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A study of the Girl Scout troops in member houses of the United Settlements of Greater Boston

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Boston University
BOSTON UNIVERSITY
SCHOOL OF SOCIAL WORK

A STUDY OF THE GIRL SCOUT TROOPS IN MEMBER HOUSES OF THE UNITED SETTLEMENTS OF GREATER BOSTON

A Thesis

Submitted by
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(B.S., University of New Hampshire, 1940)
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CHAPTER I

INTRODUCTION

Since the beginning of the Girl Scout movement in the United States of America in 1912, it has depended on the interest of other groups or individuals to sponsor troops. When Juliette Low returned from England she was determined to have the American girls share in a movement she had seen start in England.

She began by gathering together a group of eight girls. Before she went back to England a few months later, she had six troops, and a group of sponsoring women, all going strong....

Girl Scouting in America has grown in many ways. It embraces all races and all religions. It is not limited to any one social or economic group. Its members represent all national groups found within our borders or in outlying possessions. It includes the physically handicapped as well as the hardy, outdoor type of girl. Parochial and private schools contribute members as well as the public schools. While most troops are under community sponsorship, there are others in "homes" and special institutions....and social agencies use the Girl Scout organization as one of their best resources in the adjustment and socializing of girls who have found it difficult because of poor home or social conditions to conform to acceptable patterns of behavior. Its membership boundaries are truly democratic.1

Thus, Girl Scouting as an agency in a community looks to the school, church, labor organization, social agency, settlements and community houses and numerous other groups to provide a place for troops to meet. The meeting place influences, to a certain extent, the quality of the program.

---

1 Girl Scouting as an Educational Movement, p. 5
The aims of the Girl Scout movement are, and have always been, similar to those of all group work agencies. Henry Miller Busch in his book *Leadership In Group Work,*\(^2\) best describes these:

Group work commonly connotes and educational leisure time process under the auspices of a social agency for the purpose of aiding the individual in a group to acquire knowledge, skills and attitudes, to conduct activities that are constructively recreational in character, and promote social cooperation and responsibility.

**Purpose of Study:**

The writer's purpose in making this study was to find out more about Girl Scout troops in a settlement house setting in member agencies of the United Settlements of Greater Boston. To make this study more accurate the writer has limited it to those troops which were currently registered as of October 1948. The study will attempt to trace the early organization of the various troops and to ascertain how they were organized. Furthermore, an attempt will be made to determine how the life of the troops is maintained and who takes the responsibility in this area. In addition to this, it also becomes necessary to find out to what extent the troop should become a part of the settlement program and actually does.

The writer hopes to find out as nearly as possible how much responsibility and cooperation the settlement houses of Greater Boston give to the Girl Scout troops within their program. The study will

\(^2\) Henry Miller Busch, *Leadership In Group Work,* p. 27
also attempt to find out how the responsibility for the Girl Scout troop within the settlement is divided. To be more specific, to what extent is the agency responsible and to what extent is the Girl Scout council responsible for the Girl Scout troop.

**Scope of Study:**

The area selected for the study was based on the number of settlements in the United Settlements of Greater Boston which have Girl Scout troops. These troops must have been registered prior to October 1948. The scope of study included three different Girl Scout councils, twelve different settlement houses and twenty-four different troops. The Girl Scout troops included, seven Brownie troops, fourteen Intermediate troops and three Senior troops. The councils were Boston, Cambridge, and Salem. The first two come under the jurisdiction of the Greater Boston Council of Social Agencies. Salem is outside of this jurisdiction but the lone settlement in this council is included in the United Settlements of Greater Boston. Ten settlements are under the Boston Girl Scout Council, Inc., one each under the Cambridge and Salem Girl Scout Councils.

**Method of Study:**

In order to have as complete a picture as possible of each Girl Scout troop, it was necessary to obtain information from all who were connected in any way with the troops. This included information from the settlement staff member closest to the troop, the leader, the troop committee members, the Girl Scouts, and the local Girl Scout councils.

A test case showed that the original plan of completing the study by personal interviews would not be possible in the time available.
Therefore the interview method was used with the settlement staff member only. During this interview the questionnaires for leaders, troop committee members, and Girl Scouts were explained and left for distribution to the designated persons.

In Cambridge and Salem an interview was held with the Girl Scout executive directors. Both councils were in the process of reorganizing their troop organization committees so had no committee chairman to call on for council information.

The person or persons who administer the local council's troop organization function are concerned with the continuity and needed reorganization of existing troops, which includes sponsorship, troop committees, and the replacement of leaders when and where needed. In Boston this committee is made up of all neighborhood chairmen. Therefore two neighborhood chairmen with settlement troops in their neighborhoods were interviewed as well as the four district directors, and three district chairmen responsible for these same troops. The chairman of the troop organization committee was also helpful in supplying information concerning settlement troops.

3 Volunteer Jobs - Troop Organization, p. 3
Presentation of Survey Findings:

The writer found that in a study of this kind little had previously been written. Therefore, much of the data is in the form of opinions which must be presented for a complete picture of the Girl Scout troop in the settlement house setting. To distinguish between facts and opinions the latter were drawn out and put into a separate chapter preceding the conclusions. Thus the survey findings are presented in chapters as follows: Background Material On Girl Scout Organization, Settlement Houses, Adult Leadership, Troop Committees, Girl Members, Interaction Between Settlement Houses and Girl Scout Organization and Summary and Conclusions.
CHAPTER II

BACKGROUND MATERIAL ON THE GIRL SCOUT ORGANIZATION

The twelve settlement houses included in this study have a total of twenty-four Girl Scout troops meeting under the jurisdiction of three different Girl Scout Councils. These councils, a group of men and women, are the only groups officially chartered by the national organization to administer the Girl Scout program. Each council is chartered annually by the national Board of Directors and administers the program only within a defined territory or jurisdiction.\(^1\) This jurisdiction is the territory within which the council has authority to administer Girl Scouting as designated in its charter. There are two types of council jurisdiction.

