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GIRL SCOUTS OF THE UNITED STATES OF AMERICA

ANNUAL REPORT 1950

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LETTER OF TRANSMITTAL

MARCH 29, 1951

The Honorable SAM RAYBURN,
The Speaker of the House of Representatives,
House Office Building, Washington 25, D. C.

SIR: We have the honor of submitting herewith the first annual report of the Girl Scouts of the United States of America under the requirement stated in section 7 of the act of March 16, 1950, entitled "An act to incorporate the Girl Scouts of the United States of America, and for other purposes."

This report includes an account of the activities of the organization for the year ending December 31, 1950, a listing of the officers and members of the National Board of Directors, and its committees, a report of the treasurer, and an audited financial statement covering the same period.

Respectfully submitted.

MRS. C. VAUGHAN FERGUSON,
President.

DOROTHY C. STRATTON,
National Executive Director.

INTRODUCTION

In March 1950, the Congress bestowed upon the Girl Scouts of the United States of America a singular honor, that of a congressional charter, a privilege extended to relatively few organizations. One of the requirements of this charter is the submission, on April 1 of every year, of a "report of its proceedings for the year ending December 31 preceding, including a full, complete, and itemized report of receipts and expenditures of whatever kind." The report that follows is written under this requirement and describes the salient facts about the work in which the Girl Scout organization was engaged in the period January 1, 1950, to December 31, 1950.

Hitherto, a detailed annual report has been prepared only for the use of the National Board of Directors, its committees and staff, with a more widely distributed annual pictorial review for the general public, containing the financial statement and a brief report of activities. In making this first annual report to Congress, it was decided that the most complete picture of the work could be drawn by setting forth the accomplishments of 1950 under the three emphases for 1950–51, as follows:

To further a voluntary partnership of girls toward a stronger development of the spiritual values of the Girl Scout way of life as a bulwark for democracy: emphasizing—

1. Better Scouting for more girls, stressing the idea of partnership between girls and adults.
2. Further development of international friendship.
3. More and better camping.

These "emphases" were adopted for the 2-year period, 1950 and 1951, at the biennial National Convention of the Girl Scouts of the United States of America in Milwaukee, Wis., in November 1949, attended by 6,800 people. Delegates came from all over the country, representing all the Girl Scouts in the country. The organization's work has followed these emphases closely in the past year, as may be seen from the pages to follow.

However, one of the difficulties encountered in preparing a full and accurate report was that, because of the size of the organization

and the reporting system in current use, final figures on many phases of the work could not be tabulated until the middle of the subsequent year. So whenever accurate figures or estimates have not been available, reference has been made to comparable statistics for the 1949 period. Details of the activities of Girl Scout councils are open to persons interested in the Girl Scout accomplishments of a particular area of the country. The accomplishments related here are those of the movement as a whole; and although they are presented from the viewpoint of the Girl Scout herself and what she did last year, they do not tell what each Girl Scout troop or council did in its own locality, but what all Girl Scout councils and troops in general did over the country. This report also covers what was done by the national organization—that is, the National Council, made up of delegates from all over the country, the National Board of Directors delegated to carry on the work of the National Council between biennial meetings, the board's committees and subcommittees, and the national staff quartered in New York City and in 12 branch offices throughout the United States.

At the close of 1950, Mrs. Paul Rittenhouse, the national executive director under whose competent and able direction the national organization moved forward toward its goals, retired from the post she had held for 15 years. Miss Dorothy C. Stratton succeeded her as national executive director.

A word should be added also about the emotional climate of the country and the world during the period covered by this report. It was a period of growing anxiety and dis-ease, climaxed with the declaration of a state of emergency by the President of the United States on December 16, 1950. No one knows what tomorrow will bring to this country and its young people. It is the firm belief of the hundreds of thousands of adults and the million and a quarter girls who are members of the Girl Scout organization that its ideals and activities are needed more than ever. Emergencies produce anxiety or steadiness in people. Girl Scouts learn to prepare for whatever life will bring, and therefore, during normal or abnormal times, their beliefs and way of life encourage calmness and steadiness.

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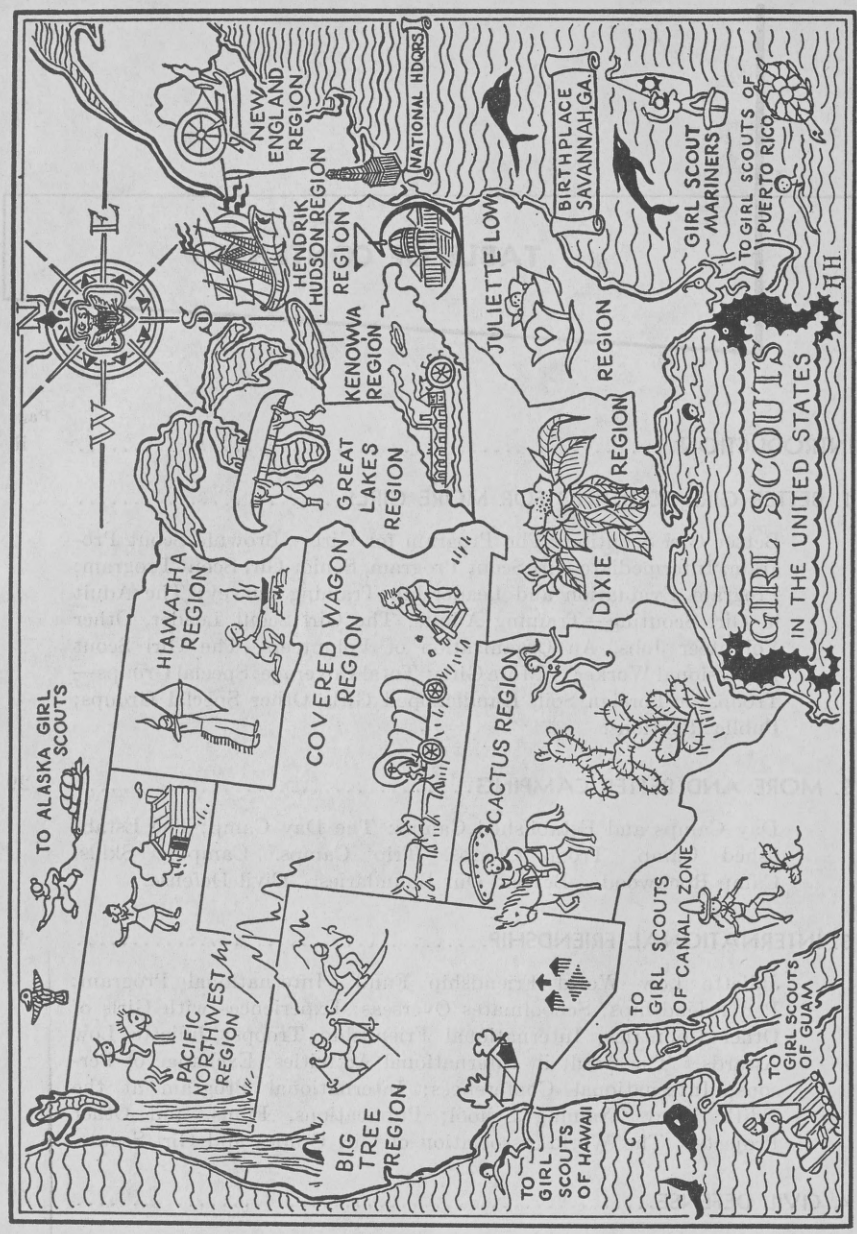


GIRL SCOUT REGIONS

I	New England.	VII	Great Lakes.
II	Hendrik Hudson.	VIII	Covered Wagon.
III	Region 3.	IX	Cactus.
IV	Kenowva.	X	Hiawatha.
V	Dixie.	XI	Pacific Northwest.
VI	Juliette Low.	XII	Big Tree.

1

BETTER GIRL SCOUTING FOR MORE GIRLS

Better Girl Scouting

THE PROGRAM FOR GIRLS

In the popular mind, Girl Scouting is thought of in specific terms—going on hikes, little girls saluting a flag and saying, "On my honor, I will try * * *," and doing "a good turn daily." This is not surprising when you recall that the Girl Scout organization has existed in this country since the year 1912; that over these years 6½ million girls have joined; that many of them stayed for a short time, others for a longer time, so that many millions of people have had some kind of contact, direct or indirect, with Girl Scouting. The organization has a personal meaning for a vast number of women, who, as girls, did a good turn, went on a hike, made the Promise—as well as for the men and boys in their families.

The Girl Scout organization, however, considers these specific activities in another light. "Program" covers a wide range, both tangible and intangible. All the girl members "do" things—the arts and crafts, the nature work, homemaking, the outdoor activities like hiking and building fires; but how they do them—their spirit, independence, and self-improvement—is as important as what they do.

The accomplishments of any one year—1950 included—cannot be understood as isolated facts viewed only in terms of that year. Therefore the early part of this report will be devoted to certain basic facts about the Girl Scouts of the United States of America and the improvements made during this past year that are felt to be worthy of record.

The girls who are members of the Girl Scout movement in this country are called Brownie Scouts, or Intermediate Girl Scouts, or Senior Girl Scouts. The Brownies—the youngest group—are 7 through 9 years old; the Intermediates are from 10 through 13 years of age; the Senior Girl Scouts from 14 through 17 years of age. They

belong to troops of from 8 to 30 girls and meet usually once a week in a school, or in a church or synagogue, or in a private home. The troops have adult leaders who help the girls plan their program of activities.

Over the period of 38 years, certain activities have developed, which the girls do in 11 fields of interest [1]—at their own level, depending on where they live and what they are interested in. The national organization is constantly seeking to improve its method of organization, improve the quality of its leadership, and enrich the program it offers its girls. In 1950 the objectives of the girls' activities were to help them develop their social and manual skills, to increase their ability to get along with other people, and to participate fully in the life of their troops. Two ways in which the national organization works toward furthering this goal are field service—i. e., sending skilled, trained people into the communities throughout the country to give training, to give counseling—and the printed word.

Brownie Scout Program

The major accomplishment of 1950 in the Brownie Scout program was through publications. The Leader's Guide to the Brownie Scout Program was completely revised for the use of the 67,000 leaders and assistant leaders of Brownie Scout troops. This Guide is an essential tool to the leader—who, collectively, has 550,000 Brownie Scouts under her wing to give them a leisure-time program which they will enjoy and which will plant the seeds of democracy and self-reliance, which are the cornerstones of Girl Scouting.

The Brownie Scout leader, when she takes over her troop, may have had considerable experience in handling groups of young children—she may be a mother who used to be a teacher—or she may have had no experience at all. She may have a general idea of the purpose of Girl Scouting but very little of how the purpose is accomplished through its activities. The chances are that she has a Brownie-age child who is consumed with the ambition to join the Girl Scouts and, as is true in thousands of areas throughout the country, is on a waiting list. This mother decides to take on a troop, which is organized through the local Girl Scout council or else is a lone troop,[2] and one Tuesday afternoon is faced with 15 eager, bubbly, giggly 7- and 8-year-olds, all talking at once and hollering, "What are we going to do?"

The Leader's Guide passes on to her the accumulated experience that has been absorbed from many thousands of leaders and educators since the inception of the Brownie Scout program in the United States

[1] The 11 Girl Scout fields of interest are agriculture, arts and crafts, community life, health and safety, homemaking, international friendship, literature and dramatics, music and dancing, nature, out-of-doors, sports and games.

[2] A Girl Scout council is composed of a group of local citizens who develop and operate the Girl Scout program in that area. A lone troop operates in a community where there is no council.

in 1916. It contains hundreds of suggestions to the leader to help her answer the question, "What are we going to do?" Should they play a new game? Should they learn how to sew on buttons? Should they learn how to make cocoa? Should they go on a picnic? The Leader's Guide is the tool that helps the leader teach the girls to run their own troop. It tells her what to expect of the child of this age—physically and emotionally. It stresses the importance of the family in the child's life, how mothers and fathers can be brought into Girl Scouting, how the girl's experience can help make her and her family relationships easy and happy in a world of stress and strain.

A handbook was begun, this past year, for the Brownies themselves. It will tell them about Girl Scouting and what they can do as Brownie Scouts.

Brownie Scout membership has soared for years. About 550,000 children belonged in 1950 to 33,000 troops; 260,000 in 1945 to 14,000 troops. The record number of war babies is largely responsible. But one should not underestimate the particular need of America's children in 1950 for steady and constructive ways of learning new things, of making friends, of belonging. The world they live in is full of anxiety; one out of eight children is not living with both parents; one out of five mothers with children under 18 years of age works outside the home; many children are still on the move—the homes of 8 million children changed between 1948 and 1949, according to the facts presented in Children and Youth at the Midcentury by the Midcentury White House Conference on Children and Youth, which met in December 1950. In an unsure world, there is more than ever the need for surety, which the Girl Scout organization wants to bring to these children.

Intermediate Girl Scout Program

Brownie Scouts progress to the Intermediate program, to which about 640,000 girls belonged by June of 1950, in 37,000 troops, with 75,000 leaders and assistant leaders. By making its facilities more widely available [3] and by improving the quality of the program, the national organization encourages the Brownie Scout to continue in Girl Scouting.

The 10-year-old girl is ready to become proficient in her skills, and through the badge program she begins to learn things that will stay with her the rest of her life. There are 100 badges in the Intermediate program, each built around a definite subject but each including the learning of skills, practice in planning and working with other people, the giving of service, and a lead into other badges and other fields of interest. The number of badges earned [4] increased by 9.8

[3] See Total Coverage p. 13.
[4] Estimated figures based on badges sold.

percent, and a total of 1,113,254 individual badges were issued during the year. The most popular badge in 1950, as in 1949, was Cooking. Homemaking is a natural field for the girls' interests. Perhaps 10 years from now, when these girls are young mothers and housewives, the things such large numbers of them have learned about good diet in the Nutrition and Food badges, about sewing and caring for clothing, about child care, will be of importance in the life of our country. Although homemaking was their major interest, there was great interest in the arts. More than 140,000 arts and crafts badges were earned [4] in more than 18 special subjects, such as photography, drawing and painting, architecture, and design.

Three fields are worthy of special note—health and safety, out-of-doors, and sports and games—because in these fields the young girl is learning, at a time when she learns best, how to care for herself under unusual as well as usual conditions.

The girl of junior high-school age who has the opportunity to earn even one badge is preparing herself for adulthood and beginning to live the Girl Scout motto, Be Prepared.

