¹

In order to remedy the situation, Baden-Powell devised a plan which he called, "Stunts in Scouting". In this plan he offered opportunities for practice of activities through which he believed certain fundamental character traits such as initiative, dependability, and resourcefulness could be developed. His idea worked very well with these army men.

When he returned to England, he was amazed to discover that the program he had worked out for the men, was being

used in the schools. In 1903, he was approached by educators to adapt his idea to the needs of young boys. After much study and investigation on the question, he published this statement of the purpose of his new scheme: "To help in making the rising generation, of whatever class or creed, into good citizens at home or for the colonies". 

The word scout is from the French word, écouter, meaning to listen. It has been used in many ways. However the founder tells why he chose the name, Boy Scouts:

"The whole scheme was planned on the principle of being an educative game; a recreation in which the boy would be insensibly led to educate himself. What to call it? There's a lot in a name. Had we called it what it was, viz, 'Society for the Propogation of Moral Attributes,' the boy would not exactly have rushed for it. But to call it Scout-ing and give him a chance of becoming an embryo scout was quite another pair of shoes. His inherent gang instinct would be met by making him a member of a 'troop' and a 'patrol'. Give him a uniform to wear, with a badge to be won and worn on it for proficiency in Scouting -- and you got him".

The Girl Guides in England

As time went on, Baden-Powell had interested a great number of boys in the movement and the organization was progressing very rapidly. Many of the sisters were envious of the boys and begged the founder of the Boy Scouts for scouting. Baden-Powell recognized the fact that something had to be done for the girls. It was not until 1901, how-

ever, after several girls appeared at a Boy Scout rally and marched with eleven thousand boys to the palace to hear the King, that arrangements were made to accommodate the girls.

The girls organization was called the Girl Guides. They were given a blue uniform and a motto, the same as for the boys, "Be Prepared." Unable to handle the fast growing movement with already eight thousand girls, Baden-Powell secured the assistance of his sister, Miss Agnes Baden-Powell. By May 1910, a Girl Guides headquarters was established and Miss Baden-Powell became the first president.

In the Story of the Girl Guides, Mrs. Mark Kerr says:¹

"Miss Baden-Powell deserves a great deal of credit for having been willing to face strong prejudices which existed at that time against such a movement as the Girl Guides. Many grown up people were convinced that Guiding would turn girls into tomboys, and would lead to the rushing about the country with few clothes and few manners. It was here that Miss Baden-Powell's personality was so great an asset.... Anyone who had come into touch with her gentle influence, her interest in all womanly arts, and her love of birds, insects and flowers, would scoff at the idea of her being President of a sort of Amazon Cadet Corps."

Juliette Low Introduces Girl Scouting to America

Mrs. Juliette Low, née Juliette Gordon of Savannah, Georgia, spending much of her time since her marriage in England, met Baden-Powell at a luncheon party sometime dur-

¹ This quotation is from Katharine Wright, Twenty Five Years of Girl Scouting, p. 16.
ing 1910 or 1911. She was enthusiastic with his plans for boys and even more interested in the attempt that was being made in behalf of the girls. After Baden-Powell visited her at her Scotland Home, Mrs. Low organized a troop of Girl Guides with seven girls, making it such fun with so many exciting things to do, that they came regularly each week, many of them walking several miles in order to attend.

Mrs. Low writes of these first Guides:

"I noticed the rosy-cheeked girls going down to Glasgow as soon as they were grown, to become slaves in the kitchens and factories. I knew such a life was death to them after the free, wholesome life of the mountains, so I looked about for some means of keeping them at home, and helping them to earn a living at the same time."

With her girls, she learned to spin and weave, securing orders for Scottish homespun so that the girls could earn some money; raised poultry to supply the neighboring lodges; discussed personal hygiene problems; had a young guardsman she knew, teach drill, map making and signalling; and attempted to give these girls skills in every day living.

After this experience with the one troop, she started two troops in London. In 1912, Juliette Low sailed for America and as soon as she arrived in Savannah, she invited girls to tea so she could tell them about the Girl Guides in England. She telephoned Miss Nina Pape who

1 Katharine O. Wright, op. cit., p. 17.
recalls the message she received; "Come right over. I've got something for the girls of Savannah, and all America, and all the world, and we're going to start it tonight".1

As a result of the tea party, the first Girl Scout troop in the United States was organized. The stables back of Mrs. Low's house served as the meeting place of this first Girl Scout troop.

"There was never the slightest doubt in Mrs. Low's mind but that the girls of the United States would be as enthusiastic over Girl Guiding as the girls of England. When in 1912 she returned from England with a handbook of the English Girl Guides tucked away in her suitcase and her mind bubbling with plans, to her the chief problem lay in being equal to the task herself." 2

Juliette Low had vision to see that the girls of this country needed an organization which would offer many worthwhile opportunities and experiences, and devoted her entire self and energy to that cause.

"Nothing less than such a burning faith could have accomplished what Juliette Low accomplished for Girl Scouting. During those first days, her friends smiled affectionately over her enthusiasm and the swiftness of her imagination, which already saw girls in every state enrolled as Girl Scouts. Those friends lived to see her prophecy fulfilled." 3

The spirit of Juliette Low was a challenge to all who came into contact with her. She succeeded in interesting not only her personal friends but many public mind-

1 Anne H. Choate, and Helen Ferris, Juliette Low and the Girl Scouts, p. 102.
3 Choate and Ferris, op. cit., p. 102-103.
ed men and women. Six troops in Savannah were underway with Miss Edith D. Johnston as the first executive secretary before Mrs. Low returned to England. When saying farewell to the newly appointed secretary, she said, "Here is the English Girl Guide handbook. It will tell you what you need to know, and if it doesn't, use your common sense."¹

After Mrs. Low was gone, the leaders of these early days were confronted with many problems and were kept busy planning meetings, working on requirements, Tenderfoot and Second Class work, playing, hiking, studying nature, and designing uniforms. The girls of Savannah gave an entertainment and through this and other means, the news of Guiding gradually spread throughout the city.

In the spring Mrs. Low returned to America. While in England, she had spent her time studying the Girl Guide methods used there. Arriving in Savannah, her chief concern was to see what had taken place during her absence. She was delighted to find, after visiting every troop and talking with the leaders, that much progress had been made. She decided it was time to launch a National organization of the Girl Scouts of America. She wrote letters to her friends all over the United States to arouse interest in this organization and was soon besieged by questions and

¹ Choate and Ferris, op. cit., p. 103.
inquiries. By this time, the name of the group had been changed to the Girl Scouts and Mrs. Low was in the midst of writing a handbook for girls and leaders.

In tribute to Juliette Low, Mrs. Mark Kerr in the Story of a Million Girls says: ¹

"For whereas Scouting and Guiding were started in Great Britain by a man well known to fame, a national hero, Girl Scouting in America was launched by a woman very little known in her country, a woman not young, not rich, and with one great handicap which to anyone less courageous would have been an insuperable obstacle—almost complete deafness..... She was absolutely truthful and absolutely courageous, and she had the simplicity, directness, and enthusiasm of a child. With these qualities it can be understood how, after she had met Sir Robert Baden-Powell, she felt that the one thing in the world she had to do was to bring Scouting for girls back from England to her own country, America."

The Early Growth of Girl Scouting in America

In 1913, Mrs. Low established a national headquarters in Washington and hired a part-time secretary to assist Miss Johnston, the executive secretary. It was not long until letters were received from every part of the United States asking how to start a Girl Scout troop. Newspapers were offering publicity. In the fall of 1913, the Girl Scouts received very favorable publicity when one of the Savannah leaders resuscitated a negro man who was overcome with gas. She saved his life and through this incident, established a bond between the Red Cross and the Girl Scouts

¹ Katharine Wright, op. cit., l. 11.
which still exists.

Until now, Juliette Low had been paying all the expenses and salaries of the organization herself. At this time it was suggested that some of the financial burden be removed from her, so each troop raised some money and later, the national dues of twenty-five cents for each scout were started.

Troops were formed in Boston, Philadelphia, Washington, Cincinnati, Chicago, Providence, and elsewhere. Mrs. Low traveled from place to place assisting in the early organization of establishing secretaries, forming local councils, and interesting prominent citizens for sponsors. Churches of different denominations started troops. Schools and organizations became interested and the University of Wisconsin wrote for information and publications to be used in a summer course in Scoutcraft.

The scout promise, "On my honor I will try: to do my duty to God and my country, to help other people at all times, and to obey the Girl Scout laws", and the Girl Scout laws were published and interpreted to the girls in the handbook. The promise has remained the same but the original laws have been altered slightly in wording. The original laws are: A Girl Scout's honor is to be trusted; A Girl Scout is loyal; A Girl Scout's duty is to be useful and to help others; A Girl Scout keeps herself pure - in thought, word, and deed; A Girl Scout is a friend to ani-
mals; A Girl Scout obeys orders; A Girl Scout is cheerful under all circumstances; A Girl Scout is thrifty.

Miss Johnston at national headquarters resigned in June 1914 and Miss Cora Neal took her place. At that time, Miss Johnston reported: "In June 1914 when Miss Cora Neal took charge, we had in Washington, one hundred and eighteen Girl Scouts and the total in the United States was one hundred and eighty nine; a small beginning, but a sure beginning! 

Miss Neal's record for 1915 says that in Washington there were twenty five troops with three hundred members, and about two hundred troops in the country with five thousand girls. These figures indicate the growth over a one year period.

On June 10, 1915, the Girl Scout organization became incorporated. That same day, the first Annual Convention was held in Washington and the first National Council was formed.

In 1916, national headquarters were moved to New York in time for the second Annual Convention. A Board of Directors was elected to help launch the fast growing movement, now too large for sole management.

The problem of training leaders was now becoming ur--

1 Katharine Wright, op. cit., p. 34.
gent. Mrs. James Storrow was of great assistance in this task. She opened her home to a group of pioneer leaders in Massachusetts who formed a senior patrol. They met during the winter of 1915 and took intensive training from experts in various fields. The next step in leader training was the beginning of the famous Girl Scout Leaders Training School, Pine Tree Camp, initiated and endowed by Mrs. Storrow in 1917.

Doctor James E. Russell, Dean of Teachers College, Columbia University, became interested in Girl Scouting and through his efforts, colleges began to recognize the organization. Three Girl Scout fellowships were established at Teachers College, John Hopkins University, and Boston University. Teacher College made Scouting for Girls one of its projects for the academic year, and New York University offered a sixty hour course for leaders as a part of summer school.

Every month, more influential people in all walks of life, were connecting themselves with the Girl Scouts.

In 1916 a new edition of the handbook was published. It was the original handbook revised by Juliette Low and called, "How Girls can Help Their Country." This title was appropriate for the times as Europe was at war and we were going into it. Girls and women were thinking in terms of what they could do in the war cause.

In October 1917, a monthly magazine called "The Rally"
was started by Mrs. Low for the Girl Scouts and leaders. In the first issue, the total membership was quoted as 12,812. Now Girl Scouting was actually on its way in the United States!

Later Developments

In November 1917, the Third Annual Convention was held in New York and was a most important meeting. A new constitution and by-laws were adopted in which the purpose of Girl Scouting was stated:

"The purpose of this organization is to promote, through organization and cooperation with other agencies, the virtues of womanhood, by training girls to recognize their obligations to God and country, to prepare for the duties developing upon women in the home, in society, and the state, and to guide others in ways conducive to personal honor and good."

"The organization favors no creed, party, or sect. It is non-sectarian and non-partisan, but it willingly cooperates with any agency that appreciates the worth of a good woman in the home and the influence she can exert in religious, social and civic affairs."

Statistics again point to the rapid growth. The annual report for 1917 showed that there were nine hundred and six registered leaders, fourteen thousand nine hundred and forty nine Girl Scouts. The next year trebled the number of leaders, doubled the number of Scouts, and saw the chartering of fifteen local councils. As a result

1 Blue Book of Rules 1919.
of the increase in membership, there were now nineteen

perans on the staff at national headquarters.

When Juliette Low spoke at the Third Annual Convention,
the entire audience rose and applauded to honor their
founder. She had letters of appreciation from Herbert
Hoover and Cardinal Gibbons for the service of Girl Scouts
in food conservation, and a letter from Mrs. Woodrow Wil-
son, the wife of the President of the United States, ac-
cepting the office of the first Honorary President of the
Girl Scouts.

During the next few months, the Girl Scouts were
influenced greatly by the vigorous demands resulting from
the World War. Girls took active part in the Red Cross,
the Food Conservation campaign, the Liberty Loan drive,
and many other duties. Reports reveal Girl Scouts rising
to meet all emergencies. From the November 1917 Rally:

"Girl Scouts are doing every kind of Red
Cross war work. Sometimes it is interesting
and varied. More often it is hard digging at
monotonous tasks. In many places the duty of
caring for the workroom has been assigned to
them. They get out the supplies, remain on
duty as messengers and helpers to the adult
workers and pick up and sweep the room at the end
of the day. Their faithfulness and regularity
in performing these duties have won for them in-
creased responsibility."

The boys and girls of America had been regimented to
serve their country's cause but after the Armistice, their
program could return to the more natural, enjoyable child-
hood pursuits.
The leaders training school at Pine Tree Camp was improving the quality of leadership and attracted leaders from Maine to California.

Juliette Low believed Girl Scouting was becoming too complicated and too far removed from the simple idea on which Baden-Powell had started. When she returned from England in May 1919, she persuaded the Baden-Powells to accompany her. Together they discussed with leaders, the original scheme which had not been fully understood heretofore. This was the beginning of a closer relationship and cooperation between the Girl Scouts of America and the Girl Guides of England.

February 21, 1919 marked the foundation of the International Council of Girl Guides and Girl Scouts, initiated by Lady Baden-Powell and supported by Mrs. Low. She was selected corresponding member for the United States. She reported at this meeting that the membership in the United States was now over forty thousand.

Mrs. Jane Deeter Rippin became the National Director in 1919 for a ten year period. Under her executive leadership, many advancements were made and the entire organization was strengthened.

National offices were again moved, this time to a much larger building so as to adequately accommodate the enlarged staff and departments of Field, Education, and
equipment.

In 1920, a larger handbook came out entitled, "Scouting for Girls", and this, the fourth handbook, was the first to be prepared by the organization itself, rather than by Mrs. Low. The name of the scout magazine, the Rally, was changed to the American Girl.

A staff of trained workers were sent out to extend the use of camp and program standards in local communities. Between 1922 and 1927, training courses were developed in one hundred and fifty-five colleges, in addition to those courses offered by the local and national Girl Scout organizations.