1. **Municipal**, in which the council territory covers one community only.

2. **Area**, in which the territory covers two or more communities...\(^2\)

The three councils included in this study come under the first type of council jurisdiction, the Municipal.

In addition to two forms of council jurisdiction there are also two types of council organization.

1. A **TRADITIONAL COUNCIL** is composed of men and women who are representative of the community and who elect their own membership. In this form the council, being small, serves as a board of directors to administer Girl Scouting.

---

\(^1\) Blue Book of Girl Scout policies and Procedures, 1948, p. 26 - 27

\(^2\) Ibid., p. 30
2. **AN ASSOCIATION COUNCIL** is composed of all adults within the council's jurisdiction who are registered members of the national organization. The council elects a board of directors to carry out its administrative work. The board of directors, however, reports to and is responsible to the council, which carries final authority for local Girl Scout work....

The organization of each council, at the time of this study is that of the Traditional Council. Boston, however, as a large city council, is working toward an Association Council form of organization. It is divided into ten districts, and sub-divided in eight districts into natural neighborhoods as far as possible. Three districts are moving toward the association form of organization, two are already functioning neighborhoods. In the two smaller councils there is no movement, as yet, toward the Association form of council organization.

Regardless of the type of council there are a number of administrative functions each must perform, one of which is to organize new troops and to keep all troops in good working order. In addition, the council sees that all troops "are assured their right to competent adult leadership, active community backing, and a meeting place in which girls can feel at home in troop program".

This work is delegated to a troop organization committee. In a council covering only one community, or a small community, this responsibility is delegated to a chairman who usually has an assistant to help her. In a larger community, a troop organization committee is very definitely needed. Members on this committee are usually the neighborhood chairmen.

---

3 *Ibid.*, p. 31

4 *Primer for Girl Scout Councils*, p. 31
and they have charge of all troops within their neighborhood. 5

The persons who administer the troop organization function are concerned with organization of new troops, including adequate sponsorship, troop committees, and leadership for them, as well as with the continuity and needed reorganization of existing troops, which included sponsorship, troop committee, and the replacement of leaders when and where needed. 6

Council Organization Policy:

Each council has its own policies on troop organization. These set up certain standards but on the whole these standards are flexible and are adapted to the individual situation. It was found that in one of the councils it is stated that the sponsoring group gets troop committee members and leaders, then must come to the Girl Scout council for help in organizing the troop. One council delegated the responsibility for contacting and securing leaders to the organization chairman, and the third council has a Troop Organization committee composed of the neighborhood chairmen in each district. There is also an Advisory committee to this Troop Organization committee, and both of these committees are coordinated by a vice-president on the Board of Directors. This council's organization policies set up standards which regulate the size of troop, adult personnel, age range in a troop, meeting place and sponsorship. Under this latter point the responsibility for recruiting and selecting leaders and troop committees rests with the sponsoring group. The council then assumes the responsibility for training all volunteers and supervising troops.

5 Ibid., p. 33 - 34
6 Volunteer Jobs - Troop Organization, p. 3
Council and Sponsoring Group's Responsibilities:

In order to carry this program to all girls, the council must look for support from those groups already in the community which serve the girl between the age of seven and seventeen, and whose aims and ideals are like those of the girl scout movement. As each agency operates its own program in its own manner, it is necessary for the Girl Scout council and the sponsoring groups clearly to understand and respect the work of each other. Details in regard to the individual or mutual responsibilities vary in each situation and need to be worked out best to fit into that situation. There are, however, two main responsibilities which always rest with the council: to approve and train leaders; to see that Girl Scout program standards are maintained. 7

Sponsoring groups may help in one of two ways. 8

1. They offer support in the form of leadership, meeting place or other material assistance in order to advance a program they believe worthy, but they do not expect to integrate the program with their own.

2. They may ask the community agency to offer its program as a part of the total youth program being developed. If the basic purpose of both organizations are compatible, and if the special patterns and policies of both can be respected, a much more interdependent relationship develops than would occur under the first type of sponsorship.

7 Girl Scouting and the Community, 1946, p. 8
8 Ibid., p. 8
To help in the organization of troops a guide list has been made to help define all of the responsibilities. New troops were not considered in the study but this list was kept in mind at all times, as a way of trying to determine how the troops have become a part of the total program of the settlement houses. These responsibilities are found in the Blue Book of Girl Scout Policies and Procedures, and are quoted below:

Both Accept Responsibility to:

1. Know and respect the aims and objectives of each other.
2. Determine the need for sufficient troops for each age level.
3. Encourage girls to participate in Girl Scout activities outside their own troop and neighborhood, such as inter-troop activities, camping, Senior conferences, service projects, girl planning boards.
4. Help girls to be aware of the significance of being part of the Girl Scout movement and part of the sponsoring organization.
5. Appoint liaison persons between the council and the sponsoring group to determine the most effective working procedures.

Girl Scout Council Accept Responsibility to:

1. Provide and administer the Girl Scout program.
2. Interpret Girl Scout policies and standards to the sponsoring group and why the council is obligated to maintain these.
3. Understand the aims and objectives of the sponsoring group.
4. Interview interested adults suggested by the sponsoring group for leaders, troop committee members, and program consultants; select those who meet Girl Scout qualifications, and train them for their specific jobs; and, in consultation with the sponsoring group, place them according to their abilities and interests.

---

5. Plan intertroop activities at a time and place and with a program that is acceptable to different religious, racial, and cultural groups.

6. Promote community service activities on the part of troops that benefit the girl, the community, and the sponsoring organization.