Senior Girl Scout Program

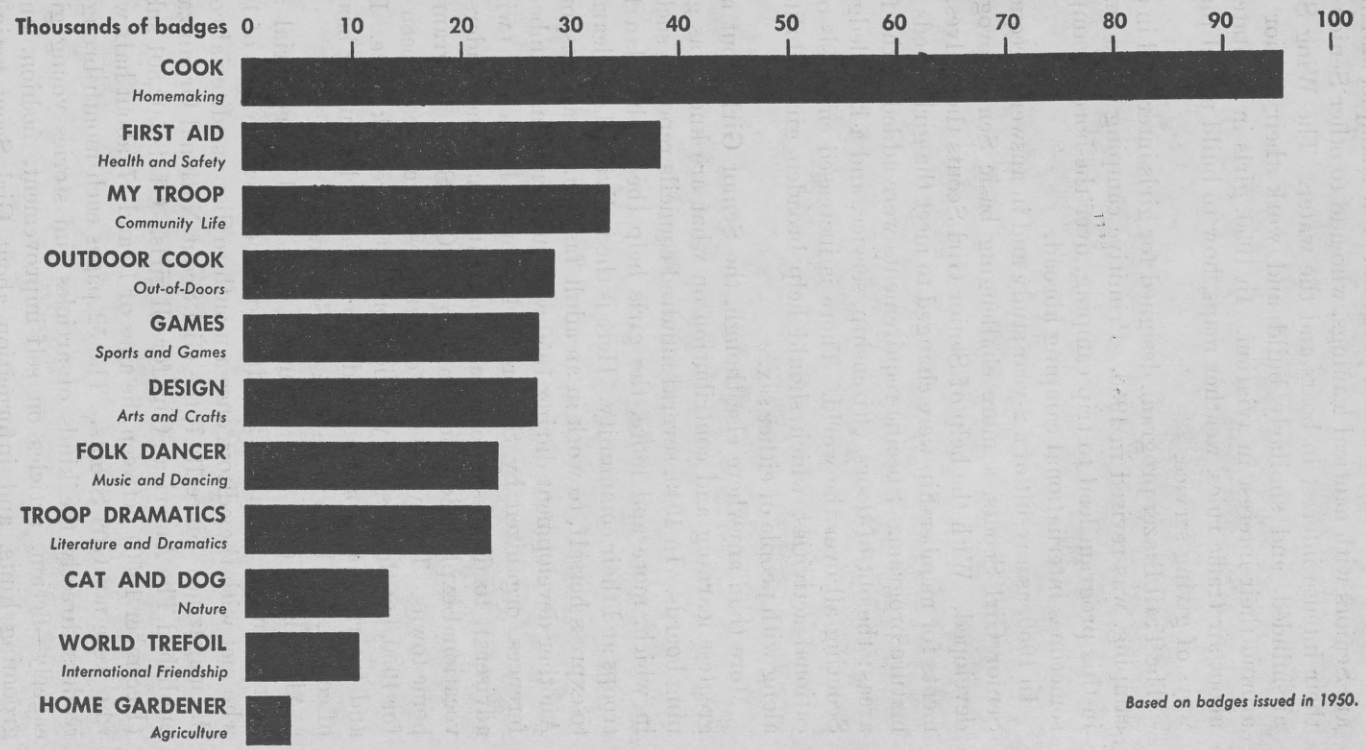
The Senior Girl Scout group is numerically the smallest of the three age groups, with some 57,000 young women from the ages of 14 through 17, belonging to 4,600 troops, and the program reaches a smaller proportion of girls than is reached by the Brownie and Intermediate programs. The problem of this smaller percentage has been vigorously attacked during the past year by local Girl Scout communities as well as by the national organization. One method of attracting more high-school girls has been to stress more advanced and exciting activities for the junior high-school age. In San Francisco, for example, the council offered a special dancing class for Girl Scouts and Boy Scouts in their early teens, and offered special trips to the High Sierras. It also provided advanced swimming classes, including a water ballet under the direction of a former Olympic star. Another approach has been to re-emphasize the transitional activities in the Intermediate program and to interpret Senior Girl Scouting to older girls in Intermediate troops. In Omaha, for example, Senior Girl Scouts visited Intermediate troops to tell them about their program. In the words of the council, "There are no better salesmen for Senior Girl Scouting than the Seniors themselves."

The Senior program is based squarely on the information and skills learned as Brownies and Intermediates, but builds on the knowledge and transforms it into more adult ways of helping other people. The Senior Scouts not only camp and play, they are also starting to study and work. They are child-care aides, ranger aides, office and library aides, and so forth.[5]

[4] Estimated figures based on badges sold.

[5] The other aide programs include garden, hospital, museum, nutrition, and program aides.

MOST POPULAR BADGE IN EACH PROGRAM FIELD



Based on badges issued in 1950.

The greatest variety of activities and the greatest amount of specialization occur in the Senior program. For example, Mariner Scouts are Seniors with nautical leanings, who add to other Senior activities their intense interest in boats and the water. The Wing Scouts are air-minded, and similarly build and work their Senior program around their interest in aviation. In 1950, girls in 33 States learned about air traffic rules, weather maps, how to build model planes, and ways of giving service.

The Trail Blazer program, designed for girls interested in advanced camping, was revised in 1950. Primitive camping skills emphasized in this program lead to trip camping, over-the-border camping, and sometimes international camping abroad.

In 1950, as a result of a 2-year study and in answer to requests from Senior Girl Scouts, a more challenging basic Senior program was developed. With the help of Senior Girl Scouts themselves, requirements for membership were changed to meet the girls' needs for more mature program. Specific requirements were added in the following areas: the out-of-doors, citizenship, service, and a knowledge of Girl Scouting all over the world. There is increased emphasis on coeducational activities, which should help broaden girls' ability to get along with people of either sex.

More than anywhere else though, the Senior Girl Scout made her greatest learning and contribution on what are known as girl planning boards. In 1949, several hundred councils reported such boards, in which, more and more, the girls help the adults plan for their troops and their community. Here is the individual girl learning how to express herself, to work in an adult fashion, to take responsibility. Another development during 1950 was the increasing number of conferences, organized by Senior Girl Scouts themselves (with adult advisers), to discuss intercultural and international understanding, vocational exploration, how to help the Girl Scout program in their home towns. Thirty-five such conferences have already been reported for 1950, but there is every indication that more took place. Brownies and Intermediates participated also on the girl planning boards, but, of course, on a lesser scale than the Seniors.

All during 1950, The American Girl used an editorial advisory board composed of about 20 Girl Scouts between the ages of 12 and 16 who met with the editors once a month to discuss editorial content of the magazine. Since 1917, the Girl Scout National Organization has published The American Girl for all girls. Of its 502,801 subscribers (December 1950) between the ages of 10 and 17, about half were girls who were not Girl Scouts. The 52 pages each month brought to its readers directly the kinds of articles and stories young girls read eagerly—fiction, articles on self-improvement, fashion, and good-grooming hints, and information about Girl Scout activities and events. Woven into its contents are the ideals and principles of Girl Scouting.

All 12 Girl Scout regional conferences that convened in the fall of 1950 numbered Senior Girl Scouts among their participants. But among the spectacular instances of girls' participation in working and planning for the welfare of youth was the Midcentury White House Conference on Children and Youth. Four Senior Girl Scouts were members of the advance planning committee, and four acted as official representatives of the Girl Scouts of the United States of America at the conference. Many others—young people who attended the conference as delegates of other groups—were Senior Girl Scouts also.

All in all, 1950 has pointed the way toward more and more planning by girls in the affairs of the organization. The important achievement was, and we hope will continue to be, that Girl Scouts learn how to take their places in their community and know how to contribute for themselves as well as for other young people when the opportunity comes to them.

PROGRAM EVALUATION AND LEADERSHIP TRAINING SURVEY

A program of the size just briefly described can be thrown off balance or become static unless there are safeguards. For the Girl Scout organization, its strength lies in the constant question, constantly repeated, "How can we make the program better?" Back in 1945, the national organization, working with eight Girl Scout councils, began a survey of what went on in the troops. Two hundred and twenty-one troops were visited to find out where the girls and their leaders needed the most help. The councils were Baltimore and Baltimore County, metropolitan Detroit, Fort Worth, Los Angeles, New Orleans, Greater New York, Philadelphia, and Allegheny County (Pittsburgh). This survey led directly into a large-scale project, beginning in early 1949, which took surveyers (31 national staff members) to every corner of the United States and covered various types of communities, farming and industrial, isolated country and teeming city. This time not only program but leadership training was examined.

Fifty-four Girl Scout councils in 30 States (plus the District of Columbia) participated in this self-examination. Big troops and little troops, successful troops, and not-so-successful troops were visited to observe what Girl Scouting was actually bringing to its girls. The national staff members and the local Girl Scout adults conducted this survey together. They questioned the girls; interviewed leaders, trainers, and other adults; observed the meetings of 346 Brownie Scout troops, 474 Intermediate Girl Scout troops, and 96 Senior Girl Scout troops. The camp program was also brought into the picture, so that the total project included the results of

visiting 26 Brownie units, 39 Intermediate units, and 3 Senior units in Girl Scout camps.

States in which one or more councils were visited

Alabama	Massachusetts	Pennsylvania
California	Michigan	Rhode Island
Colorado	Minnesota	South Carolina
Connecticut	Missouri	Tennessee
District of Columbia	New Jersey	Texas
Florida	New York	Virginia
Georgia	North Carolina	Washington
Illinois	North Dakota	West Virginia
Louisiana	Ohio	Wisconsin
Maine	Oklahoma	
Maryland	Oregon	

It is still too early to have the final results, but already some general trends are obvious. The outdoor program needs to be strengthened. Leaders need help in developing the girls' skill in planning their own activities. The findings of such a study, when they are finally translated into concrete improvements, will be invaluable in bringing better Girl Scouting to the Girl Scouts.

THE ADULT IN GIRL SCOUTING

A good program for girls cannot be divorced from a good training program for the adults who work directly or indirectly with the girls.[6] It is not generally known that there are hundreds of thousands of women—and men—who are also "Girl Scouts." They are found wherever there are Girl Scouts. They have joined the organization because they profoundly believe in its worth to their children and to our country. Of the 1,612,074 members of the Girl Scouts of the United States of America on June 30, 1950, 370,080 were adults.

Adults in Girl Scouting, June 30, 1950

149,632 were leaders and assistant leaders.
181,402 were troop committee members.
1,248 were local professional workers.
37,798 were members of local boards; adult workers at the council, district, and neighborhood level; Associate Girl Scouts; and volunteer and professional workers at the national level.

Training Adults

Few people think of the Girl Scouts in terms of adult education—yet one could describe in this way the training work of the Girl Scouts

[6] "The Girl Scout Organization believes that the success of the movement is dependent upon adult leadership qualified for the service it is giving."—National Policies, Girl Scouts of the U. S. A.

with the more than a third of a million adults in its ranks. A constant training program must be carried out to help people do their jobs better and to equip new people. Leaders must be trained in ways of working with girls; trainers must be trained to do their jobs. Board members, committee members, and neighborhood workers attend institutes and training courses, both national and local, with the sole end of bringing better Girl Scouting to the individual Brownie, Intermediate, and Senior Girl Scout.

From its very beginnings, the organization has believed that training should be done where the work is done and the needs are evident. Leadership training is almost entirely given by local councils, with the national organization supplying source material and guides. In 1948, local councils reported that 73,356 leaders and assistant leaders (66 percent of the numbers registered) took training.[7] In 1950, national staff members who worked with local councils put much of their attention on improving local leadership training, with special emphasis on outdoor activity in the content of the courses.

The Girl Scout Leader

The leader is the adult closest to the girl; consequently, the equipment she brings to her job has a direct bearing on the Girl Scout life of the girl. New ideas were funneled to her continuously in 1950, as they had been since 1924, through The Girl Scout Leader. As of December 31, 1950, 231,000 adults received this 16-page monthly magazine with help in program building, the techniques of leadership, the understanding of girls, and other skills. In addition, Leadership of Girl Scout Troops, a guide book for Intermediate leaders, and the Leader's Guide to the Brownie Scout Program were issued in completely revised editions. The Lone Troop Mailing was issued by the national organization for leaders of lone troops (there were 19,000 leaders and assistant leaders of lone troops in 1950). Lone troops are those troops not yet under the guidance of Girl Scout councils. The Lone Troop Mailing supplies to these leaders some of the help that councils offer to leaders under their jurisdiction, including self-training material. A correspondence course is also provided for lone leaders. Thus the leader who is 2 days removed by car from the nearest other Girl Scout leader, is still able to learn what she needs and wants to learn in order to make it possible for her to lead her Brownie or Intermediate or Senior troop.

The Program Evaluation and Leadership Training Survey (see p. 6), which was completed last year, pointed up the great need for improvement in the training of leaders. It takes skill and practice and insight to know how to handle groups of young people, even once a week, and to know how to teach children democratic ways of running

[7] Latest summary available.

their troop and how to plan for themselves. Girl Scout leaders have been very willing to accept help and to work with others. With the results of the survey in hand, the immediate future should show an increase in the supervision and consultation made available to them.

They deserve tribute, these women. There are 149,632 of them—67,037 Brownie leaders, 74,946 Intermediate, 7,649 Senior (June 1950). They are housewives with families of their own, or businesswomen with many responsibilities. Yet of their own volition, because they enjoy children and feel that Girl Scouting is a valuable experience, they give their time for troop meetings once a week, for hikes or other outdoor activities on week ends, for leadership training and/or other meetings during the week.

Other Volunteer Jobs

Troop committee members constituted an even larger number of Girl Scout adults in 1950 than leaders did. About 180,000 men and women served on troop committees. A troop committee is the group of adults interested in one troop of girls—it may have organized the troop in the first place. Its members may have helped select the leader. When the girls need help in finding a meeting place, or planning a camping trip, or considerable adult help for a project, the troop committee gives it to them.

Every Girl Scout troop is encouraged to have a troop committee, and in places where lone troops exist because there is no Girl Scout council, there must be a troop committee, which has the whole responsibility for the Girl Scout program. The troop committee's main interest is in its own troop. The three to five adults who make up this committee can naturally do a better job if they are trained. Therefore, training is provided for them in the fundamentals of Girl Scouting, their functions, the needs of young people, and so on. A new training filmstrip was issued in 1950 entitled "Troop Committees at Work," which leaders and councils have already found valuable, to judge by the enormous demand for copies.

There are many other functions that adults perform in their Girl Scout capacity, too numerous to describe here. The list given on page 7 will give some idea of their numbers, however, and something of the size of the training and supervisory program entailed in making the most of their services to the girls in their towns and cities. The national organization in 1950 continued its work of developing standards for selecting and recruiting volunteers as well as in training and supervising them. A training committee manual was issued for the use of local training committees. By no means the least of the work in 1950 were the courses that the national organization planned and gave for local volunteers all over the country.

Type of course	Number of courses	Attendance
Program institutes	52	3,497
Camp directors' courses	29	564
Volunteer trainers' courses	20	272
Volunteer supervisors' courses	2	16
Courses for board members	8	175
Job institutes	82	1,655
Total	193	6,179

Each person who is reached through such courses reaches, in turn, scores of other adults who already are or who may be interested in the Girl Scouts. One national staff member stationed in the West tells of a committee chairman (who attended an institute) who sought her out at a conference the following month to say that the institute was so helpful to her that the next day she recruited six new leaders and they were really "selected."

At this point mention should be made of the Edith Macy Training School. This school, located in the rolling hills of Westchester County, near Pleasantville, N. Y., each year attracts hundreds of Girl Scout adults. During 12 weeks in the summer of 1950, 698 students attended its 33 courses, learning such widely separated subjects as how to bake in outdoor ovens and how to train effectively according to the latest methods. Two hundred and sixty-five students attended the 10 courses held primarily for leaders; 171 students, the 6 courses for professional workers; 23 students, the 2 courses for council members; 84 students, the 4 conferences on international work; 82 students, the 7 courses for volunteer trainers and supervisors; 73 students, the 4 courses on camping and outdoor skills. Some individuals attended more than one course. Many of the students held more one Girl Scout job back in their home towns, but it is interesting to reflect that those who went to Macy last summer divided up like this: 190 were board and committee members; 375 were leaders; 178 were professional workers; 102 were volunteer trainers and supervisors; and 48 were members of camp personnel.

An Organization of Volunteers

One of the unique characteristics of Girl Scouting, as a volunteer organization, is that it is run by its volunteers. They get the best professional advice they can find. But as nonprofit organizations go in this country, it is indeed rare that an organization has reached the numerical size of the Girl Scouts, steadfastly adhering to a basic piece of philosophy, namely that the strength of the movement is in large part due to its volunteer nature.[8]

[8] "Much of the Girl Scout organization's strength derives from the fact that responsibility for the movement rests primarily with volunteers."—National Policies, Girl Scouts of the U. S. A.

The size of the organization, however, has posed a considerable number of new problems. As it has grown, the organization has needed more people to do more and different jobs. For example, literally thousands of trainers are required to handle the mammoth job, year after year, of orienting new leaders. (In 1950, 70,418 new leaders and assistant leaders took over troops.) So, instead of increasing the professional staff to do this, a conscious choice has been made to train volunteers to do it. It is estimated that last year 4,000 volunteer trainers helped with training leaders and that 1,000 volunteer supervisors assisted professional workers in supervising troops.

The Girl Scout Professional Worker

Who is the Girl Scout professional worker? What does she do? In comparison with the total number of adults who volunteer their services to the organization, the adults who get paid for their work number only a tiny percentage. Fewer than 1 percent are in this category. The professional worker is prepared by training and experience to do the job, and works either in the local community or in the National Headquarters or a national branch office. She may be the Girl Scout executive in Little Rock, Ark., helping the adult volunteers develop good program in troops and coordinating all the Girl Scout work in that place; she may be an artist or a script writer working at National Headquarters on film strips or scenarios for full-length movies. She is paid by the local Girl Scout organization or by the National Girl Scout Organization. Whatever her duties, however, she is paid to advise and to guide, in a professional sense, the volunteers who are responsible for the work.

The professional worker must bring skill in human relationships and maturity, in addition to her particular professional technique, to her job.

