“To inspire girls with the highest ideals of character, conduct, patriotism, and service so that they may become happy and resourceful citizens.”

Mission statement, GSUSA, adopted 1990
Focus

March 12, 1997 is the eighty-fifth anniversary of the Girl Scouts founded by Juliette Gordon Low on March 12, 1912 in Savannah, Georgia. This issue uses that occasion to call attention to the importance of youth organizations in studying and documenting the history of children and childhood. Our guest author, Noraleen A. Young is introduced below.

The front cover provides a photograph of what may be the first Girl Scout troop in Indiana. The back cover photograph demonstrates the interest of Girl Scouts in an historical event in 1929.

On page 3, there is a very brief overview of the historical context in which the Girls Scouts was founded. On pages 4 and 5, there is an introduction of Juliette Low and Girl Scouting.

Pages 6 and 7 are devoted to an examination of badges—the role they play and what historical information we can learn from them.

Pages 8 and 9 contain information about camping through the years—perhaps the most familiar image of Girls Scouts, besides the cookie sale, that many people have of Girl Scouting.

Service to community is an important part of Girl Scouting, and some contributions girls have made are surveyed on pages 10 and 11. Included is a transcription of a letter from Juliette Low to an Indianapolis troop leader.

The role of Girl Scouting as a training ground for girls and women is covered on page 12 in the context of the early development of Girl Scouting in Indiana—including a map of councils and first known troops.

As an example of the commitment of Girl Scouts to diversity, the story of an African-American troop in Indianapolis in 1921 is provided on page 13.

“Behind the Scenes” on page 14 provides an opportunity for our guest author Noraleen Young to talk about why historians should study the Girl Scouts and other youth organizations.

“Selected Resources” are provided on page 15.

Sources: The basic source for the information in this issue is Young. The Girl Scouts of the United States of America (GSUSA) Archives and the Girl Scouts of Hoosier Capital Council Archives have provided both information and materials.

Our guest author

Noraleen A. Young has “always loved history. I read many historical novels as a young person. I had a grandfather who loved history and loved to discuss it with his granddaughter.”

From the University of Michigan, Ann Arbor, Young earned a bachelor’s degree in American History and American Studies and a master’s degree in Library Science, specializing in archives and manuscripts, the source materials of history. She came to Indianapolis in 1984 to work at the Indiana State Library, Indiana Division, a collection of materials related to every aspect of Indiana—people, places, and events.

She completed her thesis titled “The Girl Scout of Today, the Woman of Tomorrow”: Girl Scouting in Central Indiana, 1917-1992 and earned her master’s degree in history from Indiana University, Indianapolis in 1992.

After she completed her thesis, she became the volunteer council historian for the Hoosier Capital Council. When questions about the history of Girl Scouting in central Indiana arise, Young answers them.

Young is now in business as a consulting historian. Find out more about her on her Web page at http://www.trader.com/users/5010/5955/index.htm
At the end of the nineteenth century, American society was no longer based on an agricultural economy. Increasing industrialization drew mothers, fathers, girls, and boys from small farms to factories, offices, and commercial ventures in cities.

Rapid growth of these cities caused problems of overcrowding, poor health, unemployment, crime, and juvenile delinquency. Local governments were not able to solve these problems. Many people became concerned about the loss of values and ideals of the American pioneers and forefathers.

Many American reformers, part of a national movement called “progressivism,” tried to solve the problems of change with such efforts as a renewed interest in religion, governmental reform, “back-to-nature” movement, and educational reform.

New ideas about education grew out of the first scientific studies about child development. The Young Men’s Christian Association (YMCA) had been developing programs for boys since 1867. Educators organized other groups for outdoor education for boys. In the U.S., Ernest Thompson Seton and Daniel Charles Beard were leaders in these efforts.

In Great Britain in 1908, Robert Baden-Powell began a program called Boy Scouts. Baden-Powell’s program was adopted by the YMCA in the U.S., and by October 1910, U.S. Boy Scouts had 2,500 scoutmasters in forty-four states, Puerto Rico, and the Philippines (Murray, 15).