Sponsoring Organizations Accept Responsibility to:

1. Understand and uphold Girl Scout local and national policies and standards.

2. Interpret and promote among the girls the ideals of the Girl Scout Promise and Laws.

3. Interest adults in becoming leaders, troop committee members, and program consultants.

4. Encourage leaders and troop committee members to take advantage of training made available by the Girl Scout council.

5. Help to provide an adequate troop meeting place.

6. Recruit girl membership for whatever troops are to be started.

7. Cooperate with the troop committee and leaders to develop a full Girl Scout Program for the girls, including such things as service opportunities, financial help, and program resources.

8. Interpret the needs of youth and the Girl Scout program to the whole membership of the sponsoring organization for the purpose of broad interpretation of Girl Scout need for progress.
Adult Leadership:

The leader of a Girl Scout troop is today, as always, the most significant single factor in the entire organization, regardless of where a troop meets. This factor in the Girl Scout movement is no different from that which exists in the settlement houses. Leadership of a high quality from persons of good standing in a community, with understanding and in sympathy with the aims and purpose of both the Girl Scout movement and the settlement is a factor to be considered when securing leaders for settlement troops.

The leader holds the Girl Scout ideals in common with the girl members. She is interested in the development of the girl and understands the possibilities of individual development through the group. The leader helps troop members to learn new skills, to live up to the Girl Scout ideals, to give service to their community through planning their own program in a democratic way.10

10 Ibid, p. 19
Troop Committees:

Troop committees are groups of men and women who are interested in a particular troop and who have been selected to help the leader carry out the troop program. The leader is the individual directly responsible for the program and the troop committee members act as advisors and help to supplement her in carrying on her work with the girls.

When a troop is sponsored by any organization, one of two things may happen in relation to the troop committee. 11

1. One member of the sponsoring group should serve on the troop committee in order to keep in touch with the needs of the troop and ways in which the sponsoring organization could assist....

2. The troop committee may be composed entirely of members of the sponsoring organization. It has a special responsibility for seeing that objectives of Girl Scouting and the sponsoring organization are in accord with each other and maintained with mutual satisfaction....

Troops are urged to have a troop committee of from three to five members 12 to help on such matters as transportation, raising funds, assisting with records, assisting at parties, and to advise the leader on other matters. Many troops, however, do not have troop committees and the entire responsibility falls to the leader.

11 Leadership of Girl Scout Troops, p. 317
12 Blue Book of Girl Scout Policies and Procedures, p. 22
The Girl Scout Troop:

A Girl Scout troop is planned as a small, democratic working group in which each girl shares in the planning and carrying out of troop activities.

A Girl Scout troop is different from other clubs in that every member makes the Girl Scout Promise, puts into practice the Girl Scout Laws, chooses her good times from among the Girl Scout activities, belongs to both a national and international organization, and wears the Trefoil pin. The troop is like other clubs in a settlement in that the methods used by both aim at developing the individual girl through experiences in group activities, and through learning new abilities. Both realize that when a girl has an opportunity to share experiences with others in her own group, and when she is given an opportunity to give valuable service to others she will learn to assume the responsibilities and accept the privileges of citizenship.

13 Girl Scout Handbook, p. 3
CHAPTER III

THE SETTLEMENT HOUSES

Each of the twelve settlement houses having a registered Girl Scout troop cooperated readily with the writer in order that a clearer picture of Girl Scout troops meeting in a settlement house setting might be obtained. These settlements, located in congested areas of the cities where overcrowding, insecurity and poverty are a part of the everyday existence, are striving to learn the needs of the community and work always with the aim that the people themselves may share in solving their own problems. They work with all ages, sexes, and races, regardless of faith or creed. One important purpose is that of providing educational and recreational activities. This aim is one shared by many other agencies serving the community, including the Girl Scout organization.

The Girl Scout organization, in order to reach more of the girls in these neighborhoods, must work with the settlement houses in order that they may understand the conditions prevalent in the immediate community. The settlement as an established agency in the community has had more opportunity to study and interpret the various economic and social problems which exist, yet change from time to time. Therefore, it is important that the Girl Scouts work with the settlement to bring scouting to the girls who live in these crowded areas, and to be willing to adapt policies to meet the individual circumstances. This does not mean that the standards of either need to be lowered, only that each know and respect the aims and objectives of the other and work together to meet the growing needs of the
other and work together to meet the growing needs of the girls they both will serve.

Table 1 shows the settlements, councils, and number of troops of each kind included in the study. The age range for scout troops is Brownie Scouts, seven through nine years, Intermediate Scouts, ten through fourteen years, Senior Scouts fifteen through seventeen years.

![Table 1]

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<td></td>
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<td>Brownie 7-9</td>
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<tr>
<td>Elizabeth Peabody House</td>
<td>Boston</td>
<td>2</td>
</tr>
<tr>
<td>No. Bennet Industrial School</td>
<td>&quot;</td>
<td>1</td>
</tr>
<tr>
<td>South End House</td>
<td>&quot;</td>
<td>2</td>
</tr>
<tr>
<td>Dorchester House</td>
<td>&quot;</td>
<td>1</td>
</tr>
<tr>
<td>Hecht House</td>
<td>&quot;</td>
<td>1</td>
</tr>
<tr>
<td>Trinity Neighborhood House</td>
<td>&quot;</td>
<td>1</td>
</tr>
<tr>
<td>Jamaica Plain Neighborhood House</td>
<td>&quot;</td>
<td>2</td>
</tr>
<tr>
<td>Denison House</td>
<td>&quot;</td>
<td>1</td>
</tr>
<tr>
<td>Norfolk House Center</td>
<td>&quot;</td>
<td>1</td>
</tr>
<tr>
<td>Roxbury Neighborhood House</td>
<td>&quot;</td>
<td>1</td>
</tr>
<tr>
<td>East End Union</td>
<td>Cambridge</td>
<td>1</td>
</tr>
<tr>
<td>House of seven Gables</td>
<td>Salem</td>
<td>1</td>
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</tbody>
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Totals                                | 7             | 14         | 3                  |

The ten Boston settlements are located in five districts in the council's jurisdiction. These districts are, Central Boston, East Boston,
Dorchester, Jamaica Plain, and Roxbury. The Cambridge settlement is located in what is known as East Cambridge, and the Salem settlement is located along the harbor front and within a few blocks of the heart of the city.