In 1950, there were 1,248 professional workers in local communities, and 226 employed by the national organization, of whom 81 were based in the 12 national branch offices. Both local and national professional workers receive training when they come into the organization and they continue to receive training on the job. The national organization is responsible for all of this training.

During 1950, 253 local professional workers attended professional orientation courses. Attendance at other courses included:

Name of course	*Attendance*
Supervision of leaders	101
Training methods	116
Council administration	79
Program building	159
Administration of the outdoor program	129

In addition, experienced professional workers attended conferences and joint agency-school institutes.

Conferences, institutes, and orientation courses were also given for national staff members.

All this training has the same aim in mind—the more knowledgeable and understanding the adult is in this work, whatever her job, the better will be the program that is offered to Betty Clark in Alabama and to Elsa Svensen in Minnesota.

More Girls

This report up to now has presented the ways in which the organization tried to bring better Girl Scouting to its members last year. However, a complete story of the accomplishments in the area of Better Girl Scouting for More Girls must include the answers to the questions: "Were more girls reached? How were they reached?"

The answer to the first is "Yes. Girl Scouting did reach more girls." The total membership increased by 175,545; the girl membership by 129,861 from June 30, 1949, to the same date in 1950. On the following page there is a chart showing the spectacular growth of membership since the first troop was organized on March 12, 1912.

Girl Scouting reached more girls, for one reason, because there were more girls to reach. The youth population of the country rose along with the total population, but the important point is that girls, their families, and their communities wanted Girl Scouting because it satisfied a substantial need in the girls' lives—the need to learn new things, to be with other young people, to have fun and adventure.

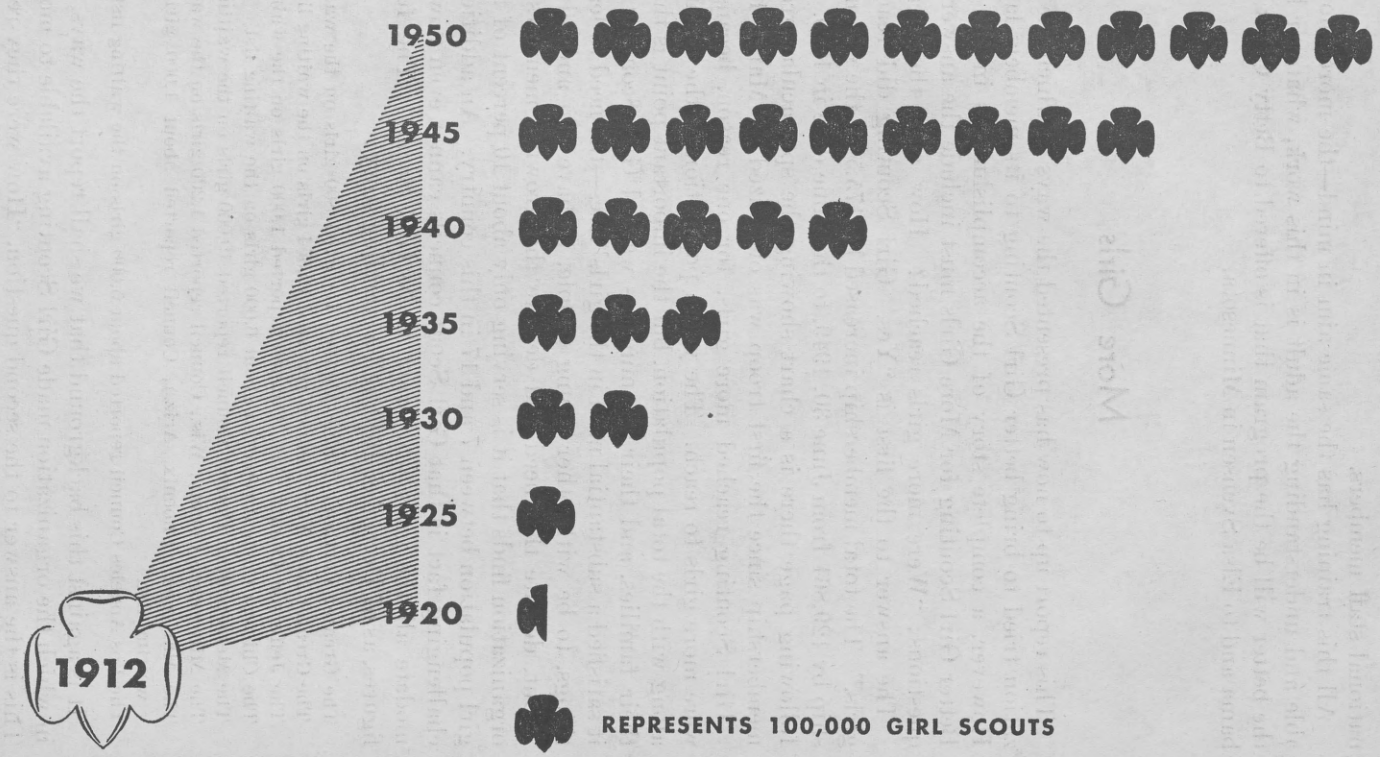
But, despite this need and despite the growing membership, the organization finds that it is serving only about 10 percent of the total girl population between 7 and 17 in this country. An additional and challenging fact is that Girl Scout councils cannot even now accommodate all the girls who want to be Girl Scouts. The following figures, as of December 1949, tell a startling story:

The Greater Portland, Maine, Council reported 800 girls on the waiting list.
The Greater New York Council reported 10,554 girls on the waiting list.
The Jefferson County, Ala., Council reported 1,000 girls on the waiting list.
The Chicago Council reported about 6,000 girls on the waiting list.
The Metropolitan Detroit Council reported 19,000 girls on the waiting list.
The Milwaukee County, Wis., Council reported 1,200 girls on the waiting list.
The Maricopa (Phoenix, Ariz.), Council reported about 1,000 girls on the waiting list.
The Los Angeles Council reported about 5,000 girls on the waiting list.

It is against this background that we shall report the ways, in 1950, in which the organization made Girl Scouting available to more girls. This is the answer to the second question, "How were they reached?"

They were reached in three ways: (1) Through total coverage (see below); (2) through reaching out for special groups, such as the rural

GIRL SCOUT MEMBERSHIP GROWTH



girls, handicapped girls, minority groups, and so on; and (3) through a program of community and public relations.

TOTAL COVERAGE

How can these girls be reached—those on the waiting lists and those in unorganized territory?

The National Board of Directors first tackled this question back in 1946. One way of reaching the girls might have been to increase the budget, staff, and services of the national organization to serve the then existing 1,609 councils and 6,794 lone troops, which varied, each one, in size, in kind, and in need of service. The other way was to recognize that local citizens were the ones best able to reach more girls in their localities. The first method would have created a top-heavy national organization beyond the ability of its members to support; the second would give strength and initiative to the local groups. Therefore, a long-term plan was developed whereby, in the following 14 years, every section of the country would be covered by a council responsible for providing Girl Scout opportunities to its girls. Hence the term total coverage. Under this plan, all lone troops would gradually come under the aegis of a council. The goal is to have *all unorganized territory covered by a council, either an existing one, or one that will be organized,* by 1960.

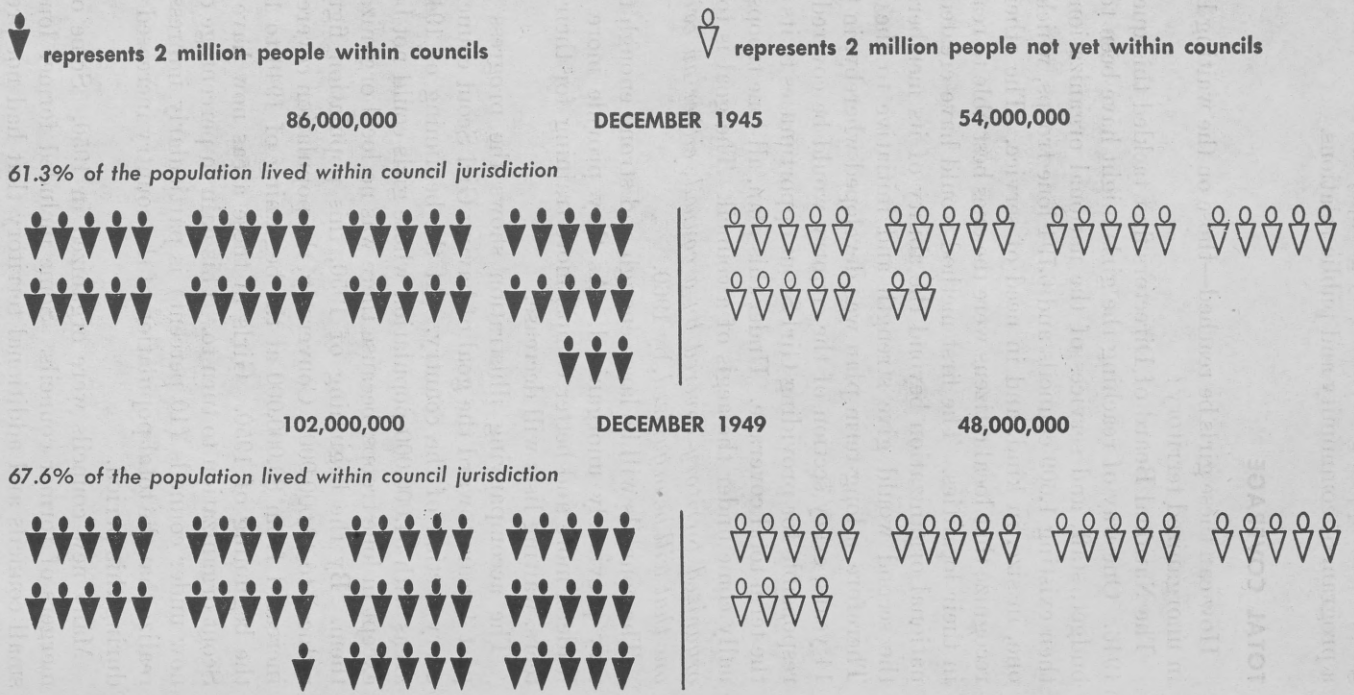
The councils will be large enough and strong enough to serve territory previously unorganized. As they provide more troops, more leaders, more and better camps, more training for their adult volunteers, waiting lists will decrease.

The accompanying illustration shows the progress made in the past 4 years toward the goal of having Girl Scout councils that cover every section of the country. At the beginning of 1946 there were areas with 54,000,000 population whose girls could not be Girl Scouts except in lone troops, because there was no local organization to serve them. By the beginning of 1950, this population figure had been reduced to 48,000,000. Conversely, the population covered by councils increased from 86,000,000 at the beginning of 1946 to 102,000,000 at the beginning of 1950. Girls in these areas now have a local Girl Scout organization to turn to. This gain in percentage of population now under councils (10 percent) is particularly impressive when we realize that the total population of the country increased by 10,000,000 during this period.

Many new councils were organized in 1950. Some of them were mergers of former councils. Some included former lone troops and small councils and additional territory that had not previously been organized. Interestingly, the 1,458 councils in June 1950, covered more geographical area than the 1,484 councils of the previous year, showing progress in following out the plan for total coverage. Yet

PROGRESS TOWARD TOTAL COVERAGE

Based on United States Population Statistics



the number of lone troops increased from 8,204 to 8,960 which again proves the need for total coverage to meet the demands for Girl Scouting in places where it doesn't exist.

SPECIAL GROUPS

Troops on Foreign Soil

A small but interesting part of the membership belongs to American troops on foreign soil. It is not surprising that citizens of the United States living abroad with children should want for them the same experiences they would have in the States. If all the requirements for leadership and membership are met, the national organization encourages and sanctions lone troops of American girls in other countries, subject to the approval of the sister Girl Guide or Girl Scout movement in the particular country. Presently, there are 141 troops in various parts of the world. There always were a few troops in mission schools and in places like Paris, where many Americans lived, but since World War II, the number of American children abroad has increased rapidly, especially with military and government personnel stationed in far-away places. In addition, there are the families of men whose business interests are in foreign countries.

Since the war more families have accompanied the men abroad. The mothers and wives have found a natural outlet for their energies in organizing and leading Girl Scout troops; and the program itself has helped the girls develop constructive activities. In extremely isolated places, a base in Greenland, for example, Brownie-age children have successfully combated restlessness and boredom through the Girl Scout program. As of December 31, 1950, there were 2,548 Girl Scouts and 854 adult members in Austria, Bermuda, Chile, Costa Rica, Cuba, England, Germany, Greece, Iran, Italy, Japan, Mexico, Netherland West Indies, Paraguay, Peru, Philippine Islands, Saudi Arabia, Venezuela, and the international city of Trieste. Of course, the membership and leadership are transient; nevertheless, in wearing their uniforms, going on hikes, studying the country they live in, and meeting its Girl Scouts and Girl Guides, the girls have successfully used Girl Scouting as a link with home and a key to their life in a new country.

Handicapped Girls

A typical letter came to National Headquarters during the summer of 1950. It read:

> The value of the Brownie troop of the Girl Scouts is immeasurable to the lives and future well-being of the 10 speech-handicapped girls who are members of the troop. For the first time, these children are learning to play and cooperate

within the group situation. Their games, their songs, their field trips, and their projects have taught them to identify themselves as average American girls. Ofttimes, a parent reports that her daughter, a member of the troop, has done an activity never before attempted and upon each such occasion the child has prefaced her attempt by, "I am now a Brownie. I can do such and such."

Another interesting account came from a Midwest State school for the blind. It described the year's activities of an Intermediate troop as follows:

Wrote Braille letters to School for Blind in Montreal.
Two dozen hyacinth bulbs sent to them from Senior Troop OO in Roswell, N. Mex., for their Second-Class requirements on agriculture.
Wrote to friends in England, Girl Guide Co., leader transcribed them.
Sang carols in home for aged, hospital, and orphans home.
Financial help to orphan babies through calendar sales.
Basketry taught them by occupational therapist.
Have blind "schoolmates overseas."
Had a real camping week end with Senior planning board.
Made hot-pan holders to show appreciation to Seniors.
Learned child care at orphanage.

A camp report related:

The work depends upon the handicap. As far as possible every girl takes part. As an example, a cerebral palsy case with marked spastic symptoms rejoiced in her particular assignment. This was to place forks and spoons on the tables of the campers. With about 60 in the group, it took a full 2 hours but her satisfaction in knowing we could not eat until she had set things up was very evident. This question is really much easier discussed in person than at long distance. It is enough to indicate that no girl is so handicapped that she must be excluded entirely from work in camp. The wheel-chair squad are the eyes for those who can use their hands. Participation in games is dependent on the type and extent of handicap, but each one has a chance to take part in some way.

The Girl Scout program has been successfully used for girls with a variety of handicaps in troops in institutions where the girls live, in normal troops to which the girls are admitted as any other girl. It was first started in 1931, sparked by the 1930 White House Conference on Children, which stated that "* * * the handicapped child (was) one who had the right to grow up in a world which does not set him apart * * * but which welcomes him exactly as it welcomes every child, which offers him identical privileges and identical responsibilities." In 1950, there were almost 300 such troops in institutions, special schools and hospitals for blind, deaf, orthopedic, cardiac, mentally retarded, and other handicapped girls.

Leadership training has been of special use to their leaders. Many of the troop leaders have, of course, been staff members of the particular institution or hospital, but most of them are women without specialized training whose good sense and intuitive feeling for girls can successfully be applied to any group of girls. Sixteen leaders of troops for the handicapped received scholarships through the Arthur

T. White Scholarship Fund to attend a special training course at the Edith Macy Training School in the summer of 1950.

All the handicapped girls (except those with mental and social handicaps) register individually, as do their sister Scouts, with the same privileges and responsibilities. This is a special advantage for those girls who eventually leave the hospital or institution, because they can then join a local group wherever they settle. Experiments began last year to see if the same advantages of transfer could be applied to socially handicapped girls (those who were confined to correctional institutions) who desperately need the self-confidence and feeling of belonging to make a proper adjustment to society. One of these studies was undertaken with the cooperation of the California Youth Authority in developing the plan with the Los Guilicos School in Santa Rosa, Calif.