Younger girls were asking for a Scout program and Brownie troops were started for girls seven to ten years old.

In 1922, national headquarters began the publication, The Field News, a separate bulletin, in which leaders could exchange ideas, methods, and techniques. This was later called the Girl Scout Leader.

That same year, Camp Andree at Briarcliff Manor, New York, was given to the Girl Scouts to be used as a camp for older girls. It was a gift of the parents of Andree Clark as a memorial to her. After her death, her parents had discovered in her diary how much Girl Scouting had meant to her and wished to enable other girls to have some of the pleasure and enjoyment derived from scouting and
camping.

At the eleventh Annual Convention in 1925, a gift of two hundred and forty-one acres of land adjoining Camp Andree was given by Mr. V. Everett Macy in memory of his wife, Edith Carpenter Macy, who had selected the site for a leaders training camp but had died the year before.

**Juliette Low's Dream Comes True**

Juliette Low, realizing her time on earth was limited, wished to see the fulfillment of her vision - a world gathering of Girl Scout representatives to be held in the United States. The World Conference was held at Camp Edith Macy in May 1928. Mrs. Low and Lady Baden-Powell greeted delegates from thirty-one different countries into which Scouting had spread.

After the International Conference, Mrs. Low went to England. When she returned, she was very ill and died at her home in Savannah on January 17, 1927.

"After her death Girl Scouts all over the country wished to establish some memorial to her...........

..........................................................

so some imaginitive genius propounded this idea of the only memorial she would have liked, and accordingly a fund has been established in the name of Juliette Low........Which enables a number of girls from different countries to go to Chalet in Switzerland. There they exchange ideas, become acquainted with each other, learn something of each other's countries, thus helping to fulfill Mrs. Low's dream of international friendship and peace".1

1 Katharine Wright, op. cit., p. 72.
The Developmental Plan

Scouting grew in such overwhelming proportions that national headquarters divided the United States into twelve regions so that administration and supervision would be simplified. Each region has a director, assistants, committees and offices.

It was felt that Scouting was so widespread that specific planning was necessary for the further growth and progress. To provide for this, the Developmental Plan was adopted at the fifteenth Annual Convention in 1929. Under this plan, national headquarters was reorganized into the following divisions:

1. Administration: For maintaining general office services of national and coordinating divisions of national headquarters.

2. Program: For enlarging and improving the program of Girl Scouting, including preparation of materials, experimental and research work, and publishing the Girl Scout Leader.

3. Personnel: For providing and training the leadership of Girl Scouting, and maintaining the registration system.

4. Public Relations: For public relations and information.

5. Business: For maintaining the national equipment service, and for publishing the American Girl.

Many studies and experiments in program have been made recently during the developmental plan including the Study of the Program which will be discussed under the program. (See Chapter III).

The Silver Jubilee of Girl Scouting

Girl Scouts celebrated the twenty fifth anniversary
of Girl Scouting in 1937. The organization has progressed a long way since Juliette Low first started her troop in Savannah. The growth of the movement has not been spasmodic but has been gradual and steady.

"Juliette Low and Lord Baden-Powell were too wise to believe for one moment that they could set down one standard for all communities of the world. Their philosophy has been tried by all the years and found true; their words have perennial freshness. The ideals of Boy and Girl Scouting will not change; but the program, as the Founders imagined it, is flexible; a program outlined by creative artists, as well as great citizens, for growing boys and girls in a changing world." 1

Summary of Chronological Events in Girl Scouting

1903 Baden-Powell started working on program for boys.

1909 Girls participated in Boy Scout rally. Baden-Powell recognized need for a program for girls and organized a girls' group.


1911 Juliette Low organizes a Girl Guide company in Scotland, and later two in London.

1912 Juliette Low returns to America. She interests girls of Savannah in Guiding and starts two groups. Miss Edith Johnston is made executive secretary. The first handbook is published. Troops begin to form in other localities.

1913 Name is changed from Girl Guides to Girl Scouts. A national headquarters is established in Washington.

1 Katharine Wright, op. cit., p. 72.
1914 Patent for Trefoil is obtained.  
Total membership is about 1,189.

1915 Girl Scout organization is incorporated.  
First constitution and by-laws are adopted at 
the first Annual Convention in Washington.  
A national council is formed.  
Membership is around 5,000.

1916 National headquarters is moved to New York.  
Second Annual Convention.  
Training camp for leaders is started.  
Financial burden is assumed by the organization 
relieving Mrs. Low.

1917 United States enters World War. 
New constitutions and by-laws are adopted at third 
Annual Convention.  
Mrs. Woodrow Wilson becomes the first Honorary 
President.  
A Girl Scout magazine, the Rally, is published.  
Membership is now 12,812.

1918 National offices moved to larger building.  
Girls aid in war cause.

1919 First meeting of International Council of Girl 
Guides and Girl Scouts, at which Mrs. Low is 
elected corresponding member for the United 
States.  
Lord and Lady Baden-Powell visit the United States.  
Membership is estimated at 42,398.

1920 Constitution and by-laws are revised.  
"Scouting for Girls," a new edition of the handbook 
is published.  
The name of the magazine is changed to "American 
Girl".  
Total membership is 52,018.

1922 Monthly bulletin for leaders is started.  
Camp Andree is gift to the Girl Scouts.

1925 Camp Edith Macy is given for a leaders' training 
camp.

1926 World Conference held at Camp Edith Macy.

1927 Juliette Low dies at Savannah, Georgia.  
Juliette Low Memorial Fund established.  
Total membership = 167,925.
1929 Developmental Plan adopted at fifteenth Annual Convention.

1935 Girl Scout Program Study started.

1937 Girl Scout Silver Jubilee.
Chapter II

THE GIRL SCOUT ORGANIZATION

The Girl Scout National Organization

Girl Scouts, Incorporated, is the directing and coordinating head of the Girl Scout movement in the United States. The scout program is offered to local communities through the national organization which acts as the trustee for the agency. The national organization has the responsibility of developing and maintaining standards in keeping with modern educational trends to assure local groups of the best collective values in Girl Scouting.

The National Council consists of delegates elected by local councils throughout the United States to: (1) consider and take action upon the outstanding problems and needs of the Girl Scout movement throughout the country; and (2) to consider and take action upon the program and budget of the corporation. This council holds an annual meeting.

Between the meetings of the National Council a Board of Directors manages the affairs of the Girl Scouts, Inc. Six committees, namely, field, administration, program, per-
sonnel, public relations, and business, operate under the supervision of the Board of Directors. (For duties of these committees, see Chapter I.) An executive secretary, who is a professional scout worker, heads each of these committees and is directly responsible to the National Director who is employed by the Board of Directors for the administration and organization of the corporation.

Girl Scouts, Inc., attempt to make the organization self supporting. The sources of income include annual membership dues, net income from equipment sales, field quotas, training course fees, and other miscellaneous income.

The national organization owns and operates two camps, Camp Edith Macy and Camp Andree, located in Westchester County, New York. Camp Edith Macy is a national training camp for leaders, camp directors, and local council members. The Personnel division is responsible for the training program. Camp Andree is a camp for older girls and functions as a laboratory for the program division in the development of camp activities and programs.

Girl Scout Regions

The United States is divided into twelve regions for convenience in administration of the program.
The regions are listed below: (See Map on the next page.)

<table>
<thead>
<tr>
<th>Number of Region</th>
<th>Name of Region</th>
<th>States Included</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Hendrick Hudson</td>
<td>New York, New Jersey.</td>
</tr>
<tr>
<td>3</td>
<td>Region Three</td>
<td>Pennsylvania, Maryland, Delaware, Virginia, District of Columbia.</td>
</tr>
<tr>
<td>4</td>
<td>Kenowva</td>
<td>Ohio, Kentucky, West Virginia.</td>
</tr>
<tr>
<td>5</td>
<td>Dixie</td>
<td>Tennessee, Arkansas, Mississippi, Louisiana.</td>
</tr>
<tr>
<td>6</td>
<td>Juliette Low</td>
<td>North Carolina, South Carolina, Georgia, Florida, Puerto Rico.</td>
</tr>
<tr>
<td>7</td>
<td>Great Lakes</td>
<td>Wisconsin, Michigan, Illinois, Indiana.</td>
</tr>
<tr>
<td>8</td>
<td>Covered Wagon</td>
<td>Nebraska, Iowa, Kansas, Missouri, Colorado.</td>
</tr>
<tr>
<td>9</td>
<td>Cactus</td>
<td>New Mexico, Oklahoma, Texas, Arizona.</td>
</tr>
<tr>
<td>10</td>
<td>Hiawatha</td>
<td>North Dakota, South Dakota, Minnesota.</td>
</tr>
</tbody>
</table>
Regions listed (Cont'd).

<table>
<thead>
<tr>
<th>Number of Region</th>
<th>Name of Region</th>
<th>States Included</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Rocky Mountain</td>
<td>Montana, Idaho</td>
</tr>
<tr>
<td>12</td>
<td>Big Tree</td>
<td>Washington, Oregon, California, Alaska, Phillippine Islands</td>
</tr>
</tbody>
</table>

Every region has a regional director who is one of the national field staff acting as an agent of the national organization. It is the duty of this director to work closely with local councils and local directors in developing and promoting Girl Scouting in the region.

A regional committee is selected which acts in the same capacity for the region as the Board of Directors for the national organization. Its functions are as follows:

1. To assist in strengthening existing local councils and to cooperate with the members of the national field staff assigned to the region in forming new local councils as provided for in the program of the Field Division, Girl Scouts, Inc.

2. To assist the members of the national field staff assigned to the region in studying and solving the problems of the region, and to bring to their attention any special problems peculiar to the region.

3. To advise upon plans for the national work in the region, and to present such plans to the Field Division annually.

Regions arrange conferences and training for their

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1 Blue Book of Girl Scout Policies and Procedures, p. 93.
Region XII includes Puerto Rico.
Region XIII includes Alaska, Hawaiian Islands, and Philippine Islands.
leaders periodically to promote interest and knowledge of Girl Scouting.

The Local Council

A local council is established in a definite community when the number of Girl Scouts warrants such an organization. When a group wishes to form a local council, a request is sent to national headquarters for a member of the field staff to visit this locality and assist with the formation of this executive body.

"A local council, which is composed of a group of representative men and women, is chartered by the National Council of Girl Scouts, to supervise and promote Girl Scouting in a defined area. Once a local council is chartered and the extent of its jurisdiction defined by Girl Scouts, Inc., all the Girl Scout troops in that area come under its jurisdiction and the national organization acts through the local council in all its relations with Girl Scout troops".¹

The officers of a local council consist of a commissioner, one or more deputy commissioners, secretary and treasurer. National headquarters recommend that each local council form at least the following committees to function as stated below:²

1. Training and Personnel Committee: To see that suitable leaders are secured for Girl Scout troops; that troop committee members are obtained and active in the troop program; and that training is pro-

---

vided for the adult members of the Girl Scout.

2. Program Committee: To be responsible for maintaining a high quality of program; to interpret the program to the community, leaders, and girls; to arrange for specialists in various fields to act as troop consultants and assist the leaders in certain phases of the program; and to lend assistance in any way possible for the administration of the program.

3. Camp Committee: Is responsible for making the outdoor program of Girl Scouting available to as many Girl Scouts as possible by planning and carrying out an adequate all-year round camping program suited to the community. It is responsible for seeing that minimum standards for Girl Scouts' camps as required by Girl Scouts, Inc., are maintained.

4. Finance Committee: Prepares and recommends to the local council a yearly budget; recommends changes in financial policies; recommends methods of raising funds; sees that a correct account is kept for all receipts and disbursements; and arranges for a yearly audit of books and accounts.

5. Public Relations Committee: Is responsible for a campaign of public education with a view toward increasing public understanding of Girl Scouting. Specifically, it should keep the community informed concerning the activities and program of the Girl Scouts; secure and maintain the interest of the supporting constituencies; and interest adults and girls in becoming members of the Girl Scout organization.

Local councils have been classified into four types in an effort to place them in comparable groups.

Group A Local councils entirely under volunteer direction with one hundred Girl Scouts or less.

Group B Local councils entirely under volunteer director or with part time local director and with over one hundred Girl Scouts.

Group C Local councils with full time local directors.
Group D Local councils with district committees in metropolitan areas.

The size of the staff for a local council depends upon the size of the community and the Girl Scout membership. It is recommended that a full time local director be employed where there are ten or more troops. The director is hired by the local council and directly responsible to it. She is responsible for the maintainence of standards in the scout program in her prescribed area.

As Girl Scouting grows in the community, the staff should be enlarged to meet the new demands. Cities having twenty-five or more troops usually employ one or more field captains to assist the local director. They assume the duties relating to program work, thus permitting the director to devote her time to executive tasks.

In large cities it is necessary for the city to be divided into sections for more effective administration. This is called districting. In such cases, a field captain is assigned to a district and assumes complete charge of that section, although she is responsible to the director and local council for scouting in her jurisdiction.

A Girl Scout Troop

A Girl Scout troop is the means through which the Girl Scout program is put into effect. It is composed of a group of from eight to thirty-two girls under the dir-
ection of a leader and one or more assistant leaders. Troops may be formed in connection with a school, church, settlement, or may not be associated with any other institution.

To belong to a scout troop, a girl must at least ten years of age except in the Brownie groups for which seven years of age is the limit.

A troop is divided into smaller units known as patrols. A patrol is made up of eight girls who work together in their small groups in planning, executing, and evaluating whatever they choose to undertake. Each patrol in the troop elects a patrol leader and an assistant, who represent their patrol at the Court of Honor, which is the governing body for the troop. It is composed of the troop leader and her assistants, and the patrol leaders and their assistants. This representative group makes plans for the troop based on the suggestions of the girls in their patrols.

**Girl Scout Leaders**

Every Girl Scout troop has an adult volunteer leader who must be at least twenty-one years of age and have had the training required by the national organization and local council. It is advisable for that leader to have an assistant who must be at least eighteen years of age and have fulfilled the training requirements.
The Troop Committee

A small group of adults interested in Girl Scouting is selected by the local council and troop leader to act in an advisory capacity to the troop. They are known as the Troop Committee. They offer their assistance in troop projects and also provide community backing. A troop committee provides opportunity for more people to participate in the scout program. These sponsors assist the organization in educating the public in the values of Girl Scouting.