The information which was available for all troops relates to the total number of troops in each settlement rather than to the individual troop. Six settlements have only one troop, three have two troops, two have three troops, and one has six troops. Only two settlements, Norfolk House Center and Roxbury Neighborhood House have troops for each of the three age levels, Brownies, Intermediates and Seniors.

**Number of Years Settlement Has Had A Girl Scout Troop:**

In Table 14 it can be seen that troops have been registered in settlements from one year to over thirty years. Registration of troops has been continuous in only four of the troops since their original organization. The other eight settlements have had troops which have lapsed from time to time with reregistrations occurring anywhere from one month to a year or more after the troop was dropped. Three fourths of the settlements have had troops over ten years, and one half of the settlements have had troops over fifteen years.

---
1 See Appendix A
Interest in Starting the Settlement Troops:

Settlements have provided meeting places for Girl Scout troops for many years. It was difficult, therefore, to find information on who was initially responsible for starting the troops as records were found to be inadequate or entirely missing, and both the settlement house and Girl Scout personnel had changed frequently. The information which was available, then, is related to the currently registered troops and they show continuous registration for at least two years.\(^2\)

It was found that three settlements added the Girl Scout troops to their own program because they felt that this type of program would enrich their own program. The local Girl Scout council was responsible for the beginning of a troop in only one instance. When another agency closed, the leader of the troop meeting there approached the settlement house in the neighborhood to see if it would provide a meeting place for the troop. This was done and since that time there has been continuous registration of this troop. A group of senior girls was interested in forming a troop because some of their friends belonged to a Sea Scout troop meeting in the settlement and they thought it would be nice to have a troop of Senior girls there, too. With this interest in Scouting they went to the director of the settlement and asked if the house would help them to start their troop. In all other houses the interest was felt to be one shared by both the settlement and the girls.

---

\(^2\) One troop is in its second year and is a reorganized troop.
Membership in other Settlement Clubs:

Registration fee for membership in the settlement house is required by ten houses. In two houses no house membership fee is required for any activities. One of these houses, however, has just had a change of directors and the feeling is that registration as a house member should be required. This will include the Girl Scouts. The double membership, has been hard for some settlement troops to understand, and this is especially difficult since the registration fee for all Girl Scouts was increased to one dollar at the 1947 National Convention.

Because of the requirement for house membership it is not unusual to find that most of the girls participate in other settlement clubs and classes. Some of the settlements limit the number of clubs each member can belong to in the house and the Girl Scout troop was included in the limit.

Between one third and two thirds of the girls belong to other clubs in the settlements.
Usual Method of Recruiting Adult Leadership:

Settlements staffed with relatively few workers are dependent on volunteers to carry on many of their activities. When the Girl Scout program is used in the settlement there is no one source from which to secure the necessary leadership for the troops. Recruiting of all adult leadership, leaders and troop committee members is done through the same channels as for all of the other activities offered by the settlement.

One source of leaders available to all and used by many is the Volunteer Service Bureau. Staff members in many settlements, are frequently the leaders for some troops. These generally are members who have had previous experience in Girl Scouting either as former Girl Scouts or as leaders. College students who are doing field work or who are required to give a certain number of hours in volunteer service during their school year have been used as leaders by all of the settlements at some time. One settlement which had college students as leaders allowed them a definite amount of time each week for training and preparation. It seemed that Girl Scout troops having college students as leaders were not as successful in terms of continuity, as change in leadership is almost constant.

Another method of recruiting leadership has been that of asking women in the neighborhood who the settlement thinks might be interested. Both staff members and other leaders have done this, working through the children to sound out the interest of parents. Members of the Girl Scout professional staffs have helped when they have been told of people who might be interested. In one instance a definite plan of calling in the
homes of all scouts has been most helpful in recruiting leadership and in the formation of a troop committee.

Recruiting of troop committee members is left most of the time to the leader of the troop. When the leader has time and is really interested in having other help, troop committee members have been found and used successfully. Where there are no troop committee members it is usually because the leader has not had time to look for them as it is a task which requires time to seek out people in settlement neighborhoods who can help.

Four settlements replied that they had received help from the Girl Scout council in recruiting leadership. In these cases the district chairman or neighborhood chairman had been most helpful. Two members of the Girl Scout professional staff had referred leaders to two settlements. In one council it was a matter of bringing a good leader back into Scouting when the circumstances were just right. In the other, it so happened that an interested person had volunteered her services and was available when the settlement troop was left without adequate leadership.

Responsibility for Maintaining Leadership:

This is a responsibility which sponsoring groups accept and it was found that all do assume it. The final responsibility rests with the settlement house, with the approval of the Girl Scout council, yet two houses feel that it is a shared responsibility. In both of these instances the district chairman and neighborhood chairman have helped the settlement maintain leadership.
Other Helps Settlements Provide:

Besides providing a place for the Girl Scout troop to meet, the settlement houses also provide many other helps which enrich the program. All settlements made it possible for the Girl Scout troop to use any of the house facilities as they are needed. This includes the use of sewing, cooking, arts and crafts, and workshop rooms. Where station wagons are available they are used for transportation for trips of all kinds. Financial help is rare but many settlements help to buy supplies and Girl Scout publications for the troops. Provision for the extension of the troop program through camping is arranged only through the regular camping program of the house. A few settlements have camps of their own and girls attend these camps, though there is no attempt to carry on any special Girl Scout camping program. Camps are too far away from the cities for the troops to use them for troop camping week-ends during the year.

All settlements give some supervision to the leader and troops in the same way they give it to all other house groups. Paying Girl Scout leaders of settlement troops deviates from the accepted practice of volunteer leadership of Girl Scout troops. Yet, paid leadership is provided in five settlements and in seven there is direct staff leadership.