Two other contributions were made for helping blind girls. The American Printing House for the Blind made possible the Braille printing of the revised Girl Scout Handbook, the book for the Intermediate Girl Scout that contains all the information on the program, its activities and requirements, and the movement. One copy was sent to the library of each institution caring for blind children. In addition, the New York Association for the Blind was given permission to reprint in its magazine, Searchlight, 16 stories from The American Girl, the magazine for 10- through 17-year-olds published by the Girl Scouts.

Girl Scout troops for the handicapped, July 31, 1950

Region	Blind	Deaf	Orthopedic	Epileptic	Cardiac	Mental	Social	Mental and social	Blind and deaf	Rheumatic fever and/or tuberculosis	Cardiac and orthopedic	Mixed	Total
I	3	4	8	1	------	3	3	------	------	1	------	1	24
II	4	15	8	2	1	4	1	------	------	1	1	1	38
III	5	10	2	1	------	1	3	3	------	1	------	1	27
IV	2	2	3	------	------	1	3	------	2	------	1	------	14
V	6	4	3	------	------	1	------	------	------	------	------	------	14
VI	4	5	5	1	------	------	2	2	------	------	------	------	19
VII	6	13	10	------	1	8	------	1	------	1	11	8	59
VIII	5	7	6	------	------	1	2	------	------	------	------	1	22
IX	3	5	4	1	1	3	1	------	------	1	1	------	20
X	3	4	3	------	------	------	------	------	------	1	1	1	13
XI	1	------	------	------	------	1	------	------	------	------	------	------	2
XII	2	6	10	------	------	1	5	2	------	1	------	3	30
Total	44	75	62	6	3	24	20	8	2	7	15	16	282

There are many more handicapped girls, whose exact number is not now known, who live at home and belong to regular Girl Scout troops. Such membership helps them overcome their loneliness and feeling of being "different," and it is also of immeasurable help to normal girls to become friends with children less fortunate than themselves. As

Dr. Howard A. Rusk so aptly remarked, "Through Scouting for all girls we can help alter the prejudice the able-bodied too frequently exhibit toward the physically handicapped."

The national effort of the Girl Scouts in this area, both in published material and through personal contact, was directed primarily toward helping the local council assume responsibility for reaching the handicapped girl in its jurisdiction. As with all phases of Girl Scout activity, the more local interest is aroused, the greater will be the results.

Other Special Groups

Two thousand dollars was granted by the Juliette Low World Friendship Fund [9] for the promotion of Scouting among American Indian girls, and plans were developed with the Indian Service of the United States Government. Regions covering the States of Texas, Oklahoma, New Mexico, Minnesota, North Dakota, South Dakota, Arizona, Utah, Nevada, and California have extensive programs, although other Girl Scout regions with large concentrations of Indians will have projects also.

No report for any year on Girl Scouting would be complete without special reference to the efforts that are continuously being made to reach girls who, because of their place of residence, religious affiliation, or racial or economic group, need special attention to draw them into Scouting. It is a cardinal principle that Scouting is open to all girls,[10] yet an analysis of the membership shows that there are many groups that are reached inadequately. Untiring efforts were made to reach all girls who were "different" from the prevailing economic, religious, or social group in the community. According to a study of troops active on December 31, 1949, 65 percent of the girl members, or 720,000, were affiliated with some Protestant church; 23 percent, or 250,000 were Roman Catholic; 3 percent, or 35,000 were Jewish; and 1 percent reported either some other religion or no religious affiliation. For about 8 percent of the girls there was no report on religious affiliation.

Efforts to extend Girl Scouting to girls of all races and creeds branched out in many different directions. The most important effort was through the program, in which the differences among people are approached with acceptance and understanding. This began with the young Brownie in her own troop, who was helped to understand and get along with the other Brownies in the same troop, right through to the Senior Girl Scout, who studied the ways of other nations in preparation for Senior conferences or for an international encampment where scores of races and nationalities gathered and camped together.

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[9] See ch. 3.

[10] "Membership in the Girl Scout movement is open to all girls and adults who subscribe to the Girl Scout Promise and Laws."—National Policies, Girl Scouts of the U. S. A.

Another important means was through the effort to recruit enough leaders so that no girl would be deprived of a chance to join a troop if she wanted to. As with similar youth organizations, the adult is a key factor in making the program available to all groups. Both on a national and a local scale, the Girl Scout organization has striven to recruit adults from among those groups whose girls have not had much opportunity to take advantage of Scouting; and as adult representatives of these groups have come into Girl Scouting as leaders, as members of troop committees, local boards, and board committees, girls from these groups have come to belong also.

Similarly, through national and local cooperative efforts with other agencies, and through a program of public relations, the Girl Scouts brought their story to the public. The type of public relations effort and the extent of our community relations effort are discussed below from a broader point of view. It is necessary to remember that successful interpretation to the public and cooperation with other agencies, will increase the growth of membership among all groups.

PUBLIC RELATIONS

The third avenue by which the organization reaches more girls is through its program of public relations. This is not directed toward girls but toward adults. It is a whole program of interpretation through all available channels—radio and television, movies and film strips, the press and magazines, publications, and community relations. Some of these media are utilized for educational purposes within the organization also, but their main purpose is to find and tell the Girl Scout story to the community-minded man or woman who is a potential volunteer or supporter.

As noted in earlier pages, the key to membership growth is the adult volunteer, a phenomenon by no means limited to this organization alone. Before more girls can be given the advantages of Girl Scouting, there must be enough adult leaders and volunteers, well-trained people, to do the essential community jobs and to lead troops.

A public relations program for a movement that has its roots in the towns and countryside of a broad country logically operates there also. Nearly every Girl Scout council has a public relations chairman or committee so that a systematic approach can be developed to reach the general public—to interest potential leaders and other volunteers. A successful troop camp, reported in the local press, or an incident like the one in Longview, Wash., when a young girl was lost in an icy forest and survived primarily because of her Girl Scout training, captures the imagination of many men and women and makes them think, "Why, this Girl Scouting is a good thing!" When a chance comes to these people to give their services and skills, they do.

The national organization, through the help of specialists, develops techniques and makes suggestions to the Girl Scout council on the most effective ways of doing the public relations job. However, there is another important part of this Nation-wide interpretive job and that is in laying the ground work for good community relations—in Kansas City, San Francisco, or Xenia.

The Girl Scout organization is itself considered a resource by other agencies and organizations, but it needs and depends upon the support and cooperation of other community groups, too. The community chest is an obvious example of a coordinating, community-wide agency which has consistently supported the local Girl Scout council through finances, and there are hosts of other agencies with which the national organization, as well as the local council or lone troop, maintains contact on cooperative community projects or in seeking sponsorship for its troops. There are other youth-serving organizations; agencies that are interested in youth, such as service, veterans', labor, and other civic groups; educational and religious groups; coordinating groups like councils of social agencies, camping associations, and so on; societies with special aims, such as the Red Cross, safety councils, the National Foundation for Infantile Paralysis. The Girl Scout national organization cooperated with about 150 organizations on specific projects last year, and locally there was great activity.

During 1949, practically all Girl Scout councils reported some kind of cooperation with other groups. For example, 81 percent of the councils submitting reports showed cooperation with churches, synagogues, and religious youth groups; 79 percent with schools and colleges; 33 percent with youth organizations (such as YMCA and YWCA, Boy Scouts, 4–H Clubs, and so on); 88 percent with private organizations interested in education, recreation, health, or welfare, such as the Red Cross and parent-teacher associations; 69 percent with men's organizations; 74 percent with women's organizations.

For this same period, 83 percent of the councils reported that troops received some kind of assistance from other organizations, such as sponsorship, or the provision of meeting places.

One of the special areas of cooperation in 1950 was with public school organizations. The National Girl Scout Public School Advisory Committee was revitalized, with more than 20 prominent school administrators becoming members of the committee. School administrators, at their meetings, interpreted and discussed Girl Scouting in terms of its value to the schools. In civil-defense preparations, cooperation was begun with State commissioners of education. The parent-teacher associations also displayed increasing interest in working with Girl Scout councils, particularly in the field of health and safety, a common interest of both organizations. There were joint PTA and Girl Scout recreational projects such as dance festivals, dramatic skits, radio programs, community sings, barbecues, camping,

Excerpt from Report of Intergroup Relations

Prepared by Volunteer and Staff Committee, May 1950

Part IV

The Girl Scout organization believes that girls and adults of all faiths, of all races, and of all national heritages should have equal opportunity to express the ideals of democracy by participation in its program. It believes therefore through active participation in the Girl Scout program its members can make a significant contribution to:

1. The improvement of intergroup relations to the end that prejudice and discrimination against particular groups as such be lessened and ultimately eliminated.

2. The building of a better understanding of the true meaning of democracy which implies acceptance and respect for people of different cultures, either as individuals or as groups.

The Girl Scout organization is fortunate in having as its basis a philosophy which affirms the value of good intercultural relations expressed in words understandable to girls of Scout age; if accepted as a way of life, it contains within it true intercultural orientation. As part of a world organization the Girl Scout in the United States is a sister to girls of many races, nationalities, and religions. The bonds that unite her with her sister Scouts begin in her own patrol and troop; but they do not end there, for through her various contacts and experiences with other Scouts or Guides, she may span oceans and cross numerous frontiers. This makes an adventure of the words intercultural goals, which to a girl could easily be dull and uninteresting.

Therefore, with a sound philosophy, an activity program which implements this philosophy, and with thousands of eager girls within our membership waiting for adventure, we believe that we can work toward the achievement of our intercultural goals. In order to do this we urge our entire membership to give constant thought to the ways in which we can better interpret and put into practice the Girl Scout Promise and Laws as a medium for intercultural understanding. This includes consciously and effectively creating opportunities within our program for girls to develop an interest in and appreciation for the contribution of various nationalities, races, and religions to the composite of American culture; to participate in activities with girls of different cultural backgrounds, and to demonstrate and put into practice attitudes of mutual respect, courtesy, and friendliness when participating in Scout activities and working and playing with girls of other nationalities, races, and religions.

In this process girls should be helped to understand what prejudice is and what creates it; to discuss and analyze attitudes in themselves and others which are not consistent with American democracy and are not in accordance with the Girl Scout Promise and Laws; and to look for and appreciate likenesses that are common to all human beings and use these to overcome prejudice.

Girl Scouting serves all girls, and a Scout's experience may be in a group of girls of the same cultural background or of varied cultural backgrounds. Whatever the case, many opportunities for intercultural enrichment can be found and should be sought by every adult who participates actively in the Girl Scout program either as an administrator or as a leader of girls.

These goals are comprehensive: Their attainment assumes learning to love one's neighbor as one's self; and enlarging one's concept of the brotherhood of man to include all men. We recognize that the force which gives life and meaning to such a program is a spiritual one, and that the spiritual values common to all religions are the basic values of our intercultural goals.

nature hikes, and cook-outs. In 1949, 71 percent of the local councils reporting their activities to National Headquarters indicated cooperation of some kind with parent-teacher associations.

Much effort went into developing relations with service clubs—the Kiwanis Clubs, Rotary Clubs, Business and Professional Women's Clubs, and other such groups. Articles on Girl Scouting appeared in their national organs, and a new Girl Scout flier, Girl Scouting and Your Organization, was widely distributed to service clubs, fraternal orders, and veterans' organizations. The Junior Chamber of Commerce and Kiwanis Club sent this flier to all their local units and suggested guides for Girl Scout councils in working with their local branches.

In addition, Working with Religious Groups, addressed to Girl Scout councils, and Girl Scouting and Religious Groups, addressed to clergymen and other religious leaders, were produced in 1950. They were used by national staff members in training and on the local scene as guides in working with religious organizations.

In a report of this size, only the highlights of the year's accomplishments can be presented. This first chapter has related the essential facts about the first of the organization's three emphases, Better Girl Scouting for More Girls. What follows is a description of the work done in improving and extending camping, also an emphasis in 1950. Although it has been necessary to compartmentalize this story, it is important to remember that camping, or international activities, or civil defense are not at all separate from the program in the troops, the training and recruitment of adult volunteers, or a public relations program. All these activities come to a connected point on Monday, Tuesday, or Friday afternoon, or whenever girls gather together to play and learn the Girl Scout way.

RESOURCE MATERIALS ISSUED IN 1950

Films:

The Story of a Brownie Scout Troop.
The Story of a Girl Scout Troop.

Film Strips:

The Troop Committee at Work.

Publications (new or completely revised):

The American Girl and You.
Annual Pictorial Review 1949–50, Building a Better World.
Dramatics for Girl Scouts.
Driver Education Program for Senior Girl Scouts.
Girl Scouting and Religious Groups.
Girl Scouting and Your Organization.
Girl Scouting for Rural Girls.

Jobs With a Future.
Leader's Guide to the Brownie Scout Program.
Leadership of Girl Scout Troops.
National Policies, Girl Scouts of the U. S. A.
Safety-Wise.
Services of the National Organization to Its Local Units.
Training Committee Manual.
Troop Organization Manual.
Volunteer Jobs—Program.
Working Together in a Large City Council.
Working With Religious Groups.
You, a Professional Worker.
Your Ticket to Popularity—Good Manners.

PERIODICALS:

The American Girl (published monthly, for girls).
Copy (published six times in 1950, for public relations committees).
The Girl Scout Leader (published nine times a year, for leaders and other Girl Scout adults).
News Letter (published 10 times in 1950, for professional workers).
Program Pointers (published three times in 1950, for program committees).
Shop Talk (published twice in 1950, for staff and office committees).
Tips on Training (published twice in 1950, for training committees and trainers).

RECORDING: Betty.

COOPERATION WITH OTHER GROUPS—1950

The national organization works with many agencies on many different projects of common interest. The following lists some of those with which there was cooperation in the areas covered in this chapter, such as training and recruitment, work with handicapped children, community relations, and so on.

Adult Education Association.
Adult Education Council of New York City.
Advertising Council.
Advisory Committee on the Study of Social Work Salaries.
Aetna Life Insurance Co.
Altrusa International.
American Association of Health, Physical Education, and Recreation.

American Association of Instructors of the Blind.
American Camping Association.
American Educational Theatre.
American Forest Products Industries.
American Forestry Association.
American Friends Service Committee.
American Heritage Foundation.
American Humane Association.
American Jewish Committee.
American Kennel Club.
American Nature Association.
American Numismatic Association.
American Philatelic Society.
American Printing House for the Blind.
American Public Health Association.
American Red Cross.
American Rose Society.
American Wild Life Association.
Association for Aid to Crippled Children.
Association for the Prevention of Blindness.
Association of Casualty & Insurance Cos.
Association of Junior Leagues of America.
Association on American Indian Affairs, Inc.
Automotive Safety Foundation.
Benevolent and Protective Order of Elks.
The Borden Foundation.
Boy Scouts of America.
Burry Biscuit Co.
Business and Professional Women's Clubs.
California Department of Employment.
California Recreation Commission.
California Youth Authority.
Camp Fire Girls, Inc.
Chamber of Commerce of Greater Boston.
Children's Book Council.
Community Chest of Greater Boston.
Community Chests and Councils of America, Inc.
Conference of Schools and Agencies.
Defenders of Fur Bearers.
Division of Special Classes, Jefferson City, Mo.
Division of Special Education, Kansas City, Mo.
Evaporated Milk Association.
Film Council of America.
Friends of the Land.
Garden Clubs of America.
General Federation of Women's Clubs.

Housing and Home Finance Agency.
International Education Association.
International Federation of Catholic Alumnae.
Isaak Walton League of America.
Jewish Welfare Board.
John Hancock Mutual Life Insurance Co.
Junior Chamber of Commerce.
Kiwanis Club.
Lions International.
Loyal Order of Moose.
Marine Museum (Mystic, Conn.)
May Company (Los Angeles)
Metropolitan Life Insurance Co.
Midcentury White House Conference on Children and Youth.
Missouri School for the Blind.
National and Inter-American Music Week Committee.
National Association of Manufacturers.
National Audubon Society.
National Board of Fire Underwriters.
National Catholic Welfare Conference.
National Citizens' Committee for United Nations Day.
National Conference for Cooperation in Health Education Committee.
National Conference of Christians and Jews.
National Congress of Parents and Teachers.
National Cotton Council of America.
National Council for Historic Sites and Buildings.
National Council of Catholic Women.
National Council of Jewish Women.
National Council of Negro Women.
National Council of State Garden Clubs.
National Council on Social Work Education.
National Dairy Council.
National Dog Welfare Guild.
National Foundation for Infantile Paralysis.
National Health Council.
National Needlework Bureau.
National Office Management Association.
National Organization for Public Health Nurses.
National Recreation Association.
National Safety Council.
National Social Welfare Assembly.
National Social Work Conference.
National Society for Crippled Children and Adults.
National Thrift Committee.
National Tuberculosis Association.