The Lone Girl Scout

Girls living in isolated country districts or in places too small for troops, may become Lone Girl Scouts. If such a girl meets the requirements for becoming a scout, she may write to national headquarters and be registered as a Lone Girl Scout, and continue with the regular Girl Scout program, so far as is practical for a person working alone. Whenever possible, she will be referred to the nearest council or regional director for guidance.

Lone Girl Scout Troops

A group of girls may wish to form a scout troop in some locality where there is no local council or any
other troops. This troop is called a Lone Girl Scout Troop. Lone Girl Scout troops function just as any other troop but are not under the direct supervision of an incorporated agency. These troops are referred to the nearest local council or regional director for assistance in their activities.
FIG. 2—Organization of the Girl Scouts.
Chapter III
THE GIRL SCOUT PROGRAM

The Girl Scout program is divided into three age level groups: Brownie Scouts, who are girls from seven to ten years of age; Girl Scouts or the Intermediate Girl Scouts, from ten to fourteen years of age; and Senior Girl Scouts, from fourteen to eighteen years of age.

The aims of the program are the same for all three groups and are embodied in the Girl Scout promise and general program objectives. However, each group has activities adapted to the needs, interests, and abilities of that particular age. As a result of the recent program study, the following ten program fields have been developed from which the specific program for a troop is selected:

1. Arts and crafts.
2. Literature and dramatics.
4. Health and safety
5. Community life
6. Homemaking
7. Music and dancing
8. Nature
9. International friendship
10. Out-of-doors
The program is based upon: a belief in the educational value of small groups; in the value of purposeful work with the hands and of creative group activities; in the possibilities of mutual helpfulness, within or without the troop; in the educational, character developing, and joy-giving influence of the outdoor world.

The approach to the program fields and the content of each, varies for the Brownies, Girl Scouts, and Senior Girl Scouts. Each group and its program will be discussed separately.

The Brownie Girl Scout Program

The youngest members of the Girl Scout organization are the Brownie Scouts. These girls meet once a week and may include in their program any activities they wish. Their activities are selected from those offered in the ten program fields which will be discussed as applied to this age group. There are no ranks or tests for the Brownies.

Arts and Crafts.

Children begin at an early age "to make things." We see the little child making anything from mudpies to skyscrapers. No longer is it considered necessary to

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1 Blue Book of Girl Scout Policies and Procedure, op. cit., p. 64.
have special ability to enjoy arts and crafts. Every individual has creative potentialities which may be developed by providing opportunities for expression. "Learning to use one's hands to express oneself is fundamental in life and the earlier one learns to create, the greater the opportunity for expression". Therefore, arts and crafts are included in the Brownie program.

The appreciation of art and the actual participation in making things are stressed through discussions, excursions, and experimentation.

In the Leader's Guide to the Brownie Scout program, the following are suggested activities for arts and crafts which may be used as the troop works on certain projects:

1. Become acquainted with anything in the community that will help to develop an appreciation of arts and crafts; collection in homes, stores, museums, public and private buildings.

2. Learn to make original designs for crafts.

3. Make holiday decorations for parties, tables, trays, Christmas trees, windows.

4. Make impromptu costumes, simple puppets, marionettes, shadowgraphs, stage settings.

5. Make original illustrations for favorite stories.

6. Make something for use in the troop room, such as book ends, curtains, pictures, waste paper baskets.

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1 A Leader's Guide to the Brownie Scout Program, op.cit., p. 71
2 Ibid, pp. 79-80.
7. Make articles from cloth, clay, metal, or wood. Know how to use the necessary tools correctly and handle them safely.

8. Make useful holiday gifts for relatives and friends.

9. Make a simple scrapbook such as a troop diary and draw or paint sketches of Brownie events on it.

10. Read stories about craftsmen of the past and the present such as clock makers, Indian weavers, silversmiths, cabinetmakers, and potters.

11. Visit local craftsmen, such as basket weavers, blacksmiths, cabinetmakers, rug weavers, and quilt makers.

The success of the arts and crafts program depends on the leader's judgment and discrimination. A wise leader will know how to encourage and stimulate the child's experience for meaningful activities. She realizes that at this age, perfection is not to be expected but rather a progressive improvement as the child moves from the simple to the more complex. "Little children do not suffer under the serious inhibitions of older folks, and the leaders find arts and crafts are the most popular part of the Brownie program. No child should be forced to participate and it is the experience of making things that counts, rather than the beauty and art of the finished product." ¹

Ceremonies and Dramatics

A special event is a "high light" in the life of any

¹ A Leader's Guide to the Brownie Scout Program, op. cit., p. 70.
child. The Brownie program, recognizes this fact and offers many opportunities for special services. The investiture service (ceremony used when a girl becomes a Girl Scout) is the only accepted ceremony in Girl Scouting and this remains optional for the Brownie age. However, there are many occasions such as the opening or closing of a meeting, and special events, when a troop may wish to combine songs, speaking parts, or actions into a little ceremony which may be varied each time used or repeated until it becomes a traditional ritual. These planned events offer opportunities for the expression of the individual's emotions and desires.

Suggested activities for ceremonies:

1. Learn some of the ceremonies recommended for use in the troop and use whenever appropriate.
2. Plan an original ceremony for regular and special occasions of the troop.

Young children spend a great deal of their time in a "make believe world". Acting has been enjoyed by all ages throughout civilization. The Brownie Scout plays both the part of the actor and of the audience. As an actor, she acquires poise and self confidence, improves her diction and vocabulary, expresses her imaginative powers, learns to take constructive criticism, assumes re-

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1 A Leader's Guide to the Brownie Scout Program, op. cit., p. 97.
sponsibility, and has fun. As an observer, she learns
to appreciate the efforts of others, is aware of the plot
being enacted, and learns the proper behavior for a pol-
ite and appreciative on-looker.

Dramatics may take the form of pantomime which is
enjoyed especially by young children and may include char-
ades, shadow acting, and story telling through gestures.
Potato puppets lend themselves very readily to the ability
of the seven to ten year old.

As the children are producing simple plays and stor-
ies, they are at the same time, through wise leadership,
acquiring an appreciation for literature. Costumes and
stage properties may very easily be correlated with arts,
crafts, and homemaking.

Suggested activities for Dramatics: ¹

1. Attend play and dramatic pictures planned es-
pecially for children whenever possible.
2. Dramatize everyday experiences, fairy tales,
poems, favorite stories, Mother Goose tales,
and original stories.
3. Know how to behave as an audience.
4. Make simple puppets, marionettes, and shadow-
graphs.
5. Practice pantomine, making up original lines,
and learning lines prepared by an author for
good dramatic play.
6. Know how to care for costumes and properties;
take turns being responsible for the costume
box.
7. Take part in dramatic play so all have a turn
at acting, thinking up costumes, and taking
care of the stage properties.

¹ A Leader's Guide to the Brownie Scout Program, op. cit.,
p 97.
**Games and Free Play**

The values of play are recognized by educators and are not overlooked by the Brownie leader. The program is planned allowing ample time for free play which is one of the greatest needs for children at this age level.

Children play games for "fun" but the leader must be aware of the inherent values derived from play providing there is a wise selection of games and if the play is properly supervised.

At this age, formal organized games are not enjoyed, but rather, informal games of low organization. Brownies like to play their favorite games quite frequently. The leader tries to consider this factor in planning the play periods rather than presenting new games each time.

1 Suggested activities in games and free play:

1. Play safely, observing safety rules when crossing streets, using playgrounds, skating, sledding and swimming.
2. Remove outdoor wraps when indoors and put on necessary wraps for outdoor play. Know the appropriate way to dress for play in winter and summer.
3. Learn games appropriate for outdoor and indoor play; for warm weather and cold weather; for quiet fun and active fun.
4. Know how to romp on lawns around shrubbery or flowerbeds without injuring the grass or plants.
5. Make articles such as bean bags, rope rings, and jumping ropes, that may be used for games.
6. Make up original games.
7. Share the Brownie play-yard with neighborhood children, if there are limited play facilities in the neighborhood and know how

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to take care of the playground equipment.
8. Teach favorite Brownie games to friends.

**Health and Safety**

Brownie leaders correlate the health and safety program with the other troop activities in attempting to stress desirable health attitudes and habits.

The troop meeting offers many opportunities for health education. The leader is in direct control of the environment regulating physical health and of situations which occur involving mental health. These conditions as they arise may be the basis for discussions with the children relative to personal health problems. Discussions of health issues pertinent to the Brownie's everyday living are one of the best means the leader has of stressing health and safety.

There also many things for the Brownies to do that concern this phase of the program, such as a trip to the neighborhood drug store to see where medicine comes from, or a visit to the fire or police departments to learn what protective measures are taken, or caring for a sick pet. Actually experiencing some of these situations gives the Brownie a clearer understanding of the problems of health and safety.

Suggested activities for health and safety:¹

1. Practice personal health rules and understand

the simple reasons for them.
3. Know something about observing city health rules, being vaccinated and immunized, staying away from quarantined homes, using bathing beaches.
4. Know and observe safety rules while walking on the streets and riding in cars and buses.
5. Know how to prevent getting lost; and, if actually lost, whom to approach for help.
6. Know how to report an accident or something that might cause an accident and to whom to report it.
7. Know what to do in case of fire.
8. Know why mother keeps medicines and poisons out of reach.
9. Know what a first aid kit is and where it is kept.
10. Know where and how to dispose of waste materials at troop meeting and at home.

Helpfulness and Service

Brownies promise "to help other people every day, especially those at home". It is considered important that every child assume certain responsibilities within her capacity for cooperative living and that she derive satisfaction from being useful to others.

A Brownie may start this process by learning to care for herself, thus becoming more independent of her parents. When she is capable of caring for herself, she may look around to see what she can do at home for her parents and family. The Brownie leader may incorporate in her program, simple duties that a child can perform in the home, such as setting the table, going to the store, working in the garden, and many others. Progressing from the home, the Brownie may learn of what service she can be to her community. A troop may choose a project such as collecting
old toys to be repaired and distributed to the poor children.

Regardless of the means chosen to promote service to others, the emphasis is on the attitude developed in the child that it is both a duty and privilege to help others and to make her aware of the many opportunities she has of being useful.

Suggested activities for helpfulness and service;

1. Helpfulness at home
   a. Take care of own clothes, hang up garments, clean rubbers, wash socks.
   b. Feed own pets.
   c. Put books and toys away.
   d. Leave bathroom neat after washing.
   e. Water own garden plot or help water family gardens.
   f. Clean snow off steps.
   g. Deliver messages.
   h. Do errands at store and know correct change needed.
   i. Close screen doors.
   j. Be quiet when homework and practicing is being done.
   k. Help locate lost toys.
   l. Help entertain the baby.

2. Service in the community.
   a. Cooperate in community care of property by being careful of lawns and shrubbery, not picking flowers, and putting own waste paper in trash baskets.

   b. Help make bird-feeding stations.
   c. Help with troop projects, such as making scrapbooks or filling flower baskets for children's ward at the hospital.

1 A Leader's Guide to the Brownie Scout Program, op. cit., pp. 121-122.
Homemaking

Homemaking for the Brownie scout actually puts to practice all the skills learned in the other program fields. Arts and crafts are essential in home furnishings, arrangements and color scheme; dramatics present many home scenes; service in the home is greater than in any other place; health and safety must necessarily be started and practiced in the home; the world of books is appreciated and shared at home; interest in nature is first aroused through the family for objects in and around the home; play is a part of family life; and an understanding of our own and other lands develops through family discussions.

The Brownie's role in homemaking is kept sufficiently simple to allow for successful results. There are numerous activities which are fun but which also have definite learning values. For example, all children love to have parties and we see the Brownie learning to be a polite hostess and a courteous guest through entertaining. Brownies can be taught skills in housekeeping practices by keeping the troop room clean and attractive, or through make believe and doll houses. Interest in foods and cooking is very high at this age and Brownies are anxious to prepare simple dishes.

Suggested activities for homemaking:¹

1. Help mother to promote health and safety at

home by keeping screen doors closed, covering food and keeping it cool, picking up pins, straightening rugs.
2. Clean and refill salt shakers.
3. Cooperate in taking care of home equipment such as windows, screen doors, furniture and dishes.
4. Help with dusting.
5. Fill glasses at table.
6. Help prepare simple vegetables.
7. Keep the bedroom neat by doing such things as folding bedspread at night, hanging clothes up neatly, and keep dresser neat inside and outside.
8. Know how to be considerate of sick folks at home by arranging the window shades, being quiet, carrying a tray or glass of water, preparing orange juice.
9. Learn how to cook simple foods.
10. Polish mirrors and spoons.
11. Put toys and books away when finished with them.
12. Know how to set the table correctly and to clear it neatly.

Music and Dancing

Music in the Brownie troop includes not only singing but making and playing simple instruments and music appreciation.

The troop endeavors to supplement the school and the home in arousing the interest of the child and increasing her enjoyment and appreciation for music. Singing proves to be the most simple yet popular means of music in the troop. Almost every child can learn to sing and there are many types of songs suitable for the age child such as ballads, lullabies, and nursery rhymes, all of which may be combined with dramatics and dancing.

Musical instruments may be studied, perhaps beginning with the piano and branching out until the troops know
most of the instruments making up an orchestra. They may want to visit a local orchestra to hear the total effect of the instruments, and later may wish to form a toy orchestra of their own. Radio programs now offer an excellent opportunity for children to identify instruments and appreciate concert music and the Brownie leader takes advantage of these programs.

Rhythmic expression is a form of music that needs little explanation to the Brownie. Clapping, swinging, jumping and running is a part of her every day play. These forms may be combined to make a definite pattern suggesting an idea or theme.

Suggested activities in music and dancing:

1. Dramatize action songs or originate rhythms to illustrate them.
2. Know a few facts about some well known musicians such as Bach, Damrosch, Haydn, and Mozart.
3. Learn how primitive people made instruments and played music.
4. Know when and how to use the radio.
5. Listen for musical sounds in nature.
6. Learn simple singing games and folk dances.
7. Learn to sing in unison with soft, sweet tones. Try singing a few simple two-part rounds.
8. Listen to musicians playing on individual instruments and in band formation.
9. Make some simple musical instrument and play some melody on it.
10. Learn to sing Brownie and fairy songs; ballads and folk song; songs of every day experiences; holiday, humorous and Mother Goose songs.
11. Take turns leading songs or leading the play orchestra.
12. Visit a museum or music store to see instruments.

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1 A Leader's Guide to the Brownie Scout Program, op.cit., p. 141.
Nature

Nature is a fascinating subject to the children of this age because it stimulates and satisfies their endless curiosity and imagination. Nature as such, is not carried on as a formal subject, but rather, informally as questions arise or as different discoveries are made.