Baden-Powell’s Boy Scouts led to the founding in Great Britain in 1910 of the Girl Guides by his sister Agnes. In the U.S., YMCA and Boy Scouts leaders responded to American girls’ requests by establishing Campfire Girls in 1911. Luther Gulick, who along with others believed girls’ physical and mental abilities were very different from boys’, developed the program.

Juliette Gordon Low had other ideas. Her Girl Scouts, established in 1912, moved beyond contemporary views of girls and women and responded to training girls for the roles of women. The roles and status of women have changed—although many roles have remained the same—over the years. Girl Scout programming has evolved to continue the ideals of its founder to make girls into well-prepared citizens whatever roles they assume.

In 1927:
“. . . The interests of parents and children were never more divergent. The nineteenth century, with the development of the factory system, took the work of the family out of the home. The twentieth century is rapidly doing the same thing to its play, and breaking down the ties which have held the home together. . . . The heaviest strain of our unsettled modern life falls on the shoulders of the young, especially on girls because of the changing status of women today” (139-40). Girl Scouts and other youth organizations were cited as stabilizing factors for “the modern girl” (143).


In 1957:
“What resources, ideally, should a girl have in order to grow successfully into the subtle and demanding role of adult womanhood? The essentials would seem to be: a reasonable sense of self based on an accurate knowledge of her own talents and interests, a positive view of and identification with the feminine role, and enough sustaining values to permit her to adapt flexibly to adult womanhood—whether . . . marriage and a family, or a career, or both” (2).

From: Adolescent Girls: a nation-wide study of girls between eleven and eighteen years of age ([Ann Arbor]: Survey Research Center, Institute for Social Research, University of Michigan, [1957]). The study was commissioned by the GSUSA.

You be the historian
• Explore the history of youth organizations and agencies.
• Have there been Girl Scout troops or other youth organizations in your community? What have they contributed to the individuals involved and to the community? Talk with people of various ages about these topics.
• Investigate American society in the early twentieth century, especially the “progressive” movement.
• Explore changes in perceptions of the roles of girls and women up to the present day. Have there also been changes in perceptions about the roles of boys and men?
Girl Scouting in history

“If character training and learning citizenship are necessary for boys, how much more important it is that these principles should be instilled into the minds of girls who are destined to be the mothers and guides of the next generation. An attractive and practical form of active educational pastime is needed and for this purpose the Girl Scouts are organized.”

Juliette Gordon Low
(Foreward, 1913 Handbook, Hoxie, vii)

According to the caption for this photograph in the Indianapolis Star Magazine, June 20, 1948, “Mrs. Donald R. Berner explains navigation to Girl Scouts Barbara Bowman, Helen Eby and Elizabeth Haynes.” The story goes on to describe how veterans in Indiana of the Women’s Air Force Service Pilots (WASPS) had begun to establish Wing Scout groups among senior Girl Scouts—five groups in Indianapolis and one in Richmond. The Wing Scouts began as an official program of the GSUSA in 1942; the first manual was issued in 1945. Former members of the Women’s Air Corps (WACS) also helped with Wing Scout troops.

Another special opportunity was the Mariner Scout program. It was introduced in 1924 as Sea Scouts and became an official program of GSUSA in 1934.

The Raintree Council has documented Mariner Troops in Boonville (1950s) and Evansville (1960s) and Senior Wing Scout Troop 19, circa 1949 in Evansville (Raintree Council, 234, 235, 237).

Both programs were integrated as special interest groups in the new senior program in 1963 (1963 Senior Handbook, 148-59, 176-85).
The development of Girl Scouting reflects many aspects of the history of society over the years since 1912. The levels and activities have changed to meet the needs of girls as society has changed.

The uniforms mirror the changing fashions over the decades. The cloth used has included cotton, Sanforized cotton, rayon, gabardine, and polyester blends as they became available. Adult uniforms have been designed by high fashion designers, including Indiana native Bill Blass in 1984.

Juliette Gordon Low introduced the program for girls ages 10-17, with three ranks. By 1925, girls over 18 or First Class Scouts over 16 became known as Senior Scouts.

English leaders in 1914 developed a program for younger girls who followed their sisters to Girl Guide meetings. In the U.S., a Brownie program for girls ages 7-10 was officially recognized in the mid-1920s.