National Wildlife Federation.
Needlework Guild of America.
New York Association for the Blind.
Pan American Union.
Rotary International.
Social Work Placement Service in California.
Social Work Research Group.
Social Work Vocational Bureau.
United Council of Church Women.
United Nations.
United States Chamber of Commerce.
United States Department of Agriculture.
United States Department of the Interior.
United States Department of Labor
United States Department of State.
Warner Bros.
William T. Hornaday Memorial Foundation.
Wool Bureau, Inc.
Zonta International.

2

MORE AND BETTER CAMPING

The word "Scouting" suggests camping to many people. There are two good reasons for this.

For one thing, the learning of outdoor skills and activities—how to light a fire, how to pitch a tent, how to find the way through the woods—has been an integral part of Scouting since Lord Baden-Powell first conceived the idea of boys as "scouts" who were able to take care of themselves in any kind of situation. In the first American Girl Scout troop, which Juliette Low formed in Savannah, Ga., in 1912, hiking and nature were among the first activities. Even in those ladylike days, one history describes "a sudden exodus to Girl Scout camping and tramping in groups for the nature study and outdoor games the program offered. Savannah had its camp at Tybee Island. Washington had a camp of its own. * * * At Petworth, Md., * * * 2,000 people came to witness knot-tying contests, drill, and a campfire made with one match." Throughout the years, the Girl Scouts have given their members an opportunity to hike, to camp, to have fun out-of-doors.

The other reason why Scouting connotes camping is that the outdoor and camping activities themselves have been the great attraction of Scouting to young people throughout the world. For all that Girl Scouting may appear to Americans to be an indigenous American development, it is a world-wide movement with the spiritual bond of the Laws and Promise and strong fellowship achieved through similar activities. Girl Scouts everywhere camp. Year after year they have said that camping and the out-of-doors are the magnets that drew and held them to Girl Scouting.

Girl Scout camping is the Girl Scout ideals and activities transferred to outdoor living. The organization believes that camping is one of the most effective means of accomplishing the objectives of Girl Scouting—namely, the development of sturdy, self-reliant girls who through experience and fun during their youth can grow into healthy, well-balanced citizens. There is a new and thrilling experi-

ence for every young girl who goes to camp, whether for the first time or the seventh time.

Familiar chores are transformed into pleasures through doing them with others of their own age in a joyous atmosphere and in a new way. Even washing dishes takes on a new aspect when done in a scientific way, with song and laughter.

Many girls achieve the respect of their contemporaries at camp for the first time; this is a 24-hour-a-day setting, where the business of food, shelter, and fun are their concern. There is something every girl can learn from Girl Scout camping. Sharing and learning are inevitable in a camp situation. The girl shares and learns because she must in order to be comfortable and safe.

Girl Scout camping is different because all Girl Scout camps must combine four essential features. First, the program of the camps must be the Girl Scout program—the Promise and Laws are the guides for behavior, and the girls and leaders together plan the activities. Second, all the camps must be conducted in small groups, called units—each group with its own leadership. Third, the camps must not be set up to make a profit, but to make camping as widely available as possible to all girls. Fourth, all Girl Scout camps must be guided by the standards of health, safety, leadership, and management set up by the national organization.

Every Girl Scout council is expected from the time it receives a charter to provide camping fun for the girls under its jurisdiction. This may be through a day camp, an established camp, a troop camp, or a trip camp—the four types made available through the Girl Scout organization.

During 1950, a total of 13,171 camps were held throughout the country and on foreign soil, an increase of 19 percent over the previous year.

Summary—camp statistics, 1950

Type of camp	Total persons in camps		Total number of camps	
	1950	Percent increase over 1949	1950	Percent increase over 1949
Established camps	133,272	12	640	6
Day camps	209,444	18	2,005	11
Council troop camps:				
Fewer than 4 days	104,777	26	8,997	26
4 days or more	19,205	10	1,145	26
Lone troop camps:				
Overnight	2,023	[1]	153	−43
Longer than overnight	1,750	[1]	96	
Trip camps:				
Fewer than 4 days	514	4	30	36
4 days or more	1,598	29	105	18
Total	[2]	[2]	13,171	19

[1] Not available.

[2] Attendance at all types of camps cannot be totaled because there is duplication in attendance at the various types of camps. The sums of enrollment figures do not represent the actual number of different persons attending camp.

Day Camps and Established Camps

Day camping is, as its name implies, camping by the day. The camp is set up in a park or in a wooded place. The girls enjoy all the fun of camp life by day, but return to their homes for the night.

An established camp is a camp where girls from more than one troop live together in small groups for days or weeks. The staff is also in residence.

At both day and established camps the activities run the gamut of the Girl Scout program. The girls live together with their own age group, swim together, eat together, hike together—and meet with the whole camp group at special times—for certain meals, for a large campfire program. In their own units they learn to build fires and cook, first their own meal, then enough food for many girls. They learn to live with other people in close contact. They learn at first hand about nature—plants, birds, trees, animals.

In the recent survey of about 80 camp units, one question was put to the campers like this: "Why did you want to come to a Girl Scout camp?" and most of the girls answered unhesitatingly, "For swimming and hiking." When they were asked, "What do you like most about Girl Scout camping?" they answered, "Living in a tent outdoors."

THE DAY CAMP

Last year more girls went to day camp than to any other type of Girl Scout camp. Also more girls went to day camp than had ever gone before.

In 1950, a total of 209,444 girls and adults attended as compared with 176,753 in 1949, an increase of 18 percent. Girl Scout local groups reported a total of 2,005 day camps of 4 days or more, an increase of 196 over the previous year. The figure of 209,444 breaks down like this:

Brownie Scouts	95,432
Intermediate Girl Scouts	62,845
Senior Girl Scouts	6,763
Girls not Girl Scouts	15,113
Staff members	29,291

An interesting fact apparent in these figures is that the Brownie Scouts were the largest group attending day camps. Of course, the 7- to 10-year-olds are less likely to leave home without parents than their older sister Scouts, but still it was a rewarding experience for the children to be able to get the feel of living out-of-doors, perhaps preparing for more camping in future years.

Another interesting fact is that day camps served a far larger number of girls who are not Girl Scouts than the other type of Girl Scout

camp to which they can go, the established camp. In many communities where camping facilities are limited, agencies, families, and their children look to the local Girl Scout organization to provide camping for girls, even those who are not members of the Girl Scouts.

In all, about 60 percent of the Girl Scout councils operated or helped to operate day camps in 1950.

THE ESTABLISHED CAMP

In 1950, a total of 133,272 Girl Scouts and adults attended 640 established camps. The greatest number were Intermediates, and interestingly enough, nearly a fourth of them were 11-year-old girls. The breakdown of attendance at established camps is as follows:

Brownie Scouts	19,627
Intermediate Girl Scouts	87,705
Senior Girl Scouts	8,109
Girls not Girl Scouts	4,731
Staff members	13,100

Although only 36 more established camps were reported in the country in 1950 than in 1949, there were 13,658 more campers. One region, comprising the States of Michigan, Indiana, Illinois, and Wisconsin, reported by far the largest number of established camps, a total of 115. About half of the Girl Scout councils operated or helped to operate established camps in 1950.

Troop Camps

The troop camp is a camp planned and carried out by a troop—the girls and their leaders. Sometimes troops camp for just one night, sometimes for a week end; others set up camp for 1 or 2 weeks. The site also varies, and the girls may make camp in a cabin at an established camp site, or they may start entirely from scratch, clearing land, setting up their own tents, constructing such necessary facilities as wash houses, latrines, fireplaces, and so on.

With ingenuity and imagination, leaders can make troop camping possible even in a back yard. Here is an illustrative account of a back-yard camp by a group of girls who tell it in their own words:

Back-Yard Camping on Main Street

Our camping really began last winter when we first discussed it. It seemed impossible then, because there were so many things to get—a tent and cots, etc.—and, biggest of all, our parents' consent. One by one we got all the things we needed, even permission from our parents. Perhaps they thought we wouldn't carry it out, but we did. Our camp site was our back yard about 200 feet from

our house—No. 25 Main Street. In the middle of the summer my father built a floor for us out of scrap lumber and we set up the tent. A week later we moved in. We dug a hole and set a wooden box in it for an ice box. This we packed with newspaper and covered it with a board. We put ice in it every other day and always had cold food. We stored our nonperishable foods in a box under a poncho lean-to. On the side we hung our pots and pans. We found a flat packing case for a sink which very conveniently had a small hole at one end for drainage. The kitchen was our pride and joy. At first we had trouble with ants, but we learned to keep all opened food in tightly covered jars or cans. We dug our fireplace a little way from our tent. We built a fire in it for supper every night. We divided our chores into three groups: buying the food, taking charge of meals, and emptying trash and garbage and hauling water. At first we had trouble with mosquitos, but after a while we learned to fix our mosquito netting properly. All in all we had a fine time. My cat and all his friends slept on my bed every night.

The majority of troop camps, however, take place farther from home—in forests, fields, and mountains.

The national organization has felt for some years that too few girls were having a troop camp experience, and that one reason might be that the national standards seemed too complicated. In order to simplify them without sacrificing health and safety, troop camp standards were revised in 1950, and the pamphlet on standards was issued in a different form so that both leaders and girls would find it easy to follow, and interpretive material was added. To give leaders a greater sense of security in carrying on the outdoor program with their troops, new material for the use of trainers was also released—Training for Outdoor Leadership. The pamphlet Safety-Wise, given free to all leaders by the national organization, was completely revised in 1950.

There was a very large increase—26 percent—in the number of council troop camps of fewer than 4 days that were reported for 1950. The entire number of troop camps—whether reported by councils or by lone troops, and regardless of length of time—was 10,391, in which approximately 130,000 Girl Scouts participated. In 1949, about 100,000 girls went camping in 8,511 troop camps. These figures do not include Brownie Scouts, because the younger girls do not go troop camping. Almost one-quarter of the girls who could go troop camping (Intermediates and Seniors) did go last year.

About 60 percent of the councils reported some type of troop camping in 1950.

Trip Camps

Although the smallest number of girls went trip camping, this is the most spectacular and stimulating of the four types. It is also the hardest. It is therefore restricted to older Intermediates and Senior Girl Scouts, who must have perfected many of their basic camping

skills in order to undertake large-scale projects of this kind. More than 1,500 Girl Scouts went on 135 trip camps in 1950. They traveled on horseback, by canoe, bicycle, car, covered wagon, and even on foot. They went into desert country and the mountains; they camped by lakes, rivers, and the sea. Experienced campers in the Southwest took archeological trips of 2 weeks each under the direction of the Museum of New Mexico (the third year for this project). On these trips the girls participated in excavation, learned about the Pueblo Indian cultures, and absorbed at first hand the fascination of geology and American history.

Among the interesting Mariner Scout trips reported were the cruises taken aboard the brigantine *Yankee* by 10 troops from New York, New Jersey, and Connecticut.

Here is an account of another trip, by a Senior Girl Scout in her own words:

A 5-day trip camp in Virginia's Blue Ridge Mountains! Sounds like fun, doesn't it? It was! Those of us, Senior Scouts and leaders, who went this summer will never forget it.

It all started with the training for the Western Hemisphere Camp teams the summer before. After that training we dreamed of a hiking trip along the Appalachian Trail, and without that experience we would never have gone. As soon as troop meetings began in the fall we set to work.

Eleven people went, among whom we were enormously proud to have Ton de Haan, camping here from Holland. The last week in August we drove from our established camp to Virginia's Shenandoah National Park, where the Maine-to-Georgia trail runs close to the Skyline Drive.

We slept in the shelters provided by the Appalachian Trail Club. These are three-sided structures with a dirt floor, six bunks (the rest of us slept on the floor), and a table. Outside there was a fireplace, nearby a latrine and a garbage pit. There was a spring only a short distance away.

The shelters are 7 miles apart and for 4 days we hiked from one to another. One day we remained at our shelter and explored the countryside. Altogether we covered 38 miles.

There was so much to see—we rested on a rocky point, watching the hills below us in the brilliant sun; we stood in silence in a moonlit meadow; we climbed the side of a high waterfall and washed in the icy shower at the bottom. It was things like these that made all aches vanish, that made our sleep sound and our laughter light.

This is a real culmination of troop life, troop camping, working, and having fun.

Camping Skills

Camping starts for the Girl Scouts long before they go to camp. It begins in their troop meetings, where they learn simple outdoor skills and the skills of teamwork. A Brownie Scout may not realize it, but when she helps the troop plan a party for the mothers, she is acquiring a skill essential to good camping—she must take responsi-

bility, carry it out, and work with her fellow troop members. Then, when her troop decides to have a simple cook-out, she can do her share and her assigned job—from clearing a place for a fire to stirring the cocoa as it cooks.

On short hikes she learns how to find directions with a compass, how to lay and follow a trail, how to use a knife safely, how to build a fire and cook a one-pot meal. These are fun in themselves—they mean "Scouting" to the Brownie—and they prepare her for the more advanced outdoor activities and camping of the Intermediate and Senior programs.

The outdoor program holds a special appeal for the Intermediate Girl Scout, and the names of the out-of-doors badges give a clue to the kind of preparation for advanced camping that she gets in her troop meetings: Foot Traveler, Back Yard Camper, Outdoor Cook, Campcraft, Explorer, Pioneer.

Much of the outdoor activity of a troop is carried on just for the fun of it, with no thought of badges to be earned, but the record of badges ordered by councils and lone troops gives some indication of the interest in the out-of-doors and nature fields. Nine percent more badges in the out-of-doors field were issued in 1950 than in 1949, and leading the list was Outdoor Cook, with more than 28,000. In the closely related field of nature, the increase was 11 percent. Nearly 80,000 badges in the out-of-doors field were issued, more than 85,000 in nature, and more than 70,000 in sports and games.

The Intermediate Girl Scout may go to day or established camp, or her troop may go troop camping. When she reaches junior high-school age, if she is an experienced camper, she may go on trip camps.

Since Senior Girl Scouts are not a large group in the total membership, naturally fewer Seniors attend camp than girls in the Intermediate and Brownie groups. However, the proportion of Senior Girl Scouts attending camps is similar or higher than in the other two age groups.

Beginning with the program in Senior Girl Scout troops, the Trail Blazer activities provide the background. This program, designed for Senior Girl Scouts who want to concentrate on outdoor skills, was revised in 1950. Stewardship of the out-of-doors is stressed throughout. Trail Blazers go hosteling, canoeing, mountain climbing. They may decide to become ski troops, mounted troops, ranger aides, emergency squads. Like all Girl Scout activity programs, the Trail Blazer program provides for progression in skills and experiance, and is tied in with the 11 fields of interest. Skills that the girls use in this program are such that will prepare them in case of a disaster or an emergency in the community, and will equip them to participate in international camping events.

In day and established camps last year, Senior Girl Scouts not only attended as campers, but a number of them also learned the

beginning skills of leadership. The desire of the girl of late high-school age to take a more mature role led to the development of the counselor-in-training program. For some years the Girl Scout camping program has offered this type of training for older and experienced Senior campers, but until 1950 no national standards or guides were provided. Material has now been prepared, based on reports from all over the country, to help camp directors find suitable adult personnel and select girls qualified for the experience. The counselor-in-training program covers two seasons of camping, the second one as in-service experience.

The Senior troop program includes training in game leadership and the teaching of skills. Opportunity for girls to practice their program aide skills is provided by established and day camps, where they live with their contemporaries in their own units but devote certain parts of their day to teaching their skills in Brownie and Intermediate units.

Camp Rockwood

Fifteen miles outside Washington, D. C., is located a camp owned by the National Girl Scout Organization, which has been widely used by many Girl Scouts from all over the country. Girls come there for two purposes—to camp, or to use it as a base for sightseeing in the Nation's Capital.