Simple discussions, actual observations, experiments, collections, projects, and games are ways of providing for nature in troop activities. The leader need not be a nature specialist herself but one who can learn with the children and be alert to recognize the opportunities for such study.

Suggested activities for nature:

1. Make a terrarium and observe plant life.
2. Snip twigs from flowering trees and bushes early in the spring, being careful not to damage plants. Keep them indoors and watch the buds open.
3. Make a rock collection of typical rocks in your neighborhood, finding out a little bit about the history of each, where it came from, why it has a certain shape.
4. Plan a pet show to include all kinds of animals.
5. Go for a color walk, looking for all the various colors in nature.
6. Adopt a nature family, such as insects or birds, and find out how many members of the family there are near at hand, how they live and what they eat.
7. Keep a weather record indicating sunny days, cloudy days and rainy days.
8. Examine insects under a magnifying glass in order to see their eyes, legs, wings, more clearly.
9. Investigate and list the means that animals

have of protecting themselves.

Our Own and Other Lands

Girl Scouting has always been a symbol for national and international friendship and good will. The Brownie is just becoming aware of the great world outside of the small world in which she lives.

Our own land can be understood by beginning with the Brownie's community and continuing on with the city, state, and finally the United States, to learn about the people, history, customs, industries, government, climates, and so forth.

Through stories, folk songs and dances, information and knowledge about foreign countries may be gained. A comparison of the customs of other countries may be made with ours. Frequently, Brownies correspond with girls abroad and exchange tokens characteristic of their country. International themes are often carried out for troop parties and entertainments.

Suggested activities for our own and other lands:

1. Know a few interesting facts about the community, such as historical events.
2. Know a few interesting facts about the people living in the community, their backgrounds, and so forth.
3. Learn a few facts about the history of our country and our flag. Know one of the national songs.
4. Read stories that tell about life in the United

States, both past and present.
5. Visit someone in the neighborhood from another
   country. Invite some friend who has been in a
   foreign country to tell the troop about her
   travels.
6. Discover what countries our own ancestors came
   from and what national songs and flags these
   countries use.
7. Discover what we get from other countries, such
   as clothing, foods, toys.
8. Make a doll, toy, or a simple costume character-
   istic of some other country.
9. Read stories about children and customs in other
   lands.

The World of Books

Stories are a favorite part of the program for Brow-

nies. They have just learned to read and are eager to
display their ability to others. They also delight in
hearing stories and say repeatedly, "Tell me another
story". Therefore, the leader capitalizes on this inter-
est in her troop to guide the children in habits of read-
ing, and appreciation for good books.

In connection with literature, Brownies may sketch
illustrations or dramatize favorite scenes. A troop may
wish to start a library, particularly if there is not one
available to them, and each girl should be encouraged to
add to her own collection. Opportunities should also be
provided for creative writing.

Suggested activity in the world of books:

1. Know how books should be handled.

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1 A Leader's Guide to the Brownie Scout Program, op. cit.,
pp. 169-170.
2. Tell about your favorite book. Who wrote it?
3. Know about the library in your community, and how to borrow books.
4. Know how to use a dictionary in order to look up words for correct spelling and pronunciation.
5. Help to make a little play out of a story that you know well and like.
6. Know some of the books written for boys and girls by well known authors.
7. Start a scrapbook about books and the people who write and illustrate them.

The Intermediate Girl Scout Program

Girls between the ages of ten and fourteen are known as the Intermediate Girl Scouts. The ten program fields remain the same as for the Brownies and Senior scouts, but are modified to meet the interests, needs and abilities of this age. In addition to the program fields, ranks and badges are included for the intermediate scout. The ranks consist of the Tenderfoot, Second and First Class tests, and the badges refer to accomplishments in special fields.

Before a girl may become a member of a Girl Scout troop and attain the Tenderfoot rank, which is the first ranking, she must attend four or more meetings and fulfill the following requirements:

1. Know the Girl Scout Promise.
2. Know the Girl Scout Laws.
3. Pay the Girl Scout annual membership dues.

1 The Girl Scout Program, Revised 1938, p. 6.
The Second Class test is the next rank for a scout to reach. To acquire this, a girl should participate satisfactorily in ten activities, one chosen from each of the ten program fields, each of which offer a choice in several activities. In the handbook for the revised program, the activities for Second Class are listed. The girl may study these requirements and choose the activity she would like to pursue. To illustrate, in the program field for out-of-doors, the girl has the following selections: ¹

1. Show your ability as a pathfinder in one/these three ways: Lay a trail through the woods or fields for member of your troop and follow successfully one laid by other.

   or

   Make a simple sketch map showing clearly the way to go, and follow successfully a map made by someone else.

   or

   Give accurate compass directions to be followed by someone who knows eight points of the compass.

2. Build and look after an outdoor fire which is to be used for cooking, campfire, or some other special purpose, demonstrating the rules of fire prevention.

3. Cook over an outdoor fire the main part of a meal you have planned.

4. On a hike, show by your clothes, equipment and well packed trail lunches, that you know how to dress properly and how to keep your arms and hands free. Show your understanding of the rules of the road.

The First Class badge is the last rank to be attained. To fulfill these requirements a girl should: ²

1. Choose one program field in which she wishes to

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¹ The Girl Scout Program, op. cit., p. 7.
2. Earn ten badges as follows:
   a. Not fewer than four nor more than seven badges should be selected from her chosen field.
   b. The remaining badges should be selected from two or three other program fields.

"This plan offers Girl Scouts an opportunity to specialize in one or more program fields. A Girl Scout who has attained First Class rank may be encouraged to investigate other fields."\(^1\)

### The Ten Program Fields

#### Arts and Crafts

Badge work in arts and crafts is designed to develop:\(^2\)

1. Creative ability
2. Skills
3. Appreciation
4. Lasting interests
5. Relationships with other program fields

The following badges indicate the wide range from which a girl has to choose if she wishes to work in arts and crafts. They are the drawing and painting, sculpture, prints, design, pottery, weaving, metal, leather, wood, basketry, needlecraft, colorcraft, bookbinding, glass, interior decorating, architecture, and photography badges.

#### Literature and Dramatics

The Girl Scout organization hopes that participation

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\(^1\) The Girl Scout Program, op. cit., p. 6.  
in the activities listed under literature will offer each
girl an opportunity:

1. To advance with a sense of adventure and discovery into the world of books.
2. In giving each girl this opportunity for adventure and discovery we hope that:
   a. Reading and writing for both fun and purpose will become a natural habit.
   b. Taste and discrimination in both reading and creative writing will be developed.
   c. Intelligence will be enlarged, knowledge increased, and perception and sensitivity deepened.
   d. Individual resources will be enriched.

Work in the field of literature may be in any of the following badges: The book binder badge to introduce to the girl, some of the actual reference books and facilities that will help her with her reading; the bibliophile badge which has as its objective, to acquaint one with the facts about the importance of books in the history of the human race, and some of the reasons why books are loved; the typography badge designed for girls to gain experience in some form of reproducing written material and to achieve an understanding of the essentials of good printing and bookmaking; the readers badge intended to introduce the scout to the world of books and to develop her judgment and discrimination for them; the scribe badge, the chief aim of which is to provide opportunities for the girl to use her vocabulary in the preparation of simple manuscripts;

and, the writer badge designed to encourage original writing.

Dramatics attempt to offer opportunities to:

1. Establish a cultural interest that may be an absorbing interest in adult life.
2. Develop a knowledge of the skills needed in presenting an all-around gratifying performance of any kind of play.
3. Realize that the success of dramatic endeavors is based on group activity, and that patience, good sportsmanship, the ability to accept criticism, and the ability to get along with people, are essentials in any dramatic presentation.
4. Develop resourcefulness and an interest in making the most of materials at hand. Appreciate the fact that such things as correct breathing, a pleasant voice, careful articulation, bodily vitality, a graceful carriage, a good taste and enthusiasm for life, are fundamental for playing any part on or off the stage.

Badges arranged for dramas include the troop dramatic badge, for girls to create their own dramatic situations; the stagecraft badge, for girls interested in designing and making stage sets and costumes; the play director badge for learning the techniques required in putting on a play and for acquiring a knowledge of the theatre; and the dramatic appreciation badge for those girls who are interested in the literature of the theatre or in play production as a form of art.

**Sports and Games**

The organization has set up the following objectives

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1 Intermediate Program Guide, op. cit., p. 60.
in the field of sports and games by offering each girl an opportunity to:\(^1\)

1. Participate in health building activities that she thoroughly enjoys and that are suited to her present stage of physical, mental and emotional development.
2. Understand and practice good sportsmanship and good team play.
3. Arouse an interest in sports through participation and an increased understanding of their possibilities.
4. Experience the realization of achievement and accomplishment that results from learning to master herself and her equipment under many conditions and situations.
5. Achieve body balance and coordination, which are easily acquire in youth and can be developed further in later life.
6. Learn the right standards for developing skill and pleasure in a given sport, including good form, proper etiquette, and safety precautions.

At the present time, only a few badges in this field have been worked out. However, other badges will be developed as the need arises. Those now offered are the games badge, which is divided into games of low organization and those of higher organization, requiring special equipment and definite space or courts; the cyclist badge provided to increase the enjoyment of this activity and to help the girls to realize and understand the need for safety in using a bicycle; winter sports badge, horsewoman badge; and swimming, boating and life saver badges.

**Health and Safety**

The health and safety program aims for each Girl Scout

\(^1\) Intermediate Program Guide, op. cit., pp. 81-82.
1. Develop wholesome attitudes and ideals of health, regarding health as a means to accomplishment and not an end in itself.
2. Appreciate health as abundant, well adjusted living through which, despite possible handicaps, she may attain usefulness and happiness for herself and others.
3. Establish desirable habits, skills, and conduct in accordance with developing knowledge and practice in health and safety.
4. Accept individual responsibility for health and safety of herself and others through participation in the promotion of safety and the maintenance of positive health in her family and community.
5. Increase her knowledge regarding health and safety through study of the scientific principles underlying health practices through appreciation of the family physician and through the function and accomplishments of public and private health and safety agencies.

For the intermediate scout, these activities have been selected as introductory experiences in the field of health and safety, which should become more specialized when the girl moves on to the Senior troop.

The badges cover personal health, public health, home health, home safety, public and community safety, and first aid.

Community Life

For Girl Scouts learning about their community and their responsibilities toward it, the program hopes to develop in each girl:

1. A better understanding of and loyalty to the ideals of her country.

2. An interest in the current affairs of her community in which she now lives and is to live and make her way.

3. A desire to serve her community and nation.

4. A pride in the epic that is America – the achievements of individuals, communities, and regions.

5. An admiration for heroic deeds.

6. A zest for truth and small reasons when forming her opinion about many things, both large and small, and using such information toward beneficial social ends.

7. A faith in the power of American men and women to improve themselves and their surroundings in a modern and changing society.

My troop badge directs a girl to learn more about group living in her troop, her troop's place as a part of her community and as a part of a national and international organization. My community badge includes activities that investigate the scout's immediate environment. My country badge serves to acquaint the girl with the geographical sections of the United States other than her own. The junior citizen badge increases the scout's knowledge of the responsibilities of citizenship.

**Homemaking**

Participation in homemaking activities offer a Girl Scout an opportunity to:

1. Feel an increased enjoyment of her home through understanding what is involved in running a home and caring for the needs of a family, and developing skills that will contribute to her home.

2. Understanding better the health needs of a home and family through developing an appreciation of good health and proper health protection in the home.

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3. Become more aware of the importance of hospitality through sharing the satisfaction of social give and take, and acquiring social poise.

4. Appreciate the part that furnishings and decorations play in the life of the home through investigation and observation of the household equipment and planning for its care.

5. Acquire through actual experience, some knowledge and skills which relate to the planning, purchasing and preparation of food in the home.

6. Realize the importance of the personal appearance of individuals both in and out of the home through developing an interest in suitable and attractive clothing, and achieve some ability to purchase, make and care for clothing.

7. Strengthen her adjustment to life and increase her security in family relationships through broadening her interests in her home and her ability as a home member.

Emblems in this field which scouts may earn are the cook, food, housekeeper, handywoman, clothing, and hostess badges.

Music and Dramatics

By participation in the music activities, a Girl Scout has an opportunity to:

1. Become more aware of the beauties of sound and rhythm.

2. Become more familiar with her own musical heritage.

3. Understand how to listen to performances by others as well as what must go into the making of a fine performance by others or by herself.

4. Engage in musical group activities and individual performances that provide satisfaction to those taking part and to the audience.

5. Lay the groundwork for a cultural interest that may become part of her everyday life and make her more interesting to herself and valuable to her community.

6. Understand better the ethics of music and the respect due to musical material, copyrights, and sources.

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7. Widen her knowledge of the world through universality of music.
8. Break down self-consciousness through the feeling of sociability that almost always accompanies musical effort.

Girls may work on the music appreciation, the minstrel badge, the group music badge, or the musician badge.

The dance activities enable a girl to: 1

1. Experience the joy of keeping time to rhythmic music.
2. Find satisfaction in the social cooperation necessary to group dancing.
3. Develop grace and muscular coordination.
4. Gain a better understanding of rhythm and music.

The folk dancing badge and the dancer badge are offered in this program field.

Nature.

The nature activities offer the scout experiences which enable her to: 2

1. Appreciate and interpret her natural environment.
2. Develop her powers of observation, investigation, and reason.
3. Realize her debt and responsibilities toward all other living things.
4. Enjoy the out-of-doors as the result of increased knowledge and understanding.

There are eleven badges in the nature field, all labeled for convenience and clarity according to the subjects being studied. However, it is emphasized that for many of these areas, it is appreciation, interpretation, conservation, and participation, that is desired. The nat-

2 Ibid, p. 73.
ure fields are the wild plant finder, the garden plant
finder, the gardener, the tree finder, the salt water finder,
the fresh water finder, the fresh water finder, the insect
finder, the bird finder, the land animal finder, the
rock finder, and the star finder badges.

International Friendship

The emphasis on international activities aims to
develop:

1. An understanding of other countries and peoples,
based on a knowledge of their culture and their
customs.

2. A respect for what each country and its people
have contributed to the world as a member of
the great family of nations in which we take
our place.

3. An understanding of the contribution of other
countries to the United States and how these
have been woven into our cultural pattern; and
of the contribution of the United States to
other countries.

4. An understanding of and respect for the traditions and customs of people who have settled in
this country, and a desire to make use of their
culture.