As a result of a U.S. Girl Scout program study in 1935, a revision of age groups was introduced in 1938—Brownies (7-9), Intermediates (10-13), and Seniors (14-17).

In 1963, the GSUSA responded to rapidly changing times and the perceived needs of American girls from a study it had commissioned, 1955-1957. The program was altered to serve four Girl Scout age groups—Brownie (7-9, currently 6-9), Junior (9-11), Cadette (12-14), and Senior (14-17).

In 1984, GSUSA extended its programming to kindergarten, or age 5, with the Daisy Girl Scout.
Badges, badges, badges

Girl Scout badges are something more than pieces of fabric to put on a uniform, vest, or sash. Badge work helps girls learn skills they can use in their lives. Each badge has requirements that have to be met. When a girl completes the requirements, she is tested by her leader or by someone with special knowledge about the badge area.

Throughout the years, badges have reflected the expected roles of women. Badges also have given girls an opportunity to explore areas that may not have been considered part of women’s traditional activities.

In the chart on the next page are examples of badges offered over the years and some sample badge requirements.

- Examine requirements given for each time period, making sure you know the meaning of all words. Can you meet the requirements?
- Over time, what elements about the requirements for each badge are alike and what are different?
- What do the badges and badge requirements given tell us about the changing role of women and changes in technology?
- What might the numbers of top ten badges earned in each time period tell us about participation in the Girl Scouts?

“Her Badge stands for one way in which a Girl Scout has prepared herself to help others. The real badge test is the use a Girl Scout makes of it when opportunity comes”

(Degenhardt and Kirsch, 258).

Certain skills and knowledge have always been required for Girl Scouts. This card, circa 1930s, shows the examination for a Second Class Girl Scout.

Sources for p. 7: The requirements are quoted from various versions of Girl Scout handbooks as noted; an ellipsis (three or four dots) indicates words have been omitted; numbers of badges are from Degenhardt and Kirsch.
### 1913-1938

**Top ten badges within each time frame**

<table>
<thead>
<tr>
<th>Badge</th>
<th>1913-1922</th>
<th>1923-1933</th>
<th>1934-1938</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Winner</td>
<td>178,712</td>
<td>1,703,537</td>
<td>2,751,800</td>
</tr>
<tr>
<td>Scholarship</td>
<td>168,622</td>
<td>1,065,861</td>
<td>1,060,813</td>
</tr>
<tr>
<td>Cook</td>
<td>156,256</td>
<td>1,079,358</td>
<td>1,900,813</td>
</tr>
<tr>
<td>Housekeeper</td>
<td>146,253</td>
<td>1,065,996</td>
<td>3,064,664</td>
</tr>
<tr>
<td>Hostess</td>
<td>145,629</td>
<td>1,065,896</td>
<td>3,021,313</td>
</tr>
<tr>
<td>First Aide</td>
<td>144,610</td>
<td>1,082,144</td>
<td>3,013,444</td>
</tr>
<tr>
<td>Needlewoman</td>
<td>124,131</td>
<td>1,013,444</td>
<td>3,021,313</td>
</tr>
<tr>
<td>Observer</td>
<td>95,003</td>
<td>1,013,444</td>
<td>3,013,444</td>
</tr>
<tr>
<td>Citizen</td>
<td>91,422</td>
<td>1,013,444</td>
<td>3,013,444</td>
</tr>
</tbody>
</table>

### Some other badges

(Total is the number of badges available.)

- Bookbinding, Pottery, My Country, Public Health, World Knowledge, Cyclist, Beekeeper, Farm Safety, Storyteller (Total, 131)
- My Camera, World Neighbor, Creative Writer, Graphic Arts, Radio & Television, Traveler, Player-Producer (Total, 112)
- Individual Sports, Local Lore, Peoples of the U.S., Business Wise, Computer Fun, Ecology, Horse Lover (Total, 76)

### Some badge requirements through the years

- **Flyer**: "Pass tests in knowledge of air currents, weather lore. Must have made an aeroplane to fly 25 yards (or have a certificate for driving an aeroplane), and some knowledge of engines" (Hoxie, 132).
- **Handy-Woman**: "... Know how to turn off the water or gas supply... Clean, trim and fill an oil lamp... State how brooms, dry mops, dustpans, and brushes should be placed when not in use..." (1926, p. 515).
- **Matron Housekeeper**: “Know how to use a vacuum cleaner. How to stain and polish hardwood floors... How to clean wire window screens... How to put away fur and flannels... Know three different cuts of meat... Know season for chief fruits and vegetables, fish and game. Know how flour, sugar, rice, cereals and vegetables are sold...” (Hoxie, 134).