The facilities of the site include a manor house, a large dormitory cottage, tent units, Adirondack shack units, and a primitive unit to which campers bring their own tentage. During 1950, extensive remodeling made it necessary to close the manor house for 10 months and the dormitory cottage for 6. But even with this handicap, 3,493 individuals spent one or more nights at Rockwood. About half the campers came from Washington and nearby communities, such as Arlington, Va., and Baltimore, Md., but the other half came from 15 different States, some as far away as Alabama, Indiana, and Michigan.

Two coeducational groups camped at Rockwood in 1950. A group of Boy Scouts and Girl Scouts from western Maryland camped there 4 days. The other group, living near Rockwood, came out to the camp on several week ends and developed a primitive camping site. During their spring holiday, the boys and girls and their leaders came out and lived on the site for several days.

Girl Scout groups from nearby Maryland, Virginia, and the District of Columbia have found Rockwood an ideal place for developing their skills in conservation, and Rockwood needs this kind of work, so that a learning is combined with a good service project.

One group of girls cut a trail around the boundary of the 67

acres of camp property. A troop from South Carolina, concerned with the fact that so many people seem to be unaware of the dangers of fire, developed a fire-drill plan for groups on short visits with little time to practice fire drilling.

One of the experiences at Rockwood that girls seem to enjoy most is meeting girls from other backgrounds and other parts of the country. In fact, a letter came from one troop saying, "We have always wanted to meet somebody from Arkansas. Can you tell us when a troop from there is coming, so that we can come at the same time?"

In maintaining and operating Camp Rockwood, the national organization aims not only at providing an interesting camping experience for Girl Scouts from all over the country but also at disseminating good camping techniques through the guidance of the director.

Beyond Our Boundaries

Chapter 3 describes the international activities of the Girl Scout organization and includes the camping done overseas by Girl Scouts of the United States of America. Across-the-border camping, particularly with Canada, was also encouraged this past year. Procedures were worked out with the camping adviser for the Canadian Girl Guides to facilitate this type of camping. Each national branch office now has the names of Canadian advisers through whom local groups can make arrangements, and lists of camps to which our girls may go. Canada has the same information about United States camping facilities.

Since girls in some sections of the country camp in Mexico and Cuba, and are becoming interested in others of our neighbors, the National Camp Committee is starting to investigate possible sites and necessary precautions for groups going on such trips.

Needless to say, wherever there were Girl Scouts, there was camping. American Girl Scout troops in Japan had troop, trip, and day camping; those in Germany had day and established camps; and in Mexico and the Netherlands West Indies, established camps were operated for American Girl Scouts.

In detailing the accomplishments of 1950, we find that the problems and accomplishments of camping are closely tied to those of the organization. Although more girls went to camp than ever before, there were more girls to reach. In the chapter on Better Girl Scouting for More Girls, there was discussion of reaching more girls through "total coverage"—i. e., blanketing the country with Girl Scout councils of sufficient size and strength to offer a real Girl Scout experience for all girls who want it. This is no less true for camping. The stronger Girl Scout councils are, the more camping can be provided.

During 1950, emphasis was placed by the national organization on improving the administration and management of camps by councils—for instance, working out good procedures, improving registration procedures, providing hints on food purchases, and making suggestions for promotion of camps, particularly those that were not filled to capacity. Camp experts on the national staff gave advice and consultations to more than 650 different communities through community visits, training courses, and conferences.

Civil Defense

A complete picture of Girl Scout camping in 1950 must include reference to the part it played in plans for civil defense. Girl Scout councils in every State offered the State government their services and facilities, and, in particular, Girl Scout camps that could be used if evacuation of populated areas became necessary.

The foremost contribution, however, of Girl Scout camping is that it helps girls grow naturally and securely, even though the world around them is upset and tense. Camp life teaches them to stand on their own feet and to meet emergencies without panic—probably the best preparation youth can be given in the world today.

Camping is an important phase of Girl Scouting, but in the defense effort it is only a part of a large organization's contribution. Therefore we are putting together in chapter 4 all the various ways in which the Girl Scouts contributed to the defense effort, of which camping was only one.

RESOURCE MATERIALS ISSUED IN 1950

PUBLICATIONS (new or completely revised):

Training for Outdoor Leadership.

Troop Camp Standards.

PERIODICALS:

The American Girl:

Adventure on Wheels	May
Don't Be a Babe in the Woods	Do.
Handle With Care	August
On Top of the World	July
Outdoor Cookery	June
Ski Etiquette	January
Take Your Party Outdoors	August
We're Off to Camp	June

Camp Cues (published four times a year, for camping committees)

PERIDOCALS—Continued

The Girl Scout Leader:	
And Next Comes Trip Camping	May
A Campcrafter's Day	October
Do you Know This Nature?	May
More and Better Camping	October
On Your Way to an Overnight Camp	April
Orienteering—What Is That?	October
Start Your Camping Now	Do.
Take Your Troop Outside	May
Three Easy Steps to Troop Camping	October
What Is Wrong With a House Party?	November
News Letter:	
(Camping issue)	Do.

COOPERATION WITH OTHER GROUPS—1950

In 1950, the Girl Scouts of the United States of America cooperated with many other groups on the many areas of work involved in camping. The following is a partial list:

American Camping Association.
American Red Cross.
American Youth Hostel.
International Council of Religious Education.
Museum of New Mexico.
National Conference on State Parks.
National Production Authority.
National Social Welfare Assembly.
United States Department of Agriculture.

3

INTERNATIONAL FRIENDSHIP

Scouting has no boundaries. From the inception of the movement in England in 1908 by the Founder, Lord Baden-Powell, first for boys, then later for girls (who protested exclusion), it became evident that the activities and ideals of the movement appealed to boys and girls whatever their nationality. The beginnings of the organization for girls reached other countries, notably Australia, Finland, South Africa, Poland, Canada, Germany, and Sweden, even before Juliette Low returned from England in 1912 to start the first Girl Scout troop in Savannah, Ga. Companies of Girl Guides were springing up in many other countries at the same time that girls were joining the ever-growing movement in this country. Gradually, through the travels of Lord and Lady Baden-Powell, and increasing numbers of get-togethers of Scout representatives from different countries, it became apparent that a world association would benefit all the girls who belonged to the movement. The World Association of Girl Guides and Girl Scouts came into being in 1928. It brought together the organizations of 28 countries, including the United States of America. The movement in any country may belong to the World Association if it is self-governing, if it accepts the principles of the original Promise and Law, and opens its doors to children of all races, nations, creeds, and classes, with membership voluntary and strictly nonpolitical.

The Girl Scout movement is, and has been for many years, a world-wide movement. Its entire program is permeated with the belief that knowledge and understanding of other peoples and nations are essential to good citizenship. The fact that it has spread widely over the face of the earth, that it is the largest organization of its kind for girls, may very well be due to this characteristic. The movement itself fulfills the law that every Girl Scout and Girl Guide recites when she joins: "A Girl Scout is a friend to all and a sister to every other Girl Scout." Most human beings feel great need to be friendly—it is often the know-how that is lacking. Scouting has demonstrated over the years that it develops this know-how in people through games,

songs, unifying symbols, camping, and a feeling of security to the girls in its ranks.

An essential chapter in the 1950 story of the Girl Scouts of the United States of America is what was done to further international friendship, one of the three emphases for the year. The accomplishments in this field seem to divide naturally into two parts: Those in which the girl members participated actively, and those in which the adults played the active role. But even in those spheres that appear to be exclusively adult, it may be worth repeating a point from the previous chapter, namely, the more skilled and widely experienced the adults are, the better will be the Scouting offered the girl. She benefits noticeably, though indirectly, from the broadening experiences of her leaders, camp counselors, council members, and other adults in her Girl Scout life.

Juliette Low World Friendship Fund

Pennies and nickels and dimes from girls all over the country make up the Juliette Low World Friendship Fund. Every girl who wishes can use it as a concrete expression of her desire to be friends with Girl Scouts and Guides abroad. Set up after Juliette Low's death in 1927, the fund has been used to spread Girl Scouting and Guiding throughout the world—to help "the magic thread which links the youth of the world together." Each year the fund increases. In 1949–50 Girl Scouts gave $115,117.99 and made possible many of the projects described in the following pages, varying from a translation of the Handbook into Spanish and its printing, to the subsidizing of the annual Juliette Low encampment of Guides and Girl Scouts at Our Chalet in Switzerland.

Sometimes a troop earns the money through a project; sometimes the girls contribute from their weekly allowances. Every indication exists that there is almost universal participation in the building of the fund by the United States Girl Scouts.

JULIETTE LOW WORLD FRIENDSHIP FUND REPORT

Outstanding Girl Scouts and Guides received Juliette Low awards to Our Chalet in Switzerland.

A program of interchange of Girl Scouts and Guides between countries was developed.

Girl Scout and Guide leaders were brought together for conferences in various parts of the world.

Camperships in Girl Scout camps were provided for displaced persons in this country.

Visual aids and publications were developed.

Gifts were given to sister Girl Scout associations around the world:

To Japan and Korea	Paper for printing, mimeograph ink, financial help for their national headquarters, moving-picture films and publications.
To Italy	Funds for publishing a handbook.
To Pakistan	Film.
To India	Films and handcraft books.
To the Philippines	Movie projector and screen.
To Ecuador	Food and clothing at time of earthquake.
To Canada	Relief funds at time of Winnipeg flood.
To the Netherlands	Gift of blankets to new leaders' training center.
To France	Funds for rehabilitation of Les Courmettes training center after a tornado, and to help in the establishment of an international foyer (hostel) in Paris.
To Greece	Funds to assist in publication of the national Girl Guide magazine.
To Latin American Girl Guide Associations.	A translation into Spanish of the briefed edition of the Handbook of the Girl Scouts of the United States.
To the World Association of Girl Guides and Girl Scouts.	A gift of money for the Thinking Day Fund, devoted to helping new and established associations in various ways.
To Our Chalet, Adelboden, Switzerland (property of the World Association).	A Chalet Friendly Fund is given annually to be spent at the discretion of the director for emergencies. One of these emergencies in 1950 was an appendectomy for a visiting Guider from a distant country.
To Our Ark, London	Our Ark is an international hostel run by the World Association of Girl Guides and Girl Scouts, which serves as living quarters for Guides and Girl Scouts from all over the world while they visit London. Money was sent from the Juliette Low World Friendship Fund this year to replenish kitchen equipment, which had become sadly depleted during and since the war.
To the Juliette Low Museum, Savannah, Ga.	Funds to assist the upkeep of this museum, which houses memorabilia of our founder.

A few individual Guides were given assistance—for instance, streptomycin was sent to a Japanese leader whose life depended upon these treatments.

Income received for the Juliette Low World Friendship Fund between August 1, 1948, and July 31, 1949, and expenditures made during the period August 1, 1949, through July 31, 1950.

Income:		
Contributions from members		$106,786.48
Interest from permanent investment fund		3,344.06
Proceeds from sale of Juliette Low books		450.43
Transfer from World Conference Aides' Camp		871.13
Total income, Aug. 1, 1948, to July 31, 1949		111,452.10
Expenditures:		
Juliette Low awards—Our Chalet	15 percent	13,302.24
Exchange-of-persons program	29 percent	26,152.29
International conferences and camps	14 percent	12,357.32
Displaced persons' campership	1 percent	1,057.72
Gifts to other countries	19 percent	17,663.60
World Association	12 percent	10,916.54
Administration of fund	3 percent	2,467.18
Juliette Low report	6 percent	5,625.58
Visual aids developed	1 percent	617.22
Total expenditures		90,159.69
Balance in fund—July 31, 1950		21,292.41

International Program

The activity around the fund is only one example of what went on in troops last year. International friendship is one of the 11 fields of interest. For the Brownie Scout this may mean learning and talking about the United Nations or the World Association; learning about other countries—their songs, their holidays, their cooking—from the families of the girls in the troop or people in the community; learning about the differences in people, even in the same family, yet how much alike they are, too.

The girls in Intermediate troops last year showed increasing interest in the international friendship field, the purpose of which is "to develop an understanding of other countries and people, based on a knowledge of their culture and their customs and a respect for what each country and its people have contributed to the world family of nations in which we take our own place." A total of 20,522 badges in this field were ordered by councils and lone troops. Of the six badges—One World, World Neighbor, Interpreter, World Gifts, Western Hemisphere, World Trefoil—the last was by far the most popular. These are among the more difficult badges to earn in the program; yet there was a greater percentage of increase in the number of badges issued in this field over last year than in any other field.

PEN FRIENDSHIPS

Pen friendships stimulate much of this interest in the international friendship field. Girl Scouts in this country write to Guides in other countries, sometimes as a result of special projects from previous years. The overseas kits sent by American Girl Scouts bring thank-you notes in return, and thank-you notes bring acknowledgments, and in no time at all a steady correspondence blooms. (The 50,000 clothing kits sent abroad in 1948 and 1949 brought in a flood of letters, for example.) Other times a girl herself decides that she wants to correspond with someone abroad and writes to the International Post Box at National Headquarters (such a post box exists for Girl Scouts and Guides in every country where there is an association) asking for the name of a girl abroad to whom she might write. About 2,500 such letters were received in 1950, and the writers were then put in touch with sister Scouts. This figure, of course, does not begin to describe the actual number of girls who carried on such correspondence, since it covers only requests received in 1950. Every now and then the International Post Box secretary receives a letter that gives some indication of the intense interest the girls develop in this endeavor, as for example, the following:

BUFFALO, N. Y.

I want to thank you very much for the addresses sent to me in May. I have been writing to S_____ D_____ of Sussex, England, regularly, and we are great friends. She has sent me Girl Guide magazines and I have sent her some American publications. Also we exchanged birthday gifts as our birthdays are only 5 days apart. We are both familiar with each other's families and we can now write very interesting letters. I look forward to receiving them. * * * I have found my pen pals both interesting and educational. My Scout leader gave me a girl in South Africa's address. She is now teaching me Afrikaans and I'm teaching her Spanish. Also we exchange photos and snapshots and postcards. I have made this somewhat of a hobby, so if you have a girl from Wales or Ireland who is looking for a correspondent I would like to write to her very much.

Thank you again for making all this possible for Girl Scouts and Girl Guides all over the world. I'm sure it brightens up their day as much as it does when I receive a letter from my pen pals.

Skryf Gou (write soon).

SCHOOLMATES OVERSEAS

Another international project open to every Girl Scout in the country was schoolmates overseas, so called because Girl Scouts in America made and filled school bags for children in other countries. They sent pencils, notebooks, crayons, rulers; they sent clothing to wear to school; they sent games and balls and bean bags and other recreational equipment. More than 2,000 bags were shipped during the year through the following agencies:

	Number of pounds shipped
American Middle East Relief, Inc.	13,980
American Relief for Poland	1,061
Greek War Relief Association, Inc.	8,314
National Catholic Welfare Conference	26,398
Near East Foundation	390
Unitarian Service Committee	1,428
American Aid to France, Inc.	1,505
Church World Service	53,627
Additional shipments: To Girl Scouts of the Philippines	3,540
Total number of pounds shipped	110,243

Last year there was an interesting sidelight on a project of previous years. American Girl Scouts received from the Girl Scouts of the Philippines 100 gifts in addition to many fans and slippers (the latter were arts and crafts projects in Philippine troops). This was the way they said "thank you" to the Girl Scouts here who had sent them clothing and relief supplies after the last war. The gifts were distributed, and the recipients have already begun to write their thanks. Much correspondence will undoubtedly result from this exchange of gifts and letters.

EXPERIENCES WITH GIRLS OF OTHER COUNTRIES

Personal contact with people from other countries is without doubt one of the most fruitful kinds of experience that Girl Scouts can have. Perhaps 2,000 girls in the United States had some direct experience with displaced persons, Girl Guides, through the auspices of the national organization. More than 30 of these Guides were introduced to troops in as many different communities, and councils received help from National Headquarters in working out ways to orient them to United States Girl Scouting. In addition, the Juliette Low World Friendship Fund made scholarships possible at Girl Scout camps for 32 girls who were permanently separated from their home countries. Camping skills and interests are a common meeting ground for Girl Scouts of any country, and from this starting point many girls were able to know personally, through living with them, girls of a totally different background.