5. A knowledge of what Girl Scouting is like in
other countries.

6. A knowledge of some of the factors that make
friendly or unfriendly relations between nations,
of the efforts that are being made toward cooperation for peace and the understanding among
nations and of the organizations that are at
present functioning in an effort to settle disputes between nations amicably.

The world knowledge badge is based on an interest to
study another country until the scout becomes familiar
with that country, its towns, industries, government, cus-

toms, and general characteristics. The world interpreter badge is designed for girls who speak a foreign language. To attain the world trefoil badge, the scout must learn all she can about Scouting and Guiding in the thirty-two countries where the organization exists. The wide world badge takes the girl on an imaginary trip around the world, collecting representative souvenirs from each country. The world gift badge is concerned with the contributions other countries have made in the culture and heritage of the United States.

Out-of-Doors

The objectives for the outdoor activities provide opportunities for the scout to:

1. Have a good time, through realizing the fun and possibilities of hiking, exploring, camping and other outdoor experiences with friends of her own age.
2. Develop good health through a normal outlet for energies and the practice of health and safety rules.
3. Acquire a deeper interest in and a sense of responsibility about her own town and country side.
4. Develop the skills needed for comfort, safety, and pleasure while living out-of-doors.
5. Understand the satisfaction of cooperative effort through planning and carrying out any trips decided upon by the group.
6. Appreciate simple, natural things, and see herself in relation to the universe.

The foot traveler badge was designed to make more interesting a common form of exercise that is very satisfying but which is very often overlooked. The explorer

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1 Intermediate Program Guide, op. cit., 76.
badge is very flexible and allows a girl to plan an expedition according to her own interests and locality. The outdoor cook badge, the campcraft badge, and the pioneer badge complete the activities for this program field.

The Senior Girl Scout Program

The Senior Girl Scouts are girls of high school age, ranging from fourteen to eighteen years. They have usually belonged to the Girl Scout organization for a number of years and have had opportunities to pass the rank requirements and to explore many of the program fields. Often times, the older scout in a troop was given the responsibility of assisting the leader with the younger members so that the program for this girl was not broadening or carrying out her own interests and abilities. Because of this fact, many older girls were losing interest in Girl Scouting and dropping out of the organization.

The problem of providing a program for the older Girl Scout which will hold her interest, has been studied very thoroughly by the national organization and a flexible outline made in accordance with the following aims:

1. Older Girl Scouts enjoy being members of groups made up of girls their own age.

It is neither fair nor desirable to expect

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1 Interests and Activities of Older Girl Scouts, p. 4.
older girls in a Girl Scout troop to spend their time teaching the younger children the very part of the program that they feel they have outgrown. Such leadership gives them responsibility for which they are not ready. On the other hand, a group made up of girls between the ages of fourteen and eighteen, has many common interests that may be woven into a really vital program of its own.

2. The activities of an older girls' group should be as specialized as the needs and interests of the girls require; and should include provision for vocational information, intelligent community service, social activities with boys, and plenty of recreation and interesting experience.

3. The program should provide for the development of each girl's individual personality.

4. The leader of an older girls' group should be a person who enjoys working with and understands the adolescent girls; who is emotionally well balanced, who possesses the ability to lead without dominating; and who has a wide range of interests.

Specialists in the field of adolescence report that all adolescents have certain basic needs. Grace Loucke Elliott says, "Every adolescent girl is face to face with four major adjustments; she must achieve her freedom from her family; she must establish her relations with the opposite sex; she must decide upon a vocation either in or outside the home; and she must achieve some unity in her personality."  The Girl Scout troop tries to help the girl make these necessary adjustments.

The Senior troop takes on the aspects of a club for leisure time activities under the guidance of a capable leader. The ten program fields may still be used. How-

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1 Grace Loucke Elliott, *Undertaking the Adolescent.*
ever, the girls usually have more selected interests and wish to continue with a few activities thoroughly.

Results of experimenting with the older girls' program indicate that no two programs are alike but that the following interests are usually the basis of the program;¹ social, health and personality development, vocational, cultural, community service, camping and out-of-doors.

Many groups center their activities around social events. A troop may wish to plan parties for children, including the preparation of favors, games and entertainment, and refreshments. Or they may be more interested in having parties for their own troop which will give them practice and experience in different social situations such as how to make introductions, the duties of a hostess, writing invitations and thank you notes, and many others, which will assist these girls in gaining the social poise and grace which they desire. Other groups may decide to have a dinner meeting once a month to which they invite a guest speaker and have a lively discussion on some current subject. Troops are arranging more activities to include boys and many successful coeducational events have been held.

As the girl reaches the Senior troop, her attention is turning to her personality. She is anxious that every

¹ Interests and Activities of Older Girl Scouts, op. cit., p. 8.
one like her and that she be popular. She will want to know many things which will enable her to achieve this success. Leader of older girls find that activities and discussions that assist the girl in learning how to dress correctly and appropriately, or how to carry on an interesting and pleasant conversation, or in general, to develop her individual traits into the most pleasing personality possible for that girl, to assure her of social acceptance, are valuable.

The program fields have given the girl an opportunity to become acquainted with a wide range of activities. By the time she is a Senior scout, she has selected those fields in which she is most interested and by doing this, may be approaching a vocation or avocation, or at least a definite trend for a certain kind of activity in which she is interested and has ability. The troop may spend a great deal of time in studying the various vocations, including the requirements and training necessary or the opportunities in each field, and the troop takes on the aspects of a vocational guidance clinic.

It was reported\(^1\) that cultural activities were carried out in the Senior troop. These activities constitute badge work in the intermediate program but may be any type desired in the senior troop. They are interested in music,

\(^{1}\) Interests and Activities of Older Girl Scouts, loc. cit.
art, dancing, crafts, reading, and drama. These are particularly important at this age because they develop hobbies which may continue into the adult leisure time pursuits.

Senior scouts are more capable of entering into community service projects than the younger girls and these troops cooperate with various community agencies during the year to lend their assistance where needed.

The Girl Scout Mariners program is designed for Senior Girl Scouts and is carried out in a special troop called a Mariner Ship composed of girls interested in sea lore. This program offers a variety of interests and opportunities to put to practice techniques learned in Girl Scouting. Troops of this nature must be accessible to bodies of water so they can actually carry out an aquatic program.

Another special kind of a troop for older scouts is the mounted troop for girls interested in horseback riding.

The program study recommends that these techniques be used in working with Senior Girl Scouts:¹

1. **Group organization:** That older girls be encouraged to form groups of their own; that admission to the group be not dependent on previous experience in Girl Scouting; and that the size and internal organization of the group be left to the discretion of its members.

2. **Rank Requirement:** That rank requirement be eliminated except for the very simple entrance requirements corresponding to those in the revised Tenderfoot test, which are retained in order to give the participants in all programs a sense of

association with one movement.

3. **Badges and Awards:** That symbols of any kind, with the exception of the Girl Scout pin, be eliminated owing to the fact that the experience of the movement indicates the comparative indifference of the older girl to this type of incentive.

4. **The Girl Scout code:** That the laws and promise shall remain as the code of this, as of the other program, providing further linkage with the movement.

5. **Activities:** That projects of a progressive nature shall be developed, corresponding in form to those developed for the Brownies and Intermediate program; and that these projects attempt to satisfy the known interests of the older girl such as social competence, personal exploration, homemaking, outdoor activities, community outlook and service, and current affairs.

Many girls who have grown up in Girl Scouting continue as assistant leaders and leaders when they have passed the age limit for Girl Scout membership.

**Girl Scout Camps**

Camping is an important adventure in outdoor living included as part of the well rounded program of Girl Scouting.

The camp environment offers unparalleled opportunities for education of the individual. First, because camps are located in spots of natural beauty, nature assists in releasing strains and tensions of modern everyday living; secondly, through new experiences, forming friendships and acquiring skills and abilities, the camper grows

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1 Lecture Notes, Training Course, Camp Edith Macy, June 1936.
into increasing possession of self and all her powers; and thirdly, the life of camp can be controlled more completely than can any other educational situation in a way to make operative all the constructive influences in the child's life.

The Girl Scout organization has developed several types of camps to make camping a progressive experience. The different types of Girl Scout camps are defined as follows:

1. **Overnight camp**: A camp with provision for camping overnight by a Girl Scout troop, under the supervision and advice of the troop committee and of the local council, if there is one.

2. **Week-end camp**: A camp with provision for camping up to four days by a Girl Scout troop, and under the leadership of its leader, with the supervision and advice of the local council, if there is one.

3. **Troop Camp**: A camp with provision for camping for four or more days by Girl Scout troop, under the leadership of its leader, with the supervision and advice of the troop committee and local council, if there is any.

4. **Day Camp**: A camp with provision for camping by the day by Girl Scouts from more than one troop, under the leadership of a special staff, and under the supervision of a local council.

5. **Established camp**: A camp with provisions for long term camping by Girl Scouts, from more than one troop, under the leadership of a resident staff, and under the supervision of a local council.

6. **Gypsy trips**: Specialized itinerant camping by experienced Girl Scout campers, under the leadership of a selected expert staff, with the supervision and advice of the troop committee and of the local council, if there is one. Gypsy

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trips are of several kinds, such as automobile, boat, canoe, tramping, and wagon trips.

Minimum standards for Girl Scout camps have been set up by the national organization to safeguard the health and safety of the campers. They must be met by all local councils, troop committees, and Girl Scout troops, that include camping in their program. (For minimum standards, see Appendix).

Program for camps means not only the nature study and swimming periods, but the entire process of camp living. The tendency is to have a fixed schedule only for the hours of rising and retiring, meals, and rest hours, and the remaining time to be filled in with activities chosen by the campers and suited to their interests.

In scout camps, the unit system of camping is used. That is, a group of from twelve to twenty four girls with two or more counselors live by themselves in a section of camp called a unit. This unit operates independently of the other units in camp in planning and functioning through their own Court of Honor. Representatives from the unit Courts of Honor make up the Camp Council which plans activities and special events in which the entire camp takes part. The units may be groupings according to age, interests, or abilities.

One unit may wish to specialize in waterfront activities, perhaps concluding the period with a canoe trip;
while another unit may choose to make shepherds pipes
and learn to play them and entertain the rest of the camp.
The camping experience offers the girl an opportunity to
engage in a great many more activities and projects than
the normal troop, and camp is the place the girl may actu-
ally try out some of the things she has learned during
the winter.

There may be a great deal of pleasure, satisfaction,
and interest derived from performing camp kapers, or from
preparing and serving attractive meals, and in the casual
discussions that arise and that are all vital part of
camp life. The formal featuring of classes such as nature
study at ten o’clock and crafts at ten-thirty has com-
pletely disappeared from the camp program. Instead you
find a very free, informal and flexible day with the
nature counselor helping the girls set up a weather bur-
eau in their unit or the crafts counselor assisting with
a shadowgraph play for the campfire program. Thus the
special activity relates itself to the camp as a whole
and is undertaken with a definite purpose in mind.

Under wise leadership and guidance, the camp offers
more opportunities than any other phase of the scout
program for purposeful, self directed activities toward
developing a well rounded, socially adjusted individual.
Chapter IV
THE EDUCATIONAL AND RECREATIONAL CONTRIBUTIONS OF GIRL SCOUTING

"The aim of education is the continuous orienting of the individual in the persistent problems of living by means of selected and guided experiences in the actual problems of living, so that the fullest growth of the individual and the society of which he is a part may result." The home, the church, the school, and many other institutions are functioning in an attempt to attain this aim. The Girl Scouts, Incorporated, is one of these agencies.

Although the Girl Scout program does not undertake school education, it follows the principles which are fundamental to all progressive educational procedures.

Small Groupings

The necessity for small groups is recognized by educators as a potent factor in the growth and development of an individual and provisions are made for this in Girl

1 Rosalind Cassidy, New Directions in Physical Education for the Adolescent Girl in High School and College, p. 52.
Scouting through the patrol system or through interest groups. These small units provide for individual expression as well as group cooperation. Experiences within these groups give the individual the essential feeling of security in belonging to a group and offer many opportunities for pleasure and satisfaction from group enterprises.

Furthermore, the troop itself is sufficiently small to allow for individual attention, thirty-two scouts limited in each troop. The leader-girl ratio is usually one leader for every six or eight girls.

Individual Differences

The recognition of and provision for individual differences is another principle of education. The Girl Scout organization is cognizant of this principle. Leaders try to guide the girls in their troops in the selection of activities which will permit each girl to carry out her own ideas and to work at her own rate of speed. The suggested activities in the ten program fields are devised to allow for individual choice according to individual needs, interests, and abilities. Although a troop may undertake a project on which every member is working, the project method offers the advantages of individualizing and subdividing the work so that each girl may find something to her liking and within her capacity. A girl does not have a set of standards to maintain in the scout pro-
gram, but her achievement is considered in terms of her personal ability and improvement.

Interest

Interest is a factor that must be considered in any program, whether school, extra-curricular or Girl Scouting. Girls when asked why they wanted to join a scout troop have said, "Oh, because they have so much fun and do so many interesting things!" Membership in this organization is entirely voluntary, with no soliciting for members. Therefore, when a girl becomes a Girl Scout, it is because she has heard or seen the various activities in which scouts partake and she is interested in doing them too. The Girl Scout program has been constantly revised, as a result of studies and many years of experience, to meet the changing needs and interest of girls. The diversity of activities and wide range of choice within these activities offer each girl some worthwhile experiences and may widen her scope of interest. That is, the leader may discover that a girl has an intense interest in a certain field and by correlating and integrating other subjects with this original interest, may cause a desire on the part of the girl, to investigate many other activities.

The Brownie program recognizes that the primary interest at this age is to have fun. The approach for the
Brownie activities is through play or game situations so that the immediate result is enjoyment. However, the many desired end results may be accomplished at the same time. In addition, the Brownie program takes into consideration the interest span of the seven year old child and provides for this factor by frequent change and a great variety of activities.

The Intermediate Girl Scout is interested in having fun but also in learning almost everything with which she comes into contact. For her, the program offers an opportunity to explore as many fields as she wishes and to acquire skills in the activities she chooses.

The Senior Scout program is based entirely on the basic needs of the adolescent girl. These needs are parallel to the girls' main interests.

Creative Expression

The opportunity for creative self expression is another important educational principle which is incorporated in the scout program. A close scrutiny of the Girl Scout program reveals that girls are encouraged and directed toward purposeful creativeness in every activity. The fields of art, crafts, music, dancing, dramatics and literature are especially adaptable for original work as an individual or group enterprise. It is hoped that through Girl
Scouting, the girl will become increasingly self directing. In Girl Scouting, there is not just one way of carrying out an idea or project, but as many ways as there are girls. Each scout is made to feel free to express her own thoughts and learns to respect the opinions of those around her.