### January 17
- Juliette Gordon Low dies in Savannah, Georgia. (Highlights, 8)

1927

### October 1
- First Lady, Lou Henry Hoover gives greetings to Girl Scouts at National Council meeting in Indianapolis, (Indianapolis Star, October 1, 1930)

1930

### May 21
- Lindbergh completes first nonstop airplane flight across the Atlantic from New York to Paris. (Carruth, 272)

1927

### 1929
- Indianapolis survey of children reveals that more than 50% attend movies at least once a week. Tom Mix and Clara Bow are most popular stars. (Madison, Indiana, 367)

1935

### U.S. Social Security Act marks federal government’s recognition of public responsibility for aged and dependent Americans. Indiana General Assembly passes most significant social welfare reforms in state history in 1936. (Madison, Indiana, 118)
Camping has been from the beginning a central part of the Girl Scout experience. In 1910, the idea of girls camping was considered unusual. Women were just beginning to break out of the traditional boundaries of the home. Women were not expected to participate in athletic or hard physical activities. Juliette Low, like others participating in the development of youth organizations, believed that outdoor activities were good for developing healthy citizens.

For troops, the first activity was often a hike to a local park and overnight camping. As the number of troops grew in a community, the leaders’ association (later the council) developed camping facilities. Councils borrowed land, used Boy Scout camps, or went to an Indiana State Park. Often a friend of the council would donate land or money for a campground. In Indiana, Whiting, Fort Wayne, Terre Haute, Evansville, Richmond, Hammond, and Muncie opened campgrounds between 1924 and 1935.

The camping experience during this period included class topics, such as nature study, first aid, knots and lashing, and other outdoor skills. Often there was a cook, but girls were required to help out in the kitchen.

During the 1930s, camping was expanded to include winter camping in heated buildings. Staff hired by the Works Progress Administration helped the girls with special skills such as folk dancing.

Camping during the years of World War II often meant girls had to find creative ways to get to campgrounds. Gasoline was rationed, so girls caught busses or trains to the closest stops to the campgrounds and then hiked the rest of the way. During the 1930s and 1940s, Girl Scouts also established day camps. During World War II, day camps helped parents working in the war-time factories by providing safe places for girls.

Beginning in the 1950s, GSUSA started national Round-Ups—special camps held once every three years at a spot in the U.S. Girls from all over the country attended.

Throughout the years, Girl Scouting has focused on the environment. In the 1970s and 1980s, this emphasis was reinforced with minimal impact camping, in which girls disturbed nature as little as possible.

**Indianapolis Girl Scouts greet First Lady Eleanor Roosevelt during her visit to the city.**
*(Indianapolis Star, June 17, 1936)*

**First nationally franchised Girl Scout cookie sale.**
*(Highlights, 10)*

**Girl Scouts revise program to three age levels—Brownies, Intermediates, and Seniors.**
*(Highlights, 10)*

**150th anniversary in 1937 of the Ordinance of 1787 and the organization of the Northwest Territory.**

**Disney’s Snow White and the Seven Dwarfs is top money maker, but movie attendance is down 40%.**
*(Carruth, 290)*

**The most popular magazine selling in a Brookston, Indiana drugstore is True Story. McCall’s and Saturday Evening Post are also popular magazines.**
*(Madison, 351)*
37% of Indiana farms have tractors, up from 4% in 1920 and 22% in 1930. (Madison, Indiana, 155)

U.S. enters World War II. (Carruth, 299)

Poll shows 44% of U.S. high school students are critical of, confused by, or indifferent toward the war. (Indianapolis Star, December 8, 1945)

Issued July 4, 1942.