Place Girl Scout Troops Have in Total Settlement Program:

In response to the questions, has the troop become an integral part of the total settlement program, and does the Girl Scout program help to supplement your settlement program it was found that in all instances the answer was yes. Interest in having a troop in the settlements was found to exist in all. In addition to the value the Girl Scout program has to
offer to the girls in a settlement neighborhood, it was stated that it was not actually need in any case, that is the settlement program would not be impaired in anyway without it.

To best illustrate these points of study a few of the answers are quoted below for future study and consideration of settlement sponsorship of Girl Scout troops.  

It has offered a popular program for 'teen age girls which they otherwise would not have and has been most educational. It has been another group activity helping to train girls to become leaders and to assume responsibility for helping with other house activities.

We feel the girls are in need of this type of program.

A great interest on the part of the girls spurs us to provide leadership whenever we can. The program fills a need otherwise not provided.

In planning the year's program Girl Scouts is as much a part of it as any other activity. It is especially important in emphasizing to the Scouts the national and world wide membership. "West Enders" are very sectional in their viewpoint.

It is another means of attaining broader objectives of Settlement Work.

It was found that the national and international aspect of the Girl Scout program was the part which helped most to enrich and added to the total program offered by the settlement. The philosophy on which Girl Scouting is based and which is embodied in the Promise and Laws was felt to enrich each program and provide a need not met by the general program offered by each settlement.

3 These quotations are from settlement personnel.
CHAPTER IV
ADULT LEADERSHIP

For the twenty-four troops in the twelve settlement houses, there are twenty-one different leaders with three leaders having two troops. Questionnaires were returned from seventeen leaders, with the three who have two troops returning one from each troop. Thus information from leaders was available for twenty troops. There were no questionnaires returned from four troops, three of which were temporarily without adequate leadership. Two of these troops are located in a settlement where a certain amount of reorganization is taking place. These troops are being reorganized and at the time of this study it was found that the troops were being thought of in terms of new units.

Table 2 shows how long the twenty-four troops have had the same leader.

TABLE 2
NUMBER OF YEARS THE TWENTY-FOUR TROOPS HAVE HAD THE SAME LEADER*

<table>
<thead>
<tr>
<th>No. of Years</th>
<th>No. of Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over 5</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>no reply</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
</tr>
</tbody>
</table>

*three leaders have two troops
Eight leaders said that they had the troop alone and twelve leaders said that they had some assistance. Nine leaders have one assistant, two have two assistants, and one has three assistants. The length of time the assistant leaders have been with the troops ranges from one week to fourteen years. Six who have been with the troop for only a month or less were found to be college students gaining leadership experience. Assistant leadership in one troop was listed as being very irregular with the leader more often than not having to take the troop alone. In the five instances where assistant leadership was said to be continuous over a number of years it was also found that assistant leaders were women who lived in the neighborhood. The one assistant leader who had been with the troop for fourteen years was the former leader as well as the head worker in the settlement. She has also served on the Girl Scout Board of Directors for one of the councils.

Leaders' Experience:

Previous leadership experience, other than Girl Scouting of twelve leaders included:

- Teachers in schools
- Teachers in Sunday school
- Teachers in nursery schools
- Camp directors
- Camp counselors
- 4-H club leader
- Leader of an athletic association
- Leader of settlement work
- Leader of summer playground work

Only five leaders replied that they had never had any kind of leadership experience previous to the time they took over a Girl Scout troop. Table 3 on page 26 shows the present occupation of the leaders.
TABLE 3

OCCUPATION OF GIRL SCOUT TROOP LEADERS

<table>
<thead>
<tr>
<th>Occupation</th>
<th>No. of Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>House wife</td>
<td>7</td>
</tr>
<tr>
<td>Social Worker-Girls' Worker</td>
<td>3</td>
</tr>
<tr>
<td>Social Worker-Children's Department</td>
<td>1*</td>
</tr>
<tr>
<td>Visiting Nurse</td>
<td>1*</td>
</tr>
<tr>
<td>Secretary-Group Worker</td>
<td>1*</td>
</tr>
<tr>
<td>Student-Part-time Staff Worker</td>
<td>1</td>
</tr>
<tr>
<td>Graduate Student-School of Social Work</td>
<td>1</td>
</tr>
<tr>
<td>Stenographer</td>
<td>1</td>
</tr>
<tr>
<td>Not listed</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

*Leader has two troops

Eight leaders said that they had been former Girl Scouts during their school years and table 4 shows how many years these leaders were Girl Scouts.

TABLE 4

NUMBER OF YEARS EIGHT LEADERS WERE GIRL SCOUTS

<table>
<thead>
<tr>
<th>No. of Years</th>
<th>No. of Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>
TABLE 5
NUMBER OF YEARS LEADERS HAVE BEEN GIRL SCOUT LEADERS

<table>
<thead>
<tr>
<th>No. of Years</th>
<th>No. of Girl Scout Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>1*</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>1*</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>4*</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>under 1 year</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
</tr>
</tbody>
</table>

* One leader has two troops
** Leader was assistant leader

Interest in the troop was aroused in a number of ways. Six leaders said they became interested in their troop in the following ways: served as a former assistant leader, during her interview for a job on the settlement staff, at a troop investiture, through the interest of another leader, being asked by a member of the settlement board of directors, and through a daughter's enthusiasm. Two leaders wanted troops and formed them and two who live in the settlement were asked because of previous experience with Girl Scouts to take over the leadership of a troop. Four were first interested by a neighborhood chairman and four were assigned Girl Scout troops as part of their settlement job. One of the latter of these held a secretarial job at the settlement house which was not a full time job and because of her past Girl Scout leadership was encouraged to
use this medium to strengthen family ties with the house.¹

Only eight leaders who replied stated that they had a troop committee and had asked them to help with the troop activities. Help has been asked for on troop publicity, transportation, social events, clerical work, troop records, procuring speakers, assisting with special badges, and when the troop participated in parades and other inter-troop activities. One leader very frankly stated that she "didn't really need a troop committee", and she "didn't believe in asking a person to be on a troop committee than asking them for the dollar registration fee". The others who reported no committees said that up to the present they had been unable to find such people but that they would like very much to have them.