**Persistent Problems of Living**

Rosalind Cassidy lists the following persistent problems of living for which the adolescent girl needs guidance in meeting:\(^1\)

1. Problems of individual health and development.
2. Problems of social living.
3. Problems of civic living.

Education attempts to assist the individual in adjusting to these problems by selecting experiences which will increase the understanding and appreciation in these situations and which will cause the individual to modify his behavior. Girl Scouting is concerned primarily in these same adjustments or in preparing its members to take their places in society for the mutual enrichment of the individual and the group. The program is merely an instrument to obtain this end. However, the program provides many activities which enables the girl to gain experiences in

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\(^1\) Rosalind Cassidy, op. cit., p. 52
these problems and "to learn by doing".

Mention should be made of the three types of learning: primary, secondary, and concomitant. Primary learnings are direct teachings or the focus of attention; secondary learnings are those associated or directly related to the primary learnings; and, concomitant learnings are concerned with the development of attitudes and habits which are involved in primary and secondary learnings.

In the scout program, the primary learning is through the activity which is the point of concentration for the girl and through which it is possible for the leader to direct the experience so that secondary and concomitant learnings take place.

The girl in the troop is actually experiencing living in a democratic society. There she is faced with the problems of living as a member of a social group composed of girls of different religions and nationalities. She becomes aware of the interdependence of the individual to the group and of the group to the individual, and of the adjustments which she must make as a member of this group. She discovers that the problems which affect the group, affect her as an individual, or vice versa. As she is experiencing this situation in social living, her understandings, values, and attitudes are certain to undergo a change which will affect and modify her behavior. It is through
carefully guided experiences which are meaningful to the individual, that education takes place.

In addition to the learnings resulting from the troop membership affording the experience of working in a small democratic society, the girl gains many direct learnings through the projects and activities offered in the program fields.

**Personnel**

The worth of a program depends greatly on the personnel in whose responsibility the organization and administration of the program is placed. Ninety nine percent of the adult membership in Girl Scouting is volunteer. This means that the leaders of troops are those people who have become interested in the movement and who wish to further Girl Scouting by offering their leadership for girls in their community. It also means that the educational background of the volunteer leader is not in education specifically applicable to Girl Scouting. However, definite standards have been established by the national organization regarding the qualifications and training of volunteer leaders so that a high standard may be maintained. Local councils offer leader training courses under the direction of a professional staff member and are responsible to national headquarters for the maintenance of a high
quality of leadership in their locality.

The other one percent of the adult membership is made up of the professional workers on the national staff and of the local directors and field captains for local councils. The members of the professional staff must have a college background in group work and also extensive Girl Scout training.

Badges and Awards

Girl Scouting may be severely criticized for using a badge system in their program. That is, as a scout acquires knowledge and skills in a certain activity, she earns a proficiency badge in that activity. It is felt that these badges tend to supersede interest in the activity itself. In reality, the badges are intended to arouse the interest in the activity rather than supplant it.

However as a result of the recent program study,¹ badges have been eliminated from the program except for the Intermediate Girl Scout. It was suggested by the study that leaders of intermediate troops work without badges for an experimental period to ascertain the affect on interest, the withdrawal of badges, as an incentive, would have. This experiment is being carried out at the present time but the results are not yet known.

The Brownie program does not use badges as their act-

¹ Report of the Program Study, op. cit.
ivities are very simple and because children at this age are more concerned in receiving recognition, praise, and encouragement from their leaders and friends than they are in rewards of extrinsic value.

The Senior scout program has eliminated badge work because it was found that girls of this age were indifferent to this type of motivation and that they needed no incentive for those activities in which they were interested.

The revised program seems to be adapted to the vital interest and needs for each group, the result being that a girl will find incentive in the pleasure and satisfaction derived from the experience she has chosen and from her own sense of accomplishment.

**The Recreational Contribution of Girl Scouting**

The Girl Scout organization is a leisure time program in physical, mental, and social activities for girls from seven to eighteen years of age. It is one organization in the community along with other agencies that is endeavoring to provide opportunities for participation in wholesome activities for living more fully and more intelligently.

One of the major tasks confronting education today is training for the wise use of leisure time. This prob-
lem is a challenge to all those working with young people. The recreation of youth is receiving more attention than ever before. Girl Scouting is concerned with this problem and is attempting to make a real contribution to the recreational life of girls.

"Recreation is a phase of life activity in which one engages whole heartedly, releases creativeness, and brings such satisfaction and relaxation that it acts as a stimulus and refreshes one for other life activity."¹ With this definition in mind, let us examine the recreational influence of the Girl Scout program.

In the first place, membership in a scout troop is voluntary. Scouting is an activity in which a girl chooses to spend some of her free time. It provides her with outlets and opportunities for expression and assists her in finding new interests leading to pleasurable pastimes.

Schools sponsor extra-curricular activities as well as other youth movements. However, these programs are not in competition with each other, as the greater the number of opportunities for participation in clubs and groups, the greater the number reached by these programs. Thus, in creating a great many youth activities, the individual will have a greater choice, and there will be some program to which every person is attracted.

The Girl Scout program was originally developed to

¹ Katharine Hersey, Lecture, Ohio State University, Spring Quarter, 1936.
provide experiences for girls in activities in which they were eager to participate and which were not being offered in the schools. As the schools introduced subjects which were more related to everyday living and which the scouts were learning, the program of the Girl Scouts assumed the function of supplementing the school program, both institutions working for the same goals.

In reviewing the scout program, it is seen that the girls are acquiring skills and hobbies that may enrich their leisure time throughout their entire lives. In the school, the recreation tends to be largely physical activity, with the emphasis on the acquisition of motor skills to be used and enjoyed at the present time and also in adult life. Girl Scouting also recognizes the importance of physical development and devotes a great deal of time to sports and games. However, that is only one of ten equally important program fields which all have recreational implications. Certain phases of homemaking may be just as enjoyable to one girl as swimming is to another. Therefore, it seems that the girl has a great many more recreational interests developed from the scouting experience than from a school recreation program. Both active and passive types of recreation are stressed. Appreciation for good music is just as significant as the ability to play the piano and the Girl Scout not only gains knowledge and skills, but also attitudes and appreciations in each of the program
fields.

The troop is conducted on a democratic basis with each girl having a voice in the planning of the program. When the group shares in the arrangements for an activity, this activity will have more meaning and will be carried out with more enthusiasm and fun than if it had been selected for them by someone else.

The worth of a recreational instructional group is actually seen when the skills taught are effective in the every day life of the members of the group. Evidences of Girl Scouting teachings are detected in the home, school and play life of the girls.

Camping is perhaps the best recreational opportunity in Girl Scouting. The camp schedule is very flexible and free so that each girl is carrying out a program of activities in which she is most interested. In the troop, with limited time and leadership, a girl may engage in a group activity whether she likes it or not, but at camp where she has the advantages of special staff, facilities, and equipment, the real hobbies and interests are in action.
Chapter V
CONCLUDING REMARKS

As a result of studying the historical background, the organization, and the program of the Girl Scout movement, the author has reached the following conclusions:

1. That Girl Scouting tends to follow the principles of education.

2. That Girl Scouting has kept pace with modern educational trends.

3. That the Girl Scout movement aims to assist the individual in the best possible adjustment to herself and to society.

4. That the Girl Scout organization appears to be using democratic methods to attain its objectives.

5. That the organization is open to any suggestions for improvement and welcomes the constructive criticism of educators.

6. That the ten program fields are based upon the interest and needs of the girls of each age group.

7. That the small groupings used in Girl Scouting tend to be an educational factor.

8. That Girl Scouting offers the girl an experience in democratic living.

9. That the Girl Scout program does not appear to need badges and awards for incentive.
10. That the Girl Scout program is educationally sound but is dependent on leadership for wise usage.

11. That the personnel in the organization tends to be of high quality.

12. That the camping program offers the best opportunity for using the skills and techniques learned in Girl Scouting.

13. That the Girl Scout movement is a leisure time agency playing an important role in the recreational life of the Girl Scout.

14. That skills and appreciations acquired in Girl Scouting are hobbies for the girl's leisure time pursuits and may be carried over to adult life.

15. That the recreational activities in Girl Scouting are not duplications of the school recreation program.

The author realizes that this study is theoretical and idealistic in the presentation of the Girl Scout movement. However, it is concerned with the fundamental principles on which Girl Scouting is based and the endless possibilities the program offers. A follow-up study of Scouting as carried out in a definite locality could present an evaluation of the program in operation.
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APPENDIX A

CONSTITUTION AND BY-LAWS OF GIRL SCOUTS, INC.¹

ARTICLE I

The name of this corporation is Girl Scouts, Inc.

ARTICLE II

Purpose, Program and Policies

(1) The purpose of this organization is to help girls to realize the ideals of womanhood, as a preparation for their responsibilities in the home and service to the community; in the realization of this purpose the corporation shall be the directing and coordinating head of the Girl Scout movement in the United States, its dependencies and possessions, and shall fix and maintain standards for the movement which will inspire the rising generation with the highest ideals of character, conduct, and attainment.

(2) The program of the Girl Scout movement shall emphasize the out-of-door life and shall be planned to give girls a practical knowledge of health, homemaking, first aid work, and handicraft. The activities shall aim through comradeship to develop initiative, self control, self reliance, and unselfish service to others.

(3) The Girl Scout movement is non-sectarian and non-political. Its units willingly cooperate with educational and other groups whose ideals and procedures are in accord with their own.

ARTICLE III

Membership

(1) The membership of this corporation shall consist of the two members for the time being of the National Council of Girl Scouts.

(2) The National Council of Girl Scouts shall consist of delegates elected by local councils together with such other persons as may be elected members thereof by the National Council or shall become members thereof in accord-

¹ As amended by the National Council of Girl Scouts, October, 1936.
ance with the provisions of this Constitution or of the By-Laws; provided, however, that at least four-fifths of the entire membership of the National Council shall at all times consist of delegates elected as foresaid.

(3) Each Local Council shall elect one delegate and additional delegates in proportion to the number of registered Girl Scouts under its jurisdiction, as the By-Laws may provide. Delegates shall hold office for one year or until their successors have qualified. Delegates shall reside in the district to be represented. No delegate may represent more than one local council.

(4) Professional workers are eligible for election as delegates to the National Council; provided, however, that the number of professional workers elected as delegates of any local unit shall not exceed the number of volunteer workers elected at the same time as delegates of such units; and further provided, that at meetings of the National Council the votes of professional workers representing any local unit shall not be counted in excess of the number of volunteer workers in attendance representing such unit.

(5) The National Council may itself elect additional members, who shall continue to be members until the end of the next following annual meeting.

(6) Every member of the Board of Directors shall be a member of the National Council during her term as director.

(7) Only citizens of the United States and residents of its insular possessions shall be eligible to membership in the National Council.

ARTICLE IV

The National Council

(1) The Corporation in meeting assembled shall be known as the National Council of Girl Scouts. It shall have all the powers conferred by its certificate of incorporation and by the Code of Laws of the District of Columbia and shall exercise those powers with due regard for its position as the coordinating head of the nation-wide Girl Scout movement.

(2) The business of the National Council at its annual meeting shall be (a) to consider and take action upon the outstanding problems and needs of the Girl Scout movement throughout the country, and (b) to consider and take action upon the program and budget of the corporation.
ARTICLE V

Credentials

(1) The National Council, or, in the interim between its meetings, the Board of Directors, shall have all the power to issue, revoke, and suspend the following credentials:

(a) Certificate of membership: issued to a Brownie, a Girl Scout, or other person as evidence of her membership in a pack, troop, troop committee, local council, or other division of the work of the Girl Scout movement.

(b) Certificate of associate membership: issued to a person who has completed a recognized training course in Girl Scout work, or to a person especially interested in Girl Scout work though not connected with a troop; or to a person who has temporarily severed her connection with a troop, though wishing to maintain her standing in the Girl Scout movement.

(c) Commission: issued to a person as evidence of her appointment as officer of a troop.

(d) Charter: issued to a group of persons, a corporation or other form of organization exclusively devoted to the Girl Scout movement, as evidence of its authority to act as a local council to maintain, manage, and develop Girl Scouting in a defined community or area, in such manner and subject to such limitations as may be prescribed by the Constitution, By-Laws, and other regulations of this corporation, and by the terms of the charter.

(e) Mandate: issued to a group of persons, a corporation, or other form of organization exclusively devoted to the Girl Scout movement, as evidence of its authority to advise and cooperate with the local councils in a defined area in fostering their common interests and in advancing Girl Scouting, in such manner and subject to such limitations as may be prescribed by the Constitution, By-Laws, and regulations of this corporation, and by the terms of the mandate.

(f) License: issued to a group of persons, a corporation or other form of organization exclusively devoted to the Girl Scout movement, to advise and cooperate with the local councils in a defined area in fostering their common interests and in advancing Girl Scouting, in such manner as may be prescribed by the Constitution, By-Laws, and regulations of this corporation and by terms of the license.

(g) Federation certificate: issued to a group of per-
sons, a corporation, or other form of organization exclusively devoted to the Girl Scout movement, as evidence of its authority to promote cooperation in matters of common interest between the local councils in a defined area, especially with reference to their financial program, in such manner and subject to such limitations as may be prescribed by the Constitution, By-Laws, and regulations of this corporation, and by terms of the federation certificate.

(2) None of the foregoing credentials shall be issued for more than one year.
(3) All credentials shall bear the name of the late Mrs. Juliette Low, Founder.

ARTICLE VI
Corporate Meetings

(1) There shall be an annual meeting of the National Council of Girl Scouts at a time and place to be determined, and upon such notice as is provided in the By-Laws. Other meetings may be held as provided in the By-Laws.
(2) At meetings of the National Council of Girl Scouts, each member present in person shall be entitled to one vote, except as otherwise provided in Article III, Section 4.

ARTICLE VII
Regions

In order to insure due representation on the Board of Directors and for administrative purposes, every section of the country of the United States, including states, territories and insular possessions, shall be divided into regions.

ARTICLE VIII
Board of Directors

(1) The affairs of the corporation between meetings of the National Council shall be managed by a Board of
Directors, which shall consist of the president, vice-president, chairman and vice-chairman of the Board of Directors, secretary, and treasurer of the corporation, together with two delegates to the National Council representing constituencies situated in each of the regions mentioned in Article VII of this Constitution and fifteen members-at-large. Eight of the fifteen members-at-large shall reside within 200 miles of the city in which the National Headquarters of the corporation is established.