Number of Hoosier women in the workforce increases 22% from January to October due to war-related labor shortage. (Madison, Indiana, 389)

The first woman is elected to the Indiana State Senate. (Madison, Indiana, 37)

You be the historian
• Talk with senior citizens, parents, and other students. How have camping gear and activities changed? Stayed the same? Compare the photographs here of Girl Scouts camping.
• Explore the subject of camping and the environment. Why have ideas changed?

“I can’t get them up!”
“Topsy” Bayer (later Mrs. Joseph Butcher) donated this picture of herself and this schedule for a typical camp day in the 1920s, regulated by her as the bugler.

7:00 a.m. Reveille, “I can’t get them up”
7:25 First Call for Colors (flag ceremony)
7:30 Assembly for Colors, Colors
7:55 First Call for Breakfast
8:00 Breakfast, “Soupeee, Soupeee, Soupeee”
9:00-10:00 Assembly outside each unit to announce inspection
10:30 Assembly for Classes
11:00 Assembly for Classes
11:55 First call for Dinner
12:00 Dinner
1:00 p.m. Assembly for Rest Hour
2:00 Assembly for Classes
3:00 Assembly for Classes
4:00 Swimming
5:25 First Call for Retreat (Closing Flag Ceremony)
5:30 Retreat
6:00 Supper
7:25 First Call for Campfire
7:30 Campfire
8:30 Tattoo
9:00 Taps, “Day is Done”
Service to community

A central theme of Girl Scouting has always been service. Girls are encouraged to help within their families and in their schools and communities. Historical events of the twentieth century have had an impact on how Girl Scouts served their communities.

Many Girl Scout troops organized during World War I (1914-1919). Before the U.S. entered the war in 1917, troops collected clothes for children in war-torn Europe. After the U.S. entered the war, Girl Scouts rolled bandages, knitted socks, and sold war bonds.

During the Great Depression (1929-1941), Girl Scouts helped needy families by collecting items for food baskets. Girls could also attend Saturday matinees at the local movie theater by bringing potatoes, onions, or fruit, which were then given to soup kitchens and needy families.

Sometimes a disaster would spur local Girl Scouts into action. In January 1937, a combination of heavy rains, snow, and ice on the Ohio, Wabash, and White rivers caused severe flooding. In the Evansville area, thousands of people were evacuated from their homes. At least 100 Girl Scout volunteers performed invaluable work with the Red Cross, for example, in the Medical Division, in the Radio Division, in the clothing section, and caring for younger children.

World War II (1939-1945) provided Girl Scouts other opportunities to volunteer. Before the U.S. entered the war in 1941, troops in Indianapolis raised funds to buy mattresses for children in England. After 1941, older Girl Scouts watched younger children while their mothers worked. Troops in Indianapolis pledged to supply cookies to the Servicemen’s Center each week—a real sacrifice because sugar and butter were rationed.

Girl Scouts have continued to help their communities in various ways. In 1952, Girl Scouts in the Gary area participated in a voters’ aid contest conducted by GSUSA. Gary Girl Scouts were credited with the largest number of service hours given to their community of any other council in the country. Girls went house-to-house to encourage people to register, baby-sat so parents could vote, and distributed sample ballots.

During the 1970s, with a greater emphasis on the environment, many troops participated in cleaning up their neighborhoods. Girl Scouts around the Terre Haute area raised funds to save the Irishman Covered Bridge.
A letter from Juliette Gordon Low

In the early years of Girl Scouting, local leaders often wrote the national office for suggestions on activities for the troop. Anna Ridge, who established the first troop in Indianapolis in 1917, wrote about getting pen pals for her girls. Juliette Low replied with some suggestions. The letter has been transcribed line for line.

P.S. please address your reply to my home address Lafayette Square Savannah Georgia
March 9th 1918.

Dear Mrs Ridge

Enclosed letters will explain why there will be a delay in giving each Girl Scout the address of some Girl Guide with whom she can correspond.

During this war, as all English Girl Guides are very hard worked & are leading sad lives, it will be of great value if each Girl Scout should first write a letter instead of simply sending her name & address. the things she could tell an English girl are—: What does she do at the Girl Scout meeting?
Where she goes when they are having a hike?
Describe the hike?
Does she go to camp in Summer?
Is she trying for a war badge?
Have her troop done Red Cross or garden work?
Has she helped entertain at a Soldiers Concert?
These things & indeed any of the activities of Girl Scout life would interest the English [. . .]