Training:

Basic Girl Scout training was required of five leaders before they took over their troops, of four after they had started with the troop, and eight said it was not required at either time but that they were advised to take training as soon as possible. The Girl Scout councils offer basic training periodically throughout the year and urge all leaders to take this as soon as possible in order to help them understand how a Girl Scout troop functions.

Reasons given by those who have not taken training generally show the existence of a conflict in timing of courses. Leaders who were also settlement workers found that Girl Scout training courses were given at times that did not coincide with their own free time, and that rarely was time given to them by the settlement for training. One leader could

¹ See Appendix A Table 15
not fit the training course into her busy schedule as her husband worked nights and she had to care for young children during the day. A student was not able to attend daytime courses nor evening courses because of her class and work hours. Only one leader, a teacher and a former Girl Scout, felt that she "honestly did not need training".

Training given by the settlement through staff meetings and conferences was listed by three leaders. The other fourteen said they received no training for leadership from the settlement. Those who were staff members felt that their training was supposedly acquired before they joined the staff, but that living in the settlement provided a certain amount of training which is given daily, sometimes consciously and sometimes unconsciously, is felt to be more valuable to them and more practical than formal courses are.

Six leaders listed only Girl Scout training consisting of courses in overnight licensing and various workshops. Other kinds of training leaders had taken included bible school courses, courses given by the Community Recreation Service of Boston, Red Cross training, Y. W. C. A. camp counselor courses, and a brief course for settlement workers. Graduate training in a school of social work was listed by two leaders.

**Relationship of Leaders to the Settlement House:**

Volunteer leadership of a Girl Scout troop was the only connection six leaders had with the settlement. The others had a further connection with the settlement through participation in other house activities of some kind. Table 6 on page 30 the way in which the leaders are connected with the house as well as the number of years.
### TABLE 6

OTHER CONNECTION OF THE LEADERS WITH THE SETTLEMENT HOUSE AND THE NUMBER OF YEARS

<table>
<thead>
<tr>
<th>Other Connection With Settlement House</th>
<th>Number of years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 9 10</td>
</tr>
<tr>
<td>Club or class member</td>
<td>1 1 1 1 3</td>
</tr>
<tr>
<td>Volunteer Girl Scout leader only</td>
<td>3 1 1 1 6</td>
</tr>
<tr>
<td>Full time paid leader</td>
<td>1 1 1 2 5</td>
</tr>
<tr>
<td>Part time paid leader</td>
<td>1</td>
</tr>
<tr>
<td>Resident of settlement and work for room</td>
<td>1 1 2</td>
</tr>
</tbody>
</table>

*Sub-total: 6 1 3 2 2 1 2 17 Total*
CHAPTER V

THE TROOP COMMITTEE MEMBERS

Table 7 shows that nine troops, in seven settlement houses, have registered troop committee members. Twenty-three different individuals serve on these committees, with one member serving on two troop committees. Both troops, however, meet in the same settlement. Of these twenty-three different members, eleven returned their questionnaire.

TABLE 7

THE NUMBER OF RETURNED QUESTIONNAIRES FROM THE REGISTERED TROOP COMMITTEES

<table>
<thead>
<tr>
<th>Settlement</th>
<th>Program Level</th>
<th>No. on Troop Committee</th>
<th>No. of Questionnaires Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dorchester House</td>
<td>I</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Eliz. Peabody House</td>
<td>B</td>
<td>2*</td>
<td>1</td>
</tr>
<tr>
<td>&quot; &quot; &quot;</td>
<td>I</td>
<td>2*</td>
<td>1</td>
</tr>
<tr>
<td>Hecht House</td>
<td>I</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>House of Seven Gables</td>
<td>S</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Norfolk House Center</td>
<td>I</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Roxbury Neighborhood House</td>
<td>I</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>&quot; &quot; &quot;</td>
<td>S</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>&quot; &quot; &quot;</td>
<td>B</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
<td><strong>23</strong></td>
<td><strong>11</strong></td>
</tr>
</tbody>
</table>

*Member serves on two committees

Troop committee members are found from one of a number of different sources such as: parents of troop members, friends of the leader, school teachers, members of the settlement staff, board of directors, or other clubs. The settlements, on the whole, have found it difficult to find troop committees. This is primarily due to the kind of neighborhood in which the settlement is located. Settlements are generally found in the
congested parts of the city, with either a transient population, or the encroachment of business playing a big part in the total neighborhood picture. Generally families in these areas are large and incomes are small in comparison. This fact is important because it means that parents, one of the best sources for troop committees, are not reached. Mothers are either too busy at home taking care of large families or else they, too, work in order to supplement the family income. Therefore mothers have neither the time and in many cases no interest in helping. The Girl Scout troop and the settlement houses are just places where the girls go during the week.

One leader, who was a part-time staff member, was given time to do home visits. This helped to interpret the work of the settlement and the Girl Scout organization to parents and helped to interest a number of parents in becoming members of the troop committee. Through these home visits interest in the troop was created so that on the whole this one troop had good cooperation from the mothers who tried to help in any way that they could.

Eight troop committee members were asked to serve by the leaders of the troops, with either the settlement house director, director of activities, or the girls' worker asking the other three.