(2) At the annual meeting of the National Council the members of the nominating committee from each region shall, after conferring with the local councils in their region, nominate and present to the National Council, a candidate for each vacancy on the Board of Directors which is to be filled by a delegate from that region, and the Board of Directors shall nominate and present candidates for vacancies among members-at-large. Candidates for members of the Board of Directors other than members-at-large may also be nominated by a statement in writing signed by at least twenty council members or Girl Scout officers in good standing.

(3) The members of the Board of Directors shall be elected by printed ballot by the National Council from among the candidates so presented. The election shall be a plurality of the votes cast.

(4) The directors, other than those who become such by virtue of their election as officers of the corporation, shall be elected for a term of three years or until their successors have qualified, except that such members of the Board of Directors shall be divided, so that the terms of approximately one-third of them shall expire each year.

(5) The Board of Directors shall have power to fill vacancies in its own membership until the next annual meeting of the National Council, which shall then fill the unexpired term, provided that the Board of Directors in filling a vacancy, except among the members-at-large of the Board, shall elect a delegate to the National Council representing the same region as the preceding incumbent.

ARTICLE IX

Officers

(1) The officers of the corporation shall be a president; not less than five or more than ten vice-presidents; a chairman of the Board of Directors; a secretary; a treasurer; a national director; and a controller.

(2) The president and vice-president shall be elected
at the annual meeting of the National Council and from its membership, to serve for a term of one year or until their respective successors have qualified. Election shall be by ballot.

(3) At the meeting of the Board of Directors immediately following the annual meeting of the National Council, the Board shall elect the chairman of the Board of Directors, the secretary, and the treasurer, who shall serve as such officers for a term of one year or until their respective successors have qualified.

(4) The national director and controller shall be appointed by the Board of Directors, to hold office at its pleasure.

(5) The National Council may from time to time elect distinguished citizens as honorary members of the organization.

(6) The Board of Directors may appoint an assistant secretary and an assistant treasurer, to hold office at its pleasure.

(7) Any vacancy in the positions of officers occurring during the term for which they were elected may be filled by the Board of Directors for the remainder of the unexpired term.

(8) The duties of the officers shall be prescribed in the By-Laws.

ARTICLE X

Nominating Committee

There shall be a nominating committee made up of such persons and exercising such functions as the By-Laws may provide, consistent with this Constitution.

ARTICLE XI

Finance

(1) Contributions for the purposes of the Girl Scout movement shall be collected only as authorized by the National Council, Board of Directors, authorized mandate committees, federations, or local councils, and shall be held responsible for the method and manner of collecting such funds.

(2) Each mandate committee and federation authorized to solicit contributions, and each local council, shall send annual audited statements of its receipts and disbursements and financial condition to the financial office
of the corporation and shall file annually financial statements with the proper authorities in its own community.

(3) Debts of the corporation shall be incurred only by the National Council or Board of Directors or pursuant to their authorization by a committee or officer of the corporation.

(4) The corporation shall not be liable for the debts of any mandate committee, federation, local council, or other representatives unless incurred by authority of the National Council or Board of Directors.

ARTICLE XII

Insignia

The badges, insignia, and uniforms of the Girl Scouts shall be design-patented and shall be made available to and used only by registered Girl Scouts and officials who have satisfactorily complied with requirements prescribed by the National Council or Board of Directors.

ARTICLE XIII

By-Laws

The National Council or the Board of Directors shall have the power to adopt By-Laws not inconsistent with this Constitution.

ARTICLE XIV

Amendments

This Constitution may be amended by a two-thirds vote of those present and voting at any meeting of the National Council, providing that the proposed amendment shall have been approved by the Board of Directors at least sixty days before such meeting and provided that it shall have been included in the call for the meeting.
BY-LAWS OF THE GIRL SCOUTS, INC.

ARTICLE I
Corporate Meetings

(1) The annual meeting of the National Council of Girl Scouts shall be held at such a time and place (not necessarily within the District of Columbia) as it may determine, or as may be determined by the Board of Directors in the absence of action by the National Council. Notice of the time, place, and objects of such meeting shall be mailed not less than sixty days before the meeting to each body having representation on the National Council.

(2) Special meetings of the National Council shall be called at any time by the president upon request of twenty members of the Board of Directors or fifty members of the National Council. A notice of every special meeting stating the time, place, objects thereof shall be mailed not less than thirty days before the meeting to each body having representation on the National Council.

(3) One hundred members of the National Council present in person shall constitute a quorum for the transaction of business at meetings of the National Council, but in the absence of a quorum a majority of those present at the same time and place set for a meeting may take an adjournment from time to time until a quorum shall be present.

(4) At meetings of the National Council, all matters shall be determined by a majority vote of the members present and voting, unless otherwise provided by the Constitution or By-Laws.

ARTICLE II
National Council Membership

(1) In addition to the one delegate whom, under Article III of the Constitution, each local council is entitled to elect to the National Council, each local council shall be entitled to elect one delegate for the first two hundred registered Girl Scouts under its jurisdiction according to the records of the national office as of the first of the fourth calendar month preceding the annual meeting of the National Council and one further delegate for each additional five hundred Girl Scouts so registered.

(2) In addition to the delegates whom, under Article
III of the Constitution, each local council is entitled to elect to the National Council; each organization to which amendate or a federation certificate has been issued and remains in force shall be entitled to elect one delegate to the National Council, who shall become a member thereof for one year from the date of the next annual meeting of the National Council, or until her successor shall have qualified.

ARTICLE III

Board of Directors

(1) The Board of Directors shall meet at least twice a year, one meeting to be held immediately following and at the same place as the annual meeting of the National Council, and other meetings to be held at such time and place as the Board may direct. Special meetings may be called by the chairman of the Board upon not less than ten days' written notice to all members. A special meeting shall be called by the chairman of the Board if requested in writing by six of its members.

(2) A majority of the members of the Board of Directors present in person shall constitute a quorum for the transaction of business at meetings of the Board, but in the absence of a quorum a majority of those present at the time and place set for the meeting may take an adjournment from time to time until a quorum shall be present.

(3) There shall be an Executive Committee of the Board of Directors consisting of the president, the vice-presidents, the chairman of the Board of Directors, the secretary, the treasurer, the chairman of the standing committees, and not more than eight other members of the Board of Directors, who shall be elected by the Board of Directors at the first meeting of the Board following the annual meeting of the National Council. The members of the Executive Committee so elected shall be chosen from nominees by a committee of three members of the Board, who shall be appointed by the chairman of the Board. The Executive Committee shall have and may exercise the powers of the Board of Directors in the interim between its meetings. The chairman of the Board of Directors shall be chairman of the Executive Committee. The Executive Committee shall meet at least monthly except during July and August. Special meetings may be called by the chairman upon not less than two days' notice to all members. Seven members of the Committee, present in person, shall constitute a quorum for the transaction of business at meetings of the Committee, but in the absence of a quorum, a majority of those present
at the time and place set for the meeting may take an adjournment from time to time until a quorum shall be present.

(4) There shall be five standing committees operating under the general supervision of the Board of Directors, and designated as the Committee on Program, Field, Personnel, Business, Public Relations, and Finance. The chairman of these committees shall be appointed from the membership of the Board by the chairman of the Board of Directors, subject to the approval of the Board. Such appointments shall be made at the first meeting of the Board following the annual meeting of the National Council, except that vacancies may be filled at any meeting of the Board. The other members of the standing committees shall be appointed by the chairman of the Board and shall not necessarily be members of the Board of Directors. Chairmen and other members of standing committees shall be appointed for terms expiring at the next meeting of the Board of Directors immediately following the annual meeting of the National Council.

(5) Special committees may be created by the Board, which shall define their respective powers and duties and the qualifications for membership in each committee. Unless otherwise provided by the Board, members of special committees shall be appointed by the chairman of the Board, subject to the approval of the Board.

(6) The Board of Directors may adopt such rules and regulations for the conduct of their meetings and management of the affairs of the corporation as they may deem proper, not inconsistent with the laws of the District of Columbia, or the Constitution and By-Laws of the Corporation.

ARTICLE IV

Officers

(1) The president shall preside at all meetings of the National Council and shall be a member ex officio of all committees of the National Council and of the Board of Directors.

(2) The vice-presidents, so far as possible, shall represent the chief geographic areas of Girl Scouting throughout the country. In the order of their rank they shall perform the duties of the president in case of her absence or disability.

(3) The chairman of the Board of Directors shall preside at meetings of the Board and of the Executive Committee and shall be a member ex officio of all committees both of the National Council and of the Board of Directors.
(4) The vice-chairman of the Board of Directors shall perform the duties of the chairman in her absence, and such duties as the office may require.

(5) The secretary shall supervise the formal corresponding of the National Council and of the Board of Directors, shall cause to be kept minutes of the meetings of the National Council and of the Board of Directors, and shall perform such other duties as may be assigned to her by the National Council or by the Board of Directors.

(6) The treasurer shall receive all moneys of the corporation, have custody thereof, and disburse the same as authorized by the Board of Directors or its Executive Committee. She shall cause the funds of the corporation to be deposited in one or more banks or trust companies as prescribed by the Executive Committee. The treasurer shall cause to be kept a full account of all moneys received and paid out and shall cause reports thereof to be made to the National Council, Board of Directors, and Executive Committee as they may prescribe. The treasurer shall also receive and, subject to the direction of the Board of Directors or Executive Committee, determine the custody of all securities of the corporation.

(7) The national director shall be the chief administrative official of the corporation and shall perform such duties as may be prescribed by the Board of Directors and the Executive Committee, to whom she shall be responsible.

(8) The controller shall be the agent of the Board of Directors for the purpose of maintaining budgetary control of finances and giving assurance that no obligations are incurred in the name of the corporation except for the purposes of the corporation and pursuant to proper authorization. He shall manage the accounts and all financial records and prepare and issue the financial statements.

ARTICLE V

Regions

The regions referred to in Article VII of the Constitution shall be constituted as follows:

Region 1: Maine, Vermont, New Hampshire, Massachusetts, Connecticut, and Rhode Island.

Region 2: New York, and New Jersey.

Region 3: Pennsylvania, Maryland, Delaware, Virginia, and District of Columbia.

Region 4: Ohio, Kentucky, and West Virginia.

Region 5: Tennessee, Arkansas, Mississippi, Alabama, and Louisiana.

Region 6: North Carolina, South Carolina, Georgia, Florida, Puerto Rico.
Region 7: Wisconsin, Michigan, Illinois, and Indiana.
Region 8: Colorado, Iowa, Kansas, Missouri, and Nebraska.
Region 9: New Mexico, Oklahoma, Texas, and Arizona.
Region 10: North Dakota, South Dakota, and Minnesota.

ARTICLE VI

Annual Report

The corporation shall cause to be prepared and issued an annual report summarizing the progress, finances, and problems of the Girl Scouts, Inc., as well as of the Girl Scout movement. The annual report shall be published within four months after the close of the year for which it is issued and shall be distributed widely among the members of the National Council and others interested in the Girl Scout movement.

ARTICLE VII

Finance

(1) The fiscal year of the corporation shall be the calendar year.
(2) If a deficit shall result from the operations and activities of any year, it shall be allowed to accumulate, but the amount of such deficit shall be included in and paid out of the following year's budget.
(3) No Girl Scout under the age of eighteen shall be permitted to canvass for or solicit funds in the capacity of a Girl Scout.

ARTICLE VIII

Nominations

(1) At the regional meetings held during the annual meeting of the National Council, one delegate from each region and an additional delegate from each region having a population of over 15,000 Girl Scouts shall be elected members of the National Nominating Committee according
to the following plan: these members shall serve for a term of three years, excepting those elected in 1937. One third of those elected in 1937 shall serve one year, one-third for two years, one-third for three years. After the expiration of said terms, delegates shall be elected to serve for three years, so that in each year there will be one-third of the delegates whose terms expire. A member of the Executive Committee of the Board of Directors and an alternate shall be chosen each year by the Executive Committee from their own number as an additional member of the Nominating Committee. The Nominating Committee shall meet and elect a chairman at once. Its duties shall be, after conferring with local councils during the year, to nominate candidates for officers of the corporation to be elected at the next annual meeting. Candidates may also be nominated by a statement in writing, signed by at least twenty local council members or Girl Scout officers in good standing, and received by the Nominating Committee not less than three months prior to the annual meeting of the National Council.

(2) Not less than sixty days prior to the said annual meeting, the nominating committee shall mail to each body entitled to representation on the National Council a list of the candidates for each office, with information as to their qualifications.

ARTICLE IX

Standards for Credentials

The following standards are prescribed as requisites for the issuance of the credentials mentioned in Article V of the Constitution:

1) Certificate of Membership:
   (a) For a Brownie. The candidate must be at least seven years of age, must have passed the required test, and must have paid annual membership dues of twenty-five cents to Girl Scouts, Inc.
   (b) For a Girl Scout or a Lone Girl Scout. The candidate must be at least ten years of age, must have passed the Tenderfoot test, and must have paid annual membership dues of fifty cents to Girl Scouts, Inc.
   (c) For a troop committee member. The candidate must be a member in good standing of a troop committee, and must have paid annual membership dues of fifty cents to Girl Scouts, Inc.
(d) For a pack committee member. The candidate must be a member in good standing of a pack committee, and must have paid annual membership dues of fifty cents to Girl Scouts, Inc.
(e) For a local council member. The candidate must be a member in good standing of a local council, and must have paid annual membership dues of $.50 to Girl Scouts, Inc.
(f) For a local council standing committee member (including a district committee member). The candidate must be a member in good standing of a standing committee (including a district committee) of a local council, and must have paid annual membership dues of fifty cents to Girl Scouts, Inc.
(g) For a mandate committee member. The candidate must be a member in good standing of a mandate committee, and must have paid annual membership dues of $2.50 to Girl Scouts, Inc.
(h) For a license committee member. The candidate must be a member in good standing of a license committee and must have paid annual membership dues of $2.50 to Girl Scouts, Inc.
(i) For a federation member. The candidate must be a member in good standing of a federation, and must have paid annual membership dues of $2.50 to Girl Scouts, Inc.
(j) For a regional committee member. The candidate must be a member in good standing of a regional committee, and must have paid annual membership dues of $2.50 to Girl Scouts, Inc.
(k) For a member of the Board of Directors, Girl Scouts, Inc. The candidate must be a member in good standing of the Board of Directors, and must have paid annual membership dues of $5.00 to Girl Scouts, Inc.
(l) For a professional worker. The candidate must be field captain, mandate director, mandate field captain, employed by local councils or mandates, and must have paid annual membership dues of fifty cents to Girl Scouts, Inc.