[End of page 1]

You be the historian

• What have Girl Scouts—or other youth organizations—done to make your community a better place in which to live?
Girl Scouts is a large organization—2.5 million girls and over 700,000 adults in the U.S. Most of the work is done by volunteers, within an organizational structure established to help train those volunteers and provide worthwhile activities for girls.

Early troops organized as individual units. Often a mother or other interested woman would start the troop out of the local school or church. When the leader left, Girl Scouting often disappeared until another troop started.

Troop leaders often formed an association to share ideas. The leaders’ association then sought “council” designation. A council was officially chartered by the national organization to represent Girl Scouting in the community.

Whiting, Indiana received the first council charter in Indiana in 1920. Indianapolis followed in 1921. By the 1930s, Fort Wayne, Evansville, Gary, Terre Haute, and Richmond had councils. By the 1940s, there were many Girl Scout councils in Indiana.

In the late 1950s, councils were combined “Under the Green Umbrella.” These larger groupings were to enable councils to offer better camping programs and better training for leaders.

Volunteers have remained important to Girl Scouting. Most councils have a small paid staff to manage the camping facilities and provide training. Volunteers still lead the troops.

Women have generally led the organization. Women also have gained valuable experience in leadership and provided role models for girls. Many girls and women have used the skills from Girl Scouting in careers and work in other areas in their communities.

<table>
<thead>
<tr>
<th>Current councils</th>
<th>1935 indicates first known troop</th>
<th>C1935 indicates formation of council</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calumet Council of Indiana and Illinois</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Drifting Dunes Council</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Singing Sands Council</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>Indiana Lakeland Council</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Limberlost Council</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Sycamore Council</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>Tribal Trails Council</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>Wapehani Council</td>
<td>8</td>
<td>16</td>
</tr>
</tbody>
</table>

| Columbus, Indiana Irwin-Sweeney-Miller Foundation funds pilot project linking Girl Scout councils in 8 states to provide services to girls in Mexican migrant worker families. (Williams, 33-34) | October | Redesigned trefoil is introduced. (Highlights, 19) | July | American Girl magazine ceases publication. (Highlights, 20) | Famous management consultant Peter F. Drucker conducts seminars for Girl Scout council presidents. (Highlights, 20) | December | Girl Scouts of the U.S.A. makes last mortgage payment on headquarters building in New York City. (Highlights, 21) |

| Richard Nixon resigns from office as President of the U.S. (Carnuth, 413) | 1974 | 1974 |
| Sandra Day O’Connor, confirmed by U.S. Senate, is 1st female U.S. Supreme Court justice. (Carnuth, 443) | September | 1981 |
| June 18-24 Sally Ride becomes first U.S. woman in space aboard Challenger’s second mission. (Carnuth, 453) | 1983 | 1983 |
Juliette Low included as one of the ten Girl Scout Laws: “A Girl Scout is a Friend to All, and a Sister to every Other Girl Scout no Matter to what Social Class she May Belong” (Hoxie, 5).

Girl Scouting was aimed at all girls, but existing social attitudes shaped the development of scouting among girls of color. It was not until the early 1950s that many campgrounds and troops were integrated.

An experience in Indiana can be documented by items provided to Hoosier Capital Council by descendants of an early African-American Girl Scout leader.

Mary Phinney, first executive director of the Marion County council, visited local schools to explain the Girl Scout program. She spoke at School 17, an African-American school located on the near-west-side of Indianapolis.

Martha Selma Beck, an African-American math teacher at School 17, started Troop 6 on October 4, 1921. Members went on their first hike on October 12, traveling from Riverside Park to Fairview. Fifteen girls passed Tenderfoot tests, conducted by Phinney, in December 1921.

Many of the activities of Troop 6 revolved around the school. Support came from both Principal George L. Hayes, and his wife. The girls provided first aid and assisted with fire drills in the school. During Girl Scout Week in 1921, they participated in city-wide Scout events. To pay for registration fees, activities, and uniforms, girls sold cookies made in their Domestic Science class.