Usually it is customary for a troop committee member to be asked to serve for one year at a time, but he or she may serve for several years if interested. In table 8 it can be seen that members have served from less than one year up to five years, with the majority serving for three years.
TABLE 8

THE NUMBER OF YEARS THE ELEVEN TROOP COMMITTEE MEMBERS HAVE SERVED

<table>
<thead>
<tr>
<th>Number of Years</th>
<th>Number of Committee Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year</td>
<td>1</td>
</tr>
<tr>
<td>1 year</td>
<td>1</td>
</tr>
<tr>
<td>2 years</td>
<td>1</td>
</tr>
<tr>
<td>3 years</td>
<td>7</td>
</tr>
<tr>
<td>4 years</td>
<td>0</td>
</tr>
<tr>
<td>5 years</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11</strong></td>
</tr>
</tbody>
</table>

How the Eleven Troop Committee Members Become Interested in the Troop and Their other Relationship to the Settlement House:

Leaders and settlement staff members are the ones who have interested others in serving as troop committee members. In addition to this, three committee members are also members of the settlement staff and became interested in the troop through knowing the girls and through their own desire to help the troop in any way that they could. Two members have been members in other settlement clubs over a period of years and they were asked by the troop leader to help because of their sustained interest in the total settlement house program. One of these members also has a daughter who has been in the troop for five years. The other six committee members have no other connection with the settlement house, but three have daughters who are and have been very active in the troops. The daughters were responsible for helping to secure their mothers as troop committee members. The last three were asked solely by the leader who knew them and felt that they could help in many ways and would enjoy doing so.
TABLE 9
OTHER RELATIONSHIP TO THE SETTLEMENT OF THE ELEVEN TROOP COMMITTEE MEMBERS

<table>
<thead>
<tr>
<th>How Related</th>
<th>Number of Troop Committee Members</th>
<th>Number of Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time paid staff member</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>Part time paid staff member</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Club member</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Club member</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Director of Activities</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>No other relationship</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>

None of the eleven troop committee members had ever been a Girl Scout, but one had been a leader a number of years previous.

Ways Troop Committees Have Been Asked to Help:

Every member who answered her questionnaire has been asked by the leader to help and has thus felt a real part of the troop. Ways of helping have been varied and show that the most usual way is that of assisting the leader with the social activities of the Girl Scout troop. Staff members have helped to make house facilities available so that the total program was enriched, as well as helping the leader to understand the individual members within the troop and the troop as a whole. They have helped with troop publicity, transportation, and finding uniforms for the girls. Committee members who were not staff members, helped by sharing their special talents in the arts and crafts and homemaking fields. They assisted more with parties, accompanied the girls on trips and when they participated in joint troop activities. Clerical help and helping to keep the troop record book are also responsibilities troop committee members...
assumed.

In no instance were these members, other than the three staff members, asked to help maintain continuous leadership of a troop. This is a responsibility which the settlement house staff or the Girl Scout council assumed.

One interesting example of the part of the troop committee has played in the total Girl Scout program is as follows: The leader who had been with the troop for five years moved away at the end of one troop year. This move had been anticipated by everyone concerned with the troop for almost a year and preparation was started to find new leadership. Anticipating the change each troop committee member was asked to help in as many different ways as possible throughout the year. This helped them to know the girls and their program and then when the leader finally left and a new leader was not found to replace her, the troop committee members felt secure enough to step into the picture and carry on the troop meetings together. The settlement director expects to have a staff member register as the official leader for the present time and will continue to use the troop committee members to help with badge activities during the coming year. Then next year, after a year of experience and training on the job it is hoped that one of the troop committee members will become the active leader. This example shows the close cooperation which can exist between the troop, the leader, troop committee members and the settlement house.
CHAPTER VI
THE GIRL MEMBERS

Two girls from each troop were selected, by the leader, to answer the questionnaires for Girl Scout troop members. This meant a total of forty-eight girls were selected in the following groupings: Brownies, fourteen; Intermediates, twenty-eight; Seniors, six. The actual returned questionnaires showed seven from Brownie Scouts; twenty from Intermediate Scouts; and six from Senior Scouts, making a total of thirty-three girls who answered the questionnaire.

Troop Membership:

The length of time each girl has been a registered Girl Scout can be seen in Table 10. This shows that twelve girls have been in scouting three years, with the other twenty-one about equally divided above and below the three year range.

<table>
<thead>
<tr>
<th>No. of Years</th>
<th>No. of Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
</tr>
</tbody>
</table>
Table 11 shows the number of years each girl has been registered in her current troop. Of these thirty-three girls twenty-three had never been a Girl Scout before joining her present troop. Six Intermediates had been Brownies and four Seniors had been Intermediate Scouts previously to membership in their present troops.

TABLE 11
THE NUMBER OF YEARS THE THIRTY-THREE GIRLS HAVE BEEN IN CURRENT TROOPS

<table>
<thead>
<tr>
<th>No. of Years</th>
<th>No. of Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

Relationship to House:

Membership in the settlement house was held by thirty-one girls. Eight, however, replied that they joined the troop because they were members of other settlement clubs and had become interested in the activities of the Girl Scout troop there. The other reasons given for joining the troops were, interest in the Girl Scout program and a desire to belong to a troop. The settlement houses offered the opportunity to belong to a troop in their neighborhoods; friends were members, sisters were in the troop, vacancies were filled by girls on waiting lists, and a desire to make new friends. Two girls neglected to say why they had joined the troop.

The club and class programs of each settlement house are so planned.
as to meet the desire and needs of the members, and Girl Scouting is offered as another activity which some girls need and want. The Girl Scout program in its eleven interest fields includes all of the individual activities offered in a settlement program. The girls, however, felt there were a few things they would like to do in their troops because the house program did not offer enough opportunity for them. These were mainly in the outdoor field, and included more hikes, troop camping trips, and all other outdoor activities. Further work in the Health and Safety and in the Literature and Dramatics field was asked for by all girls, with the Intermediate girls wanting more coordination and integration of their work on badges with all other house activities in which they participate.