This was also true of the 12 Girl Guides who came to spend last summer visiting Girl Scouts in America. The Juliette Low Fund brought them here, 4 each from England, France, and the Netherlands. They went to 12 cities, whose Girl Scout councils acted as hostesses to them, planning a program of activities that included all types of camping, living in the homes of American Girl Scouts, sharing typical holidays and community affairs. The cities were Boston, Mass., Springfield, Mass., Denver, Colo., St. Louis, Mo., Charleston, W. Va.,

Cleveland, Ohio, Pittsburgh, Pa., Plainfield, N. J., Detroit, Mich., Baltimore, Md., Cincinnati, Ohio, and Syracuse, N. Y.

Another way in which Girl Scouts became acquainted last year with their contemporaries of other lands was through The American Girl, the magazine for all girls published by the Girl Scouts. For example, a series of articles on teen-agers in other countries was begun in February 1950. Teen-ager—French Style told what French girls are like, what they eat, the clothes they wear, how they live, where and what they study, what they want to be when they grow up—in short, all the things that adolescent girls want to know about each other. Teen-Ager—Japanese Style appeared in the September issue, and others will follow on India, England, Colombia, and so on.

INTERNATIONAL FRIENDSHIP TROOPS

Whatever the spark that caught the imagination of the girl—whether working for the World Trefoil Badge, or exchanging confidences with foreign Scouts at an inspiring campfire, or reading an article in The American Girl, or corresponding with a pen pal—Girl Scouting offered her opportunities for larger experience in the international field. As the girls' interest grows, their troop may become an International Friendship Troop, which carries on a continuous program of international friendship throughout the year, and is linked to a sister troop abroad through correspondence, exchange, and projects.

An International Friendship Troop must meet specific requirements and have the endorsement of the council and of National Headquarters. Members of these troops must be older Intermediates or Senior Scouts. There were 34 International Friendship Troops in 1950, linked with troops and companies in France, England, Belgium, Nova Scotia, Norway, Brazil, Germany, Austria, North Wales, South Africa, Australia, the Philippines, China, Scotland, Canada, and Sweden.

The ultimate aim of the girls in an International Friendship Troop is to visit another country and camp there with the company of Girl Guides to which they are linked. Sometimes this is possible, and the girls embark on a really sizable undertaking. They learn the language of the country they have chosen, become acquainted with its customs, earn money for the trip, perfect their camping skills.

One troop from Winchester, Mass., went abroad last year with its leader on a bicycle trip, visiting and camping with its companion groups in England. If world conditions permit, the Opelika, Ala., International Friendship Troop expects to go to France in 1951, and a troop in Cincinnati, Ohio, has as its slogan, "Across the blue in '52." The junior members of the International Friendship Troop in Manchester, Conn., who stayed behind when the older girls went to the

British Isles and Europe in 1949, are vigorously working on plans to go over in 1952, when they will be old enough to make the trip.

Some Girl Scouts go overseas on their own, of course, in the company of their parents. During 1950, a total of 232 cards of introduction were issued by National Headquarters to girls and adults who traveled abroad and wanted to know and visit sister Girl Guides.

The international encampment must be included in any list of world visiting that is possible for the Girl Scout herself. Last year plans got under way for the 1951 biennial international encampment, which will be held during the summer in the beautiful Camp Wind Mountain of Portland, Oreg. Seventy-three senior Girl Scouts will attend, representing all parts of the United States. Girls will be selected who are not only good representatives of their sections and country, but who are also experienced campers and have a working knowledge of another country's language and culture. Invitations have been sent to 30 other countries, as well as British, Dutch, and French possessions in the Western Hemisphere and Pacific areas.

JULIETTE LOW AWARDS

Four American girls are chosen every year to represent the movement at the Juliette Low session at Our Chalet in Switzerland. The girls are chosen on the basis of the Girl Scout regions, and every region has a representative every third year. In 1950, the four awardees were Nancy Cooke of Springfield, Mass., Barbara Wallace of Philadelphia, Pa., Marjorie Ann Curtis of Jefferson City, Mo., and Renee Lund of Minneapolis, Minn. From July 25 to August 15 they lived and camped with 18 other Girl Scouts and Guides from Brazil, Canada, Denmark, Finland, France, Haiti, Norway, Pakistan, and South Africa under the sponsorship of the Juliette Low World Friendship Fund. There were sightseeing trips, and an international cooking day, which began with Scandinavian smorgasbord and progressed through meat cooked by Brazilian, South African, Haitian, French, and Pakistan methods, to American apple pie and French chocolate pudding. The American leader reported: "The test of Scout skills in six situations another afternoon was illuminating, and the campcraft demonstrations another day excellent. The Scandinavian group set up an entire primitive camp in a couple of hours, the American made and demonstrated a 'buddy burner,'[1] the Canadians built a model of an established camp site. This helped us a great deal in understanding each other's way of camping." There were, in addition, discussions of the activities of Senior Scouts in their own countries, the meaning of international friendship, and the application of the Girl Scout Laws.

[1] A "buddy burner" is a primitive stove invented by a Girl Scout leader.

Regardless of where the girls come from, each year their main impression is, in the words of the American leader, "A deep satisfaction for the many things they have learned which they can take home—an appreciation of the size and significance of the Scout movement, the warmth and friendliness exhibited by all regardless of language, race, or religion, and the lasting friendships made."

Before the Chalet girls went abroad, eight of them, two from Haiti, two from Canada, plus the four Americans, attended an orientation course at the Edith Macy Training School in Pleasantville, N. Y. Here the adults taking courses could also observe a part of the international program in action. After they returned from Switzerland, the girls brought back to their communities, their homes, and their troops some of the knowledge and understanding they had absorbed.

Practically every part of the country reported last year that more and more candidates were applying for the limited number of international experiences that were available.

This reflects the increasing interest of the girl. It is also the result of the active participation of the Girl Scout adult in the organization's international activities. The rest of this section of the report on 1950 will tell what the adult did to help further international understanding.

The Adult in International Activities

A large portion of the international work in Girl Scouting fell to the adult member last year. The girls are for the most part too young to travel abroad and to gain their experiences at first hand, so their activities are concentrated heavily on those things they can do and learn at home. Of course, the object throughout is to further the understanding and knowledge of the girl in the troop, but the organization is convinced that world-mindedness will reach the girl if it is achieved by her leader and counselor.

EXCHANGE OF PERSONS

Over the years the organization learned the great advantage of personal experience and face-to-face contact in all its work but particularly so in the international field. Its reports and publications repeat often: "Wise men have said that one of the best ways to create understanding among nations is to encourage international visiting." There was more than visiting in 1950, however. The exchange of persons among the Girl Scout movements of the world involved work, training, personnel, and time.

Forty-five persons, most of whom are adults, took part in the exchange-of-persons plan, of whom 18 were American and 27 from other countries. Their trips were made possible by the Juliette Low World Friendship Fund. Considerable time and effort was put into developing standards and qualifications for the interchange program, since many local and national groups were involved in plans to choose the people, to accommodate those who came, and to give them a worth-while experience.

Three of the twenty-seven exchange visitors were from Germany, one was from Denmark, and one from Brazil. They visited Girl Scout councils, took training at the Edith Macy Training School, and visited branch and Headquarters offices. Twelve Rangers and ten Guiders came from Canada, France, Great Britain, Greece, the Netherlands, Norway, Sweden, and Switzerland, and acted as camp counselors in local Girl Scout camps in 18 different States. In all, 11 different countries sent personnel.

The American movement in turn sent leaders abroad who represented all 12 Girl Scout regions. An executive from the Hartford, Conn., Council went to Brazil for 3 months, a trainer (the executive from Palo Alto, Calif.) to Germany, and camp counselors and assistants to Belgium, Canada, Great Britain, Greece, Norway, Sweden, and Switzerland. Five young women also went to Belgium to live in homes of Girl Guides there—they were a little older than our Seniors (the Rangers' age limit is higher than ours), which is why they are mentioned here.

A mere listing of numbers of people, and who went where, hardly conveys the extent or effect of their experience. One indication, though, is that when they come home, their enthusiasm is unbounded—and infectious. At regional conferences there was great emphasis on the international work this year, and adults and girls who had gone overseas spoke of their experiences and inspired their listeners (thousands of Girl Scout volunteer workers) with the desire to make plans for their girls, for their troops, for their councils, when they returned home.

INTERNATIONAL CONFERENCES

In 1950, Girl Scout adults gathered together from many different parts of the world to discuss their work and exchange ideas. There were five international conferences. Three were held at the Edith Macy Training School, including one on international camping; the fourth was an International Handicraft Conference held in the Netherlands; the fifth was the World Conference of Girl Guides and Girl Scouts, held at Oxford, England.

One of the international conferences was for troop leaders who had already shown through troop projects their interest in the international program, and were interested in exploring further the role of the leader in bringing international friendship to her girls; the second was for volunteer board or committee members who were responsible for administering the international program locally. Half the members of these two gatherings were from other countries, half from the United States. Much discussion centered around the ideals and problems common to all Girl Scouts of all nationalities. All those attending these two international conferences received Juliette Low Fund scholarships.

The third conference (also held at the Edith Macy Training School) was on international camping for leaders whose troops were going to camp outside the borders of the United States in 1951, 1952, or 1953. Here they received practical hints on traveling and camping abroad with a troop; necessary equipment; preparation and help needed in their towns and councils; the World Association; and many other phases essential to a successful across-the-border camping trip.

The Girl Scouts also sent a representative (through the Juliette Low Fund) to an International Handicraft Conference held in the Netherlands. She took with her an exhibit of typical American crafts, together with materials to teach some of them.

The largest of all was the Thirteenth Biennial World Conference, held at St. Hugh's College, Oxford, England, July 21–30, for the purpose of deciding matters of policy affecting the World Association of Girl Guides and Girl Scouts and questions relating to its membership. (See p. 52.) Eleven representatives from the United States attended the conference. Throughout the 10 days the delegates were struck by the similarity of interests, problems, and programs of the various nations that had Girl Scout movements. Much stress was laid on the importance of training girls for leadership, and the means of reaching such leadership through the patrol system. World friendship was a universal interest; so was work with handicapped children.

INTERNATIONAL PROGRAM AT THE EDITH MACY TRAINING SCHOOL

The training school at Macy had a true international flavor in the summer of 1950. A World Friendship Institute was held for American leaders and administrators for the purpose of enlarging the international program in the troops and communities. In addition to the conferences, 12 of the courses had foreign students in them. In all, there were 42 foreign students, representing 19 countries. One was a Guider from South Africa, for whom arrangements were made to attend a graduate school of social work in Ohio. Several German students from the German Youth Leadership project of the National

Social Welfare Assembly were enrolled in courses. The students made several trips to United Nations sessions, which proved challenging in bringing home the practical problems of international cooperation.

Seventy-eight of the 698 students who attended courses received scholarship assistance from the Juliette Low World Friendship Fund.

PUBLICATIONS, FILMS, AND OTHER PROJECTS

A film on world-wide guiding, in color, was in production in 1950, financed by the Juliette Low World Friendship Fund. Shooting has already been completed of a Girl Guide camp in Wales, of Swiss Guides, and the activities of Sea Scouts in the Netherlands. It will be released in the fall of 1951. Another project paid for by the fund was the translation and publication of the Girl Scout Handbook, in abridged form, in Spanish for the use of the newly emerging Scout movements in Central and South America, which have lacked basic publication material. Another national publication, The Girl Scout Leader magazine, which goes to all leaders and assistant leaders and many other adults (circulation 230,000) devoted the November issue to the subject of Better International Understanding. It contained the complete Juliette Low World Friendship Fund report for the period of August 1, 1949, to July 31, 1950, and provided for it a much larger distribution than it ever had before. Eight other articles on international subjects appeared in the magazine during the course of the year.

The film World Friendship, produced and distributed by the Girl Scouts of the United States of America in 1949, was translated into 19 different languages by the United States Department of State. The State Department plans to distribute 238 prints to Latin America, Europe, Africa, Canada, the Near East, and the Far East as part of its world-wide program of interpreting life in America and the basic principles of democracy. Three 1950 articles from The American Girl were also translated by the department for use in Japanese publications to portray life here.

The World Association of Girl Guides and Girl Scouts

The Girl Scout movement in the United States is one of the 29 movements throughout the world that make up the membership of the World Association. It is a vigorous participant in the aims and activities of the Association as evidenced by its representation on the

various committees of the Association during the past year. Naturally, the coordinating and planning functions are of an adult nature—and so are carried out by adults from every country represented in it.

For the year ending July 31, 1950, Mrs. E. Swift Newton of Anselma, Pa., was the chairman of the World Committee—the executive committee of the Association, which is responsible for the on-going work between biennial conferences. Mrs. Alan H. Means of Los Angeles, a former national president of the Girl Scouts of the United States of America, was elected vice chairman of the World Committee at the World Conference held in July. Other members of the Girl Scouts of the United States of America, have served on subcommittees of the World Committee, such as Finance, Training, Our Chalet, Public Relations, Publications, and Western Hemisphere.

The two American delegates to the Thirteenth Biennial World Conference of Girl Guides and Girl Scouts, held at Oxford, England, July 21–30, were Miss Clementine Miller of Columbus, Ind., chairman of the International Committee of the Girl Scouts, United States of America, and the president of the Girl Scouts of the United States of America, Mrs. C. Vaughan Ferguson of Schenectady, N. Y.

The Americans contributed to the work of the World Association during 1950 by helping in the development of emerging movements in occupied countries. The State Department's Division of Exchange Persons and the Children's Bureau of the Federal Security Agency paid the travel expenses to the United States for one visitor from Japan and three from Germany. The German visitors, heads of the three German branches of the movement, spent 2 to 3 months learning about Girl Scouting in America through national training courses and visits to American communities and National Headquarters. The chairman of the Board of Directors of the Girl Scouts of Japan also spent 3 months in the States with a similar purpose. The subjects of particular interest for these visitors were those that the United States Government wished to have strengthened abroad, namely, democratic self-government in troops, committees, and communities; financing of the local agency through private means; volunteer work by adults; planning for youth welfare on an interagency basis; and similar concepts. An American trainer went to Germany for 2 months as part of this project. At the World Conference, the Western Zone of Germany gained status as a Tenderfoot member of the World Association.

Another World Association project to which Americans contributed, both through the Juliette Low Fund and through personnel, was to help the Japanese movement, whose membership has increased from about 400 to 12,000 during the past 3 years, largely through these efforts.

RESOURCE MATERIALS ISSUED IN 1950

PUBLICATIONS:

Juliette Low World Friendship Fund Report (reprint November Girl Scout Leader).

PERIODICALS:

The American Girl:	
Bike Trip to England	November
Round-the-World Hobby	February
Schoolmates Overseas	January
Swedish-American Mail Bag	February
Symbols of Recovery	April
Teen-Ager—French Style	February
Teen-Ager—Japanese Style	September
The Girl Scout Leader:	
Better International Understanding	November
Greetings in Many Languages	March
Impressions of the Thirteenth World Conference	November
International Events, 1951	December
International Friendship Begins at Home	November
Juliette Low World Friendship Fund Report, 1950	Do.
Links That Forge Friendship	November
Message of Friendship From Great Britain	Do.
Of Music and Understanding	May
Presenting the World Pin	January
Schoolmates Overseas (five articles)	
Skill in Human Relationship—Around the World	March
Thinking Day (two articles)	January, December
Thirteenth World Conference	May
You Brought Girl Scouting Back to Japan	Do.
News Letter:	
(International-Intercultural issue)	April

COOPERATION WITH OTHER GROUPS—1950

The following lists a number of the agencies with which the Girl Scouts of the United States of America cooperated last year.

American Aid to France, Inc.
American Association for United Nations.
American Council of Voluntary Agencies for Foreign Service, Inc.
American Council on Education.

American Friends Service Committee.
American Middle East Relief, Inc.
American Relief for Poland.
Boy Scouts of America.
CARE, Inc.
Church World Service.
Committee on Friendly Relations Among Foreign Students.
Conference Group of National Organizations on the United Nations.
Correlating Council on International Enterprises.
Greater New York Council for Foreign Students.
Greek War Relief Association, Inc.
Institute of International Education.
International House.
National Association of Foreign Student Advisers.
National Catholic Welfare Conference.
Near East Foundation.
Unitarian Service Committee.
United Nations.
United States Department of Labor.
United States Department of State.
Young Women's Christian Association.