Troop 6 worked on community service projects within the neighborhood and for city-wide agencies. The girls visited the Alpha Home for the Aged Colored at Christmas. They put stickers advertising Red Cross Christmas seals on car windshields at a local filling station. The troop worked at a Health Exposition at the Indiana State Fair Grounds.

The girls went to movies at the Indiana Theater in the Madame Walker Building. In October 1923, Beck took the girls to hear John Philip Sousa and his band. They attended Camp Ada-Boy-Holliday, the council’s camping facility at College Avenue and 75th Street.

Behind the scenes

I was a Girl Scout and had many great experiences. When I moved to Indianapolis in 1984 for my first job as a special librarian, I wanted to help the organization that had given me so much. I became a Girl Scout leader and let the Hoosier Capital Council know I was interested in helping during the 75th anniversary celebration of Girl Scouting on March 12, 1987.

Working with the local council during the 75th anniversary allowed me to express my love of history and my desire to make history interesting and fun. I worked on a fashion show of old Girl Scout uniforms and researched a script which included historical facts about Girl Scouting in the Indianapolis area.

During this time I went back to school to earn a master’s degree in history and decided that the Girl Scouts seemed to be a perfect thesis project for me.

It is important for any organization to know its past. Members need to know how their organization got to the current point in time. How did it get started? How has it changed? What has stayed the same? Were there problems? What forces shaped the organization: the members, the community, society?

Historians have often ignored organizations like Girl Scouts, in part because they are female organizations. Only in recent years have historians generally begun to look at the history of women in American society.

I was also intrigued with the history of children’s activities. This area has also been ignored. Children have rarely left the source material for historians to study. Young people rarely leave documents or other records behind. Studying youth organizations like Girl Scouts helps us learn about children’s activities.

My thesis research focused on Girl Scouting in the central Indiana area. I used the minutes and publications of the Girl Scouts of Hoosier Capital Council. I looked at city newspapers for stories about the organization. I also read about what children were doing in the past. Because this was an organization about girls and women, I also did research on women and their activities during the time period I studied.

This research helped me to answer questions about how Girl Scouts maintained traditional roles of women in American society but also expanded what was possible for women. Girl Scouts, for example, helped make it acceptable for girls and women to go camping and hiking and do other physical activities.

My history of the council has been used by new staff members to learn about the council and by the board of directors to plan for the future by looking at where the council has been.

As the historian for the Hoosier Capital Council, I have organized the council archives, photograph collections, and collections of handbooks and uniforms. I have also put together circulating kits containing old uniforms and handbooks. Using these resources, I hope that Girl Scouts can get a real sense of what the past was like—and learn the fun and value of history.

Thank you

The following councils provided materials for this issue:
Indiana Lakeland Council (Goshen)
Covered Bridge Council (Terre Haute)
Tulip Trace Council (Bloomington)
Sycamore Girl Scout Council (Lafayette)
Limberlost Girl Scout Council (Fort Wayne)
Girl Scouts of Singing Sands Council (Granger)
Tribal Trails Council (Logansport)
Drifting Dunes Council (Valparaiso)

The archives of the Girl Scouts of Hoosier Capital Council has been invaluable.
GSUSA has been most generous in approving use of its material.
Bibliography


Other Girl Scout materials

See also pages 13, 14.
• Strickland, Charles E. “Juliette Low, the Girl Scouts, and the Role of American Women,” in Mary Kelly, ed., Woman’s Being, Woman’s Place: Female Identity and Vocation in American History (Boston: G. K. Hall, 1979), 251-64.
• Wright, Katherine O. Girl Scouting in the Great Lakes Region. Chicago, IL: Girl Scouts, Inc., 1938.

Other youth organizations


Suggested reading


Selected student resources

On June 21, 1929, Girl Scouts participated in the dedication of a marker for the Clark Grant in New Albany, Floyd County. The event was part of the 1929 annual pilgrimage of the Society of Indiana Pioneers and the Indiana Historical Society. A group of 149 people in four busses (visible in the background) and twenty-four private cars then traveled into Kentucky visiting historic sites (Indiana History Bulletin, July 1929, pp. 182, 199).