(2) Certificate of Membership:

The candidate must be a person who has completed a recognized training course in Girl Scout work; or, who is especially interested in Girl Scout work though not connected with a troop; or, who has temporarily severed her connection with a troop but wishes to maintain her standing with the Girl Scout organization. The candidate must have paid annual membership dues of fifty cents to Girl Scouts, Inc.
(3) **Commission:**
(a) For a captain or a lieutenant: The proposed troop officer must be, if a captain, at least twenty-one years of age; if a lieutenant, at least eighteen years of age; must have had the training prescribed either by national organization or the local council with which she may be associated; must have presented proper references; and must have paid annual membership dues of fifty cents to Girl Scouts, Inc.
(b) For a Brown Owl or a Tawny Owl. The proposed officer of a Brownie pack must be, if a Brown Owl, at least twenty-one years of age; if a Tawny Owl, at least eighteen years of age; must have had the training prescribed either by the national organization or the local council with which she may be associated; must have presented proper references; and must have paid annual membership dues of fifty cents to Girl Scouts, Inc.

(4) **Charter:** The proposed local council (which may be incorporated) must consist of not fewer than ten members except in a community that has one hundred Girl Scouts or fewer, in which case the proper local council must consist of not fewer than five members. The members shall be drawn from different religious, social, and educational circles. The proposed local council shall give reasonable assurances that it will meet monthly, except during July and August, and that each member will pay annual membership dues of $1.50 to Girl Scouts, Inc.

(5) **Mandates:** The proposed mandate committee (which may be incorporated) must consist of not fewer than twelve to fifteen members, who shall be drawn from different religious, social, and educational circles. The proposed mandate committee shall give reasonable assurances that it will meet at least six times each year, and that each member will pay annual membership dues of $2.50 to Girl Scouts, Inc.

(6) **Federation Certificates:** The proposed federation (which may be incorporated) must consist of not fewer than ten members, who shall be drawn from different religious, social, and educational circles. The proposed federation shall give reasonable assurances that it will meet at least six times each year, and that member will pay annual membership dues of $2.50 to Girl Scouts, Inc.
ARTICLE X

Annual Membership Dues

A member of the Girl Scout organization serving in
more than one capacity pays the highest annual member-
ship dues, and is not required to pay any other dues.
(1) The following annual membership dues are pre-
scribed:

Brownies.............................. $ .25
Girl Scouts.............................. .50
Troop officers and officers of
Brownie packs....................... .50
Members of a troop committee...... .50
Members of a pack committee...... .50
Members of a local council........ 1.50
Members of a standing committee
(including district committees)
of a local council.................... .50
Members of a mandate committee... 2.50
Members of a license committee... 2.50
Members of a federation............. 2.50
Members of a regional committee... 2.50
Members of the Board of Directors,
Girl Scouts, Inc.................... 5.00
Professional staff members........ .50
Associate members of Girl Scouts,
Inc................................. .50

(2) The annual membership dues prescribed above
shall be paid to the National Council through the local
council, if there be one; otherwise, annual membership
dues are sent directly to the national organization.

ARTICLE XI

Business Meetings

Robert's Rules of Order, Revised, shall govern all
the proceedings of the business meetings of this or-
ganization, the Board of Directors, the Executive Com-
mittee, and all committees.

ARTICLE XII

Amendments

These By-Laws may be amended by a majority of those
present and voting at any meeting of the National Council
or of the Board of Directors, provided that a copy of that
proposed amendment or amendments be included with the call
for such meeting.
APPENDIX B
MINIMUM STANDARDS FOR GIRL SCOUT CAMPS

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<th>Overnight</th>
<th>Day</th>
<th>Week-End</th>
<th>Troop</th>
<th>Estab- Gypsy Lished Trips</th>
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COMMITTEE SUPERVISION

There must be a camp committee to plan and maintain the camp. X X

There must be a troop committee to supervise the camp. X X

There must be a troop committee or camp committee to supervise the gypsy trip. X

At least one member of the appropriate committee must spend at least one day in camp while camp is in session. X X X

CAMP SITE

The camp site should be situated as far as practicable from densely settled areas, but must be easily accessible to the homes of the campers. X

The camp site must be situated away from densely settled areas in order to give campers a sense of independence and resourcefulness. X X X

X Indicates the type camp to which the standards apply.
An ample supply of safe water for drinking, culinary, and personal cleanliness purposes must be available.

The site must be free from unusual and unnecessary hazards.

Medical services must be within easy reach.

The site should provide facilities for nature study, pioneering, exploring, handicraft, and, if possible swimming, boating, and canoeing.

The acreage of the site must be adequate to provide unit layout without crowding (2½ acres per unit to accommodate 24 girls and 4 leaders, and 5 acres for main camp buildings).

The Field Division, Girl Scouts, Inc. must be notified of intention to select a camp site in time to allow a member of the national staff to inspect the site before it is acquired.

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**SHELTER AND EQUIPMENT**

A shelter for protection in inclement weather must be provided.

Adequate first aid equipment must be provided.

Necessary fire-fighting equipment must be provided.

Tentage or housing for sleeping quarters must be provided and must give proper protection against the weather.
An average of 40 or more square feet of ground or floor space must be allowed for each individual camper for tentage or housing.

Tentage or housing and equipment for storing food and for preparing and serving meals must be provided and should be some distance from the sleeping quarters.

An infirmary must be provided.

SANITATION

In selecting a camp site, a sanitary survey must be made, which must include the following: the sources of water supply for drinking, culinary and personal cleanliness purposes; location of latrines and other sanitary arrangements; and, if there is swimming, the sources of the swimming water supply.

The water supply for drinking, culinary, and personal cleanliness purposes must be certified as safe by the local or state department of health before camp opens. Drinking water from other sources used on hikes and so forth from the camp base, must be purified.

The water supply for drinking, culinary, and personal cleanliness purposes must be tested at intervals during the time the camp site is used.

Common drinking cups must not be used.

Buildings and grounds must be kept clean.

Latrines, septic tanks, cesspools, shower baths, and other places of waste disposal must be located where
they will not contaminate the water supply. All requirements of the local and state departments of health must be met. X X X X X

Seating capacity of camp latrines must not be less than one unit for every ten persons. X X X X

The latrine pits must be fly-tight. X X X X X

The latrines must afford privacy. X X X X

The latrines must be kept in a sanitary condition. X X X X X

Hand washing facilities must be provided at latrines. X X X X X

Provision must be made for bathing in privacy. X X X X

Cleanliness of person must be taught and practiced by all. X X X X X

Sanitary conditions in main and unit kitchens, ice boxes, dining areas, and storehouses must be maintained, Daily inspection must be made by the first aid expert, nurse dietitian, or camp director. X X X X

The sanitary arrangements of the camp layout should be approved by the local or state department of health. X X X

All garbage and refuse must be disposed of promptly by incineration, by burying, or by removal from camp. If garbage is disposed of on the site, the place of disposal must be kept sanitary, fly-tight, and protected from animals. X X X X X

Cans for collecting garbage must be covered with fly-tight lids, and sterilized daily with boiling water or by chemical treatment. X X X X
The staff must include the following:
A camp director at least 21 years of age,
In addition at least one adult leader for every 8 campers.
A first aid expert or registered nurse.
A waterfront director who is an American Red Cross Senior Life Saver at least 21 years of age. X

The leadership must include the following:
At least two adult leaders up to and including 16 campers;
and at least 3 leaders, over 16 and up to and including 24 campers.
A first aid expert or registered nurse.
A waterfront director who is an American Red Cross Senior Life Saver at least 21 years of age.X

The leadership must include the following:
At least two adult leaders, up to and including 16 campers; at least 3 leaders over 16 and up to and including 24 campers; at least 4 leaders, over 24 and up to and including 32 campers. X X

The staff must include the following:
A camp director who must be a woman of mature judgment and be able to take full responsibility for the administration and program of the camp. She must be at least 25 yrs. of age, must be enrolled Girl Scout, and should have taken a camp directors course preferably within the last three years.
In addition, at least one adult leader for every 8 campers.
A registered nurse or doctor of medicine.
A dietitian or a person with an equivalent knowledge of foods.
A waterfront director who is an
American Red Cross Senior Life
Saver at least 21 years of age.
The camp staff must be well balanced
in abilities and personalities,
and must be composed of counselors
well fitted to cover the program
of the camp as well as to maintain
the standards of health, food, water-
front, safety, and records.

Food handlers to be employed during
the camping season must pass satis-
factorily not more than one week
before employed, a complete physical
examination that is based on health
history and that is given by a doc-
tor of medicine. The examination
should include laboratory tests for
venereal diseases, typhoid fever,
diphtheria, and any other tests re-
quired by the local and state depart-
ments of health for food handlers.

Arrangements must be made with a doc-
tor of medicine in the neighborhood
for services in case of emergency.

Each staff member must pass satis-
factorily a physical examination
not more than one week before enter-
ing camp.

If swimming is a part of the program,
each staff member and leader must
pass satisfactorily a physical
examination before being allowed to
participate in the swimming program.

PROGRAM

The patrol system must be used.

The camp program must include a
variety of Girl Scout camping
activities as may be provided by
the environment and leadership,
and as time permits.
The program activities must provide a camping experience that prepares the camper for long term camping.

Time must be allowed and transportation must be provided for all girls who wish to attend the churches of their own denominations.

Scouts' Own, or a similar program must be provided on Sundays in camp.

Stated hours on certain days must be set aside for visitors.

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**FOOD**

An ample supply of plain, wholesome, well cooked, digestible, and appetizing food must be provided.

Food ranging from 2,800 to 3,300 calories per person per day must be provided.

Green vegetables, fresh fruits, and sweets must be amply provided for in the diet.

One quart of milk per person per day is recommended.

Pasteurized milk must be used if obtainable within a reasonable distance of camp and should be delivered and maintained at a temperature of not more than 50°F. If pasteurized milk is not obtainable, evaporated or powered milk or milk that is certified as meeting all standards required by the local and state departments of health must be used.
The method of serving food must insure equal and prompt distribution.

**BUSINESS MANAGEMENT**

Transportation must be available in case of emergency.

A budget must be kept and adhered to.

Financial records must be kept.

Attendance records must be kept.

A simple camp information folder that gives the information necessary for campers and parents must be provided.

An activities record of each camper must be kept.

Inventories must be taken and equipment replacement lists made out at the close of camp.

**REQUIREMENTS FOR CAMPERS**

The written consent of a parent or guardian must be presented by each camper.

If swimming is a part of the program each camper must pass satisfactorily a physical examination before being allowed to participate in the swimming program.

Each camper must pass satisfactorily a physical examination not more than one week before entering camp.
PERMISSION TO OPERATE THE CAMP

Permission to operate the camp, before it is opened for the first time must be obtained from the Girl Scouts, Inc.

Permission to operate the camp must be obtained by the leader from the troop committee and local council, if there is one.

Permission to operate the camp, before it is opened for the first time, must be obtained by the leader from the troop committee and local council, if there is one, and also from Girl Scouts, Inc.

CAMP RECORDS

The camp report form must be completely filled out at the close of each camp season, and sent to National Headquarters, Girl Scouts, Inc. by October 1, each year.

The camp record must be completely filled out by the leader at the close of camp.

The camp report form must be completely filled out by the leader at the close of camp.

MOTOR VEHICLES

An automobile (truck or passenger) owned by a local council or operated by an individual owner for the use of Girl Scouts, must be inspected at intervals by a properly qualified
mechanic, and maintained in good repair at all times.

All motor vehicle laws of the state concerning automobiles (truck or passenger) must be complied with.

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**SWIMMING**

The waterfront staff of a Girl Scout camp must include the following:

A waterfront director who is an American Red Cross Senior Life Saver at least 21 years of age, who is in charge of all swimming, boating and canoeing.

An American Red Cross Senior Life Saver in charge of each class of swimmers.

If there are more than 10 swimmers in a class, an additional American Red Cross Senior Life Saver to help supervise each additional 10 swimmers in each class.

An American Red Cross Senior Life Saver to keep watch from a central point, over all swimmers during the time they are in the water.

If there is no pier surrounding the swimming area, two American Red Cross Senior Life Savers, one in each of two life boats that patrol the outer area during the swimming periods.

The swimming water must be certified as safe from a health standpoint by the local or state department of health or by a private laboratory before camp opens.

Each camper, leader, staff member and other employee, and guest must pass satisfactorily a physical examination before being allowed to participate in the swimming program.
Each person must be classified according to experience and ability in swimming, and must be kept within definitely marked areas according to this classification.

A check system must be provided, and must be used by each person as she goes into the water and as she comes out of the water.

The buddy plan, which provides for the division of the group of persons into pairs so every person has a partner while in the water must be enforced.

Each distance swimmer must be accompanied by a boat manned by an American Red Cross Senior Life Saver and an experienced oarsman.

Swimming after dark must be absolutely forbidden.

Swimming regulations must be posted and must include the following regulations:

- Swim only after the health certificate has been checked by the waterfront director.
- Swim during swimming periods only.
- Do not enter the water until after the signal has been given by the waterfront director.
- Do not swim when stomach is upset.
- Do not enter the water until at least two hours have elapsed after eating.
- Always swim with a buddy.
- Stay in your own swimming area.
- Dive only in water of known depth.
- Get out of the water when chilled or tired.
BOATING AND CANOEING

The waterfront staff of a Girl Scout camp must include an American Red Cross Life Saver at least 21 years of age in charge of all boating and canoeing.

An experienced oarsman must be in every boat.

An experienced canoeist must be in every canoe.

The use of boats and canoes after dark by campers, leaders, staff members, and other employees, and guests must be forbidden.

A person must not be allowed to have the use of a canoe without first passing the following requirements:

- Swimming requirement: to be a swimmer.
- Canoeing requirement: tip canoe over when dressed, turn canoe upright, get in, and hand paddle to shore.

Boating and canoeing regulations must be posted.

LIFE SAVING EQUIPMENT

Life saving equipment that is adequate for the type of swimming, boating, and canoeing areas must be provided, must be kept in perfect order at all times, and must be placed as to be immediately available.

Grappling irons must be provided.
A first aid kit must be at hand, and must be completely equipped for immediate use.