4

CIVIL DEFENSE

The young girl who lives in a world at swords' points has an intensified need for influences like Girl Scouting. The last war is still recent enough to remind us that, unfortunately, war brings in its wake dislocation of families and personalities, hasty marriages, and a mounting divorce rate. This is the time more than ever when the stable influences, the continuing resources become important. The role of the Girl Scouts today and in the future, whatever it may bring, is *to help the girls of the country lead as normal a life as possible.* This means a good leisure-time program integrated into the life of the community. In places where defense facilities mushroom and families descend in droves on communities ill-equipped to serve them, the Girl Scout organization can step in (as in World War II) with its on-going program.

All the things that have been talked about in the preceding pages are the things that the Girl Scout organization can do more of, to help save American girls from the crushing effects of protracted insecurity. These same things help its members to be self-reliant and to serve their country in the ways to which they are best suited.

In practically every community where there are Girl Scouts, they are organized so that they are available for service to their communities. The national organization, immediately following the declaration of a state of emergency, advised and encouraged its local units to cooperate fully in local and State civil-defense plans, and by the end of the year many Girl Scout adults had already become members of volunteer civil-defense boards and had offered the facilities, both personal and physical, of the organization, to their local defense boards in these three specific ways:

First—they can help train volunteer and professional workers for local defense work. Being experienced in organizing people, young and old, they have definite skills in this area, which were widely used also in the last war. Second, the facilities of Girl Scout camps have been offered to the civil-defense authorities for evacuees. Third, the Girl Scout organization, because of its national set-up and established channels, is able to keep its membership up to date on problems of civil defense.

Both the girls and adults have distinct contributions to make. The girl members—particularly older Intermediates and Seniors—are trained for service. Their training is easily adapted to emergencies. This means they can take care of younger children, as in the last war, in day-care centers. They have developed skills in homemaking, which are invaluable if they are called on to substitute for the homemakers in their own households. Some of them have given and continue to give service in hospitals, and many of them have taken up again the special training in resourcefulness in the project called the Girl Scout Emergency Squads.

These squads are especially trained and equipped for emergency work, and can plan, organize, cook, and serve a simple, nourishing meal for at least 50 people. They also develop a workable call system—by telephone, radio, bicycle, foot, or other feasible means—so that members of a squad can get in touch with each other immediately in any emergency at any time of the day or night. In the past, Emergency Squads have been called on to help feed large groups of people made suddenly homeless by flood or other disaster. They have cared for children and for animals and sorted clothes. They packed and helped distribute relief food and set up camps and play centers. The interest in the Emergency Squads was revived last year, as might have been expected. Well over 15½ million hours of service were given by Girl Scouts to their communities and their country during World War II, a record the organization is prepared to repeat if it is ever necessary.

These are the kinds of services that Girl Scouts give:

Conservation	Practicing conservation of food and clothing. Practicing conservation of individual resources through a program of physical fitness. Collecting rubber, grease, tin cans, etc.
Hospital service	Acting as aides in hospitals in children's wards. Setting up serving trays. Helping in sewing and surgical supply rooms. Assisting in hospital libraries.
Food	Growing victory gardens. Acting as farm aides. Preserving food.
Child care	Supervising small children at day camp. Helping at recreation centers for children when parents are at work. Assisting teachers at fire and air-raid drills. Organizing back-yard playgrounds for small children.
Civil defense	Mapping roads leading from town, spotting bridges, water supply, etc. Assisting air-raid wardens. Spotting planes. Arranging first-aid rooms at school. Setting up emergency communication plans.
Miscellaneous services	Selling Government savings bonds. Typewriting, mimeographing, and manning telephones. Sorting and packing at war relief agencies.

The adult members also have a large potential role to play. They have demonstrated ability to organize; they know how to handle groups of children, a great asset in time of panic and emergency. In their ranks are women trained to set up, administer, and operate camps. Immediately following the declaration of the state of emergency, every regional Girl Scout committee offered its help to its State governments.

The main point is that the Girl Scout program and its membership are adaptable, and readily so, to emergency. The girls and their leaders have developed the skills necessary for living out-of-doors, skills that are so essential in emergencies; they are cheerful and orderly; they have learned to get along with people.

To the extent to which the Girl Scouts have become better Girl Scouts the last year, and to which the organization can broaden its membership to include more girls in the years to come, to that extent they will be making their best possible contribution to their country.

COOPERATION WITH OTHER GROUPS—1950

Here are a number of agencies and organizations with which the national organization cooperated in projects related to civil defense.

American Red Cross.
Boy Scouts of America.
National Committee on Social Work in Defense Mobilization.
National Education Association.
National Production Authority.
National Security Resources Board.
United States Department of Defense.
United States Department of Labor.
United States Department of the Treasury.

APPENDIX

The national organization recognizes by awards heroic deeds on the part of girl members who save or attempt to save another person's life. In 1950 one honorable mention award was given for meeting an emergency with unusual presence of mind and competence. Seven girls were awarded the Silver Cross, given for saving or attempting to save life without great risk to the rescuer's own life. The highest award, the Bronze Cross, was granted to five girls who showed special heroism or faced extraordinary personal risk. The following girls were awarded the Bronze Cross:

Elizabeth Beeley, age 16, Troop 1, Mamaroneck, N. Y., helped rescue her friend when their boat was overturned during a sudden squall. The girls clung to the boat for nearly an hour, enduring buffeting by waves, submersion, and lacerations from the wire rigging. When help arrived, life preservers were thrown about 20 feet away from the girls. Elizabeth left the safety of the boat and, disregarding warnings, swam through the exceptionally high sea to the preservers and brought them back to her companion and helped her into one.

On February 11, 1950, *Nancy Wallace Gibbons*, age 13, of Troop 1, Hamlet, N. C., saved the life of her younger brother, Roger, 14 months old, and also prevented possible serious damage to the home. About 8:30 she heard her brother's screams, opened his door and saw flames and smoke. She quickly closed the door, went to the bathroom, wet a towel and placed it over her face. She then entered the burning room from the bathroom, groped her way to the crib, took the baby, covered his head with the wet towel, and went downstairs to safety.

On December 30, 1948, *Sandra Jean Amery*, age 11, Troop 68, Saugus, Mass., saved Roger P. Allen, age 7, from drowning. Roger fell into the water while playing and his friends ran to Sandra for help. Sandra ran 15 yards to the spot, lay down on the thin ice and grabbed one of Roger's hands. When the current turned Roger around she was able to grab his other hand. After a while she was able to pull him up enough to hold him under the arms and drag him to safety. The boy was unable to walk so she carried him home.

Cecelia E. Brackett, age 12, Troop 1, Portsmouth, N. H., saved the life of her mother, Mrs. Edna L. Brackett, by keeping her afloat in water 20 to 30 feet deep after they had been thrown into the water when a passing motor boat struck and sank their boat. Mrs. Brackett was hysterical, but Cecilia, although not a good swimmer, managed to keep her afloat until help arrived and they were taken aboard.

Vanessa Louise Fernandez, age 9, of Troop 340, Chula Vista, Calif., saved the lives of her two brothers, Gregory Allan, 6½ months, and Louis, 6 years old, when she brought them safely out of their burning home.

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[3] Ex officio.

REPORT OF THE TREASURER

A summary of income and expenditures for the year ended December 31, 1950, as prepared by Messrs. Price, Waterhouse & Co. will be found in exhibit III.

Income available for regular budget purposes totaled $2,569,866. The amount received from membership registrations and charter fees equaled 70.7 percent of the available income; the National Equipment Service Department supplied 28.7 percent of the balance; 0.6 percent being derived from miscellaneous sources.

The total expenditures under the budget (exhibit III) were $2,150,778. These expenditures represent the cost of the program and activities of the organization and related charges.

Of the income balance of $419,078, $200,000 was allocated to the capital fund to provide for additional capital resources, $100,000 was set up as a reserve for general purposes and the balance of $119,078 was added to the working capital of the National Equipment Service and the general fund.

Income received toward the capital, restricted and special funds totaled $222,059 (exhibit III). This consisted of the following:

Contributions	$163,543
Income from investments	39,979
Miscellaneous	18,537
Total	222,059

Expenditures against this income were $217,567 (exhibit III), which consisted of $93,517 for the projects of the Juliette Low World Friendship Fund (excluding $32,100 appropriated to other special and restricted funds), $72,478 for the improvement and maintenance of Camp Rockwood Manor, and $51,572 for special work in regions, the film service, scholarships and miscellaneous projects and expenses.

Balance Sheet

GENERAL, NATIONAL EQUIPMENT SERVICE AND "AMERICAN GIRL" MAGAZINE DEPARTMENTS

At the close of the year the total assets of these departments aggregated $2,423,113. These consisted of cash in banks, accounts receivable, inventories of merchandise and supplies, and other current items. Against these assets, there were accounts payable, reserves, deferred and miscellaneous accounts in the sum of $1,190,140, leaving a working capital balance of $1,232,973. It is evident that the extent of our program and activities and our business operations

require a much larger working capital balance in order to properly provide for adequate financing (exhibit I).

Special and Restricted Funds

As the name implies, these funds have been established for special purposes. In some cases only interest from investments may be used, in others, interest and all of the principal may be expended. Balance in funds at the close of the year, $370,062 (exhibits II and IV).

Capital Fund

This fund constitutes the reserve strength of the financial structure. It supplements the working capital account in slack income-producing periods by using the assets thereof for financing and credit purposes. Any borrowings from this fund are carried as a loan and ultimately returned. Balance in fund December 31, 1950, $1,291,562 (exhibit II).

Trust Funds

Assets held for the Camp Madeleine Mulford Trust Fund and the Western Hemisphere Committee totaled $26,492 (exhibit I).

To this report I should like to add my sincere thanks to the members of the Finance Committee, Finance Advisory Committee, Investment Committee, Properties Committee, and our legal advisers whose counsel and assistance has been invaluable.

Respectfully submitted.

Mrs. Nathan Mobley,
Treasurer.

56 PINE STREET, NEW YORK 5, *April 12, 1951.*

To the Board of Directors of Girl Scouts of the United States of America:

We have examined the accompanying financial statements of Girl Scouts of the United States of America relating to the year ended December 31, 1950. Our examination of such statements was made in accordance with generally accepted auditing standards and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

We have not attempted to confirm contributions received nor to determine that the provisions, if any, affecting contributions or bequests have been observed, as it is not considered practicable to do so.

In our opinion, the accompanying financial statements present fairly the position of Girl Scouts of the United States of America at December 31, 1950, and the results of its operations for the year then ended, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

PRICE WATERHOUSE & CO.

FINANCIAL STATEMENTS

EXHIBIT I

Balance sheet, Dec. 31, 1950

ASSETS

General, Equipment Service, and "American Girl" magazine departments:		
Cash	$417,020	
Accounts receivable	645,586	
Inventories, at cost or less (not in excess of market)	1,259,124	
Advances, deposits, etc	22,483	
Deferred charges	20,075	
Receivable from other funds	58,825	
		$2,423,113
Capital fund:		
Cash	322,100	
Investments in securities (approximate quoted market at Dec. 31, 1950, $836,000)	726,211	
Receivable from other funds	243,251	
		1,291,562
Special and restricted funds:		
Cash	283,628	
Investments in securities (approximate quoted market at Dec. 31, 1950, $186,000)	159,984	
Other assets	441	
Receivable from other funds	22,195	
		466,248
Trust funds:		
Assets held for the Camp Madeleine Mulford Trust and Western Hemisphere Committee (including $151 receivable from other funds)		26,492
Properties fund:		
Camp properties and equipment, at nominal values, the title to which is vested in New York Girl Scouts, Inc., an affiliated corporation (see note below):		
Edith Macy Training School	1	
Camp Andree	1	
Land and buildings in Montgomery County, Md., known as Rockwood Manor, at appraised value in 1938	38,375	
Girl Scout Little House, Washington, D. C., at nominal value	1	
Equipment and furnishings at headquarters and regional offices, at nominal value	1	
Hospital room, at cost	10,000	
		48,379
Total		4,255,794

Balance sheet, Dec. 31, 1950

LIABILITIES AND FUND BALANCES

General, Equipment Service and "American Girl" magazine departments:		
Accounts payable	$634,153	
Payable to other funds	225,688	
Deferred credits:		
Unearned subscriptions to "American Girl" magazine	217,794	
Miscellaneous	4,621	
Funds for designated purposes	7,884	
Fund balance:		
Reserve for general purposes	100,000	
Working fund balance (exhibit II)	1,232,973	
		$2,423,113
Capital fund: Fund balance (exhibit II)		1,291,562
Special and restricted funds:		
Accrued expenses	1,293	
Payable to other funds	94,893	
Fund balances (exhibits II and IV)	370,062	
		466,248
Trust funds: Camp Madeleine Mulford Trust and Western Hemisphere Committee liabilities and fund balances (including $3,841 payable to other funds)		26,492
Properties fund: Fund balance (exhibit II)		48,379
Total		4,255,794

NOTE.—The indenture covering the Edith Macy Training School property contains a stipulation that Girl Scouts shall have and hold the premises as long as they shall maintain and conduct thereon a school training at least 25 Girl Scout leaders annually. If Girl Scouts shall fail to maintain and conduct thereon such a school for 2 consecutive years, the title to the property shall vest in the county of Westchester, N. Y. Camp Andree is operated and maintained by Girl Scout Council of Greater New York, Inc., under a lease for a nominal consideration.

Exhibit II

Statements of changes in fund balances for the year ended Dec. 31, 1950

	Total	General, Equipment Service and "American Girl" magazine departments	Capital fund	Special and restricted funds	Properties fund
Fund balances at Jan. 1, 1950	$2,620,030	$1,113,895	$1,034,852	$422,904	$48,379
Income per exhibit III	2,791,915	2,569,856	37,647	184,412	----------
Expenditures per exhibit III	2,368,969	2,150,778	624	217,567	----------
Excess of income over expenditures	422,946	419,078	37,023	(33,155)	----------
Reserved for general purposes	(100,000)	(100,000)	----------	----------	----------
Interfund appropriations	----------	(200,000)	219,687	(19,687)	----------
Changes during year	322,946	119,078	256,710	(52,842)	----------
Fund balances at Dec. 31, 1950	2,942,976	1,232,973	1,291,562	370,062	48,379

Exhibit III

Summary of income and expenditures for the year ended Dec. 31, 1950

Income:			
General:			
Membership fees		$1, 800, 271	
Charter fees, etc.		17, 844	
Other (net)		15, 176	
Equipment service department:			
Sales and royalties	$5, 112, 728		
Less cost of goods sold and expenses	4, 376, 163		
		736, 565	
			$2, 569, 856
Capital fund:			
Contributions		9, 638	
Income from investments		27, 999	
Miscellaneous		10	
			37, 647
Special and restricted funds:			
Contributions		153, 905	
Income from investments		11, 980	
Miscellaneous		18, 527	
			184, 412
Total			2, 791, 915
Expenditures:			
General:			
Program department		$205, 103	
Personnel department		207, 599	
Field department		764, 009	
Public relations department		326, 993	
"American Girl" magazine department		68, 318	
Executive and financial administration		227, 575	
Rent, maintenance, etc.		140, 012	
Furniture and equipment expenditures		42, 172	
Miscellaneous		168, 997	
			2, 150, 778
Capital fund: Sundry expenditures from fund			624
Special and restricted funds:			
Expenditures from Juliette Low World Friendship Fund (excluding $32,100 appropriated to other special and restricted funds)		$93, 517	
Expenditures from Carolyn G. Caughey Fund in connection with improvements to and operation and maintenance of Rockwood Manor		72, 478	
Expenditures from other special and restricted funds		51, 572	
			217, 567
Total			2, 368, 969
Excess of income over expenditures (exhibit II)			422, 946

Exhibit IV

Statement of special and restricted funds

	Balances at Dec. 31—	
	1950	*1949*
Juliette Low World Friendship Fund	$191, 229	$194, 500
Publications fund	38, 202	37, 046
Scholarship and training funds	4, 965	4, 885
Edith Macy Trust Fund income account	2, 933	4, 832
Edey Memorial Fund	1, 211	1, 430
Lou Henry Hoover Fund	874	884
Whiting Scholarship Fund	9, 735	9, 741
Carolyn G. Caughey Fund	21, 777	87, 499
General contributions fund	20, 301	19, 187
Fellowship fund	4, 235	1, 235
International projects fund	2, 048	537
Anniversary fund	28, 574	28, 574
Regional development and projects funds	43, 978	32, 554
	370, 062	422, 904