Five of the girls felt that all of the activities offered in the Girl Scout program were available to the girls through the settlement program but they could take only a few classes or clubs each year and through belonging to the Girl Scout troop they could have all of these activities much sooner. There were only two girls who did not belong to any other club or class. These were Senior girls who were busy with school activities but found time to help with a knitting class for small girls one afternoon a week.
CHAPTER VII
THE GIRL SCOUT COUNCILS

A settlement house, a church and a school provided the meeting place for the first Girl Scout troops in Boston, Cambridge and Salem. Since this early beginning troops are found now in ten of the twenty Boston settlements, one of the four Cambridge settlements, and in the only settlement house in Salem which are member houses of the United Settlements of Greater Boston. The actual number of registered girls and troops in the settlement houses, however, is quite small. The seven Brownie troops in Boston are only eleven per cent of the sixty-three registered Brownie troops; ninety-two girls represent only nine per cent of the 999 Brownie Scouts. Intermediate troops reach fewer girls with thirteen troops representing eight and one-half per cent of the total 152 Intermediate troops. The 218 girls are only eight per cent of the registered 2,760 registered Intermediate Scouts. Figures available for Senior troops are even smaller with two troops or seven per cent of the twenty-eight Senior troops and reaching only sixteen girls, or four per cent of the 377 registered Senior Scouts.¹

There are neither Brownie nor Senior troops in the Cambridge settlements and the one Intermediate troop represents five per cent of the twenty-one Intermediate troops. The fifty-five registered Girl Scouts are eight per cent of the 679 registered Intermediate Scouts in this council.²

¹ Figures are from October 1948 registrations.
² Figures are from the 1948 Annual Report for Cambridge.
Salem has neither Brownie nor Intermediate troops registered in the one settlement. Their one Senior troop is twenty per cent of the five Senior troops and the eighteen girls represent thirty per cent of the sixty registered Senior Scouts.3

The Usual Method of Recruiting Leaders for Settlement Troops:

Securing leaders for settlement troops is one of the responsibilities assumed by the sponsoring groups. There is no one definite method used by the settlements for recruiting leaders for Girl Scout troops but each house finds the leaders in the same way that they find leaders for all of their activities. The girls' worker in each house generally is in charge of this, and she tries to work closely with the Girl Scout professional staff member or the neighborhood chairman, where there is one, to find leadership which will be acceptable to both the settlement and the Girl Scout council. For only one troop was the council fully responsible for securing the leader. In this case it was a matter of asking a former leader to take over a troop which was being reorganized and the professional Girl Scout staff felt that it was the right time to place this one leader in the troop. Since then this troop has had continuous leadership and the settlement recruits college girls to serve as assistants.

Responsibility for Continuous Leadership:

The responsibility for continuous leadership is another of the responsibilities of any sponsoring organization and is one that is assumed by all of the settlements. In Cambridge the Girl Scout organization still assumes the responsibility for providing leadership for the troop with the

3 Figures are from the Salem 1948 Annual Report
girls' worker helping if she is interested. The single settlement troop in Salem has had continuous leadership from the house staff member. The house assuming the responsibility for sponsoring this troop has provided leadership and has so far never had to call on the Girl Scout council for help in this respect.

On the whole the full responsibility for maintaining leadership has been assumed by the settlements in the Boston area with the help, at times, of the professional staff, district chairman, and neighborhood chairman. In most cases the girls' worker has been responsible for this and has tried to work with members of the council in order to find the best possible leader for each troop, and in order to try to find leadership from within the community which will be continuous over a number of years.

**Supervision of Leaders:**

Supervision of leaders is done through a number of ways and by a combination of different people. There was no set pattern for this supervision. The Executive Director in Salem, a lone executive, is the one responsible for supervision of all troop leaders. Cambridge, however, having a Field Director as well as an Executive Director, delegates the job of supervising the Girl Scout troop in the settlement house to the Field Director. In Boston, this responsibility of supervision is generally a joint responsibility, shared by the District Director and her neighborhood chairman or district chairman. Table 12 on page 42 shows by whom the troops in the twelve settlement houses are supervised.
TABLE 12
WHO SUPERVISES THE SETTLEMENT TROOPS

<table>
<thead>
<tr>
<th>Who Supervises Troops</th>
<th>No. of Settlements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neighborhood chairman and district director</td>
<td>5</td>
</tr>
<tr>
<td>District director and girls' worker</td>
<td>1</td>
</tr>
<tr>
<td>District director and district chairman</td>
<td>3</td>
</tr>
<tr>
<td>District director</td>
<td>1</td>
</tr>
<tr>
<td>Field director</td>
<td>1</td>
</tr>
<tr>
<td>Executive director</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

How supervision is given to troops is not limited to one set method, but included a number of ways. Troop visits are the most common and most frequent means of supervision with most troops being visited by someone at least once a year. In the smaller councils troop visits are made more often than they are in the large council. Individual conferences with the leader, previous to, or following a troop visit, or in the Girl Scout office, are also methods of giving supervision to the leader. Other forms of supervision are given during leaders' meetings and neighborhood meetings. This form of supervision is a little more indirect as it is usually given to several leaders at once.

When one considers the variety of ways of giving any form of supervision to leaders and the different people who help to give it, it can be understood why councils feel that supervision is frequently given throughout the year. No attempt was made to measure the quality of supervision. Table 13 on page 43 shows how frequently the councils felt that some kind of supervision was given to the settlement house troops.
TABLE 13

FREQUENCY OF SUPERVISION DURING YEAR

<table>
<thead>
<tr>
<th>Frequency of Supervision</th>
<th>No. of Settlements</th>
</tr>
</thead>
<tbody>
<tr>
<td>four or more times</td>
<td>7</td>
</tr>
<tr>
<td>three times</td>
<td>3</td>
</tr>
<tr>
<td>two times</td>
<td>1</td>
</tr>
<tr>
<td>once in two years</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

The district director who said that the settlement troop in her district received supervision once in two years, gave as the reason for this the fact that added committee responsibilities had been delegated to her and as a result of this some district responsibilities had had to be neglected.

Records of any kind of troop supervision have seldom been kept. However, an attempt is now being made to keep a brief form of record. These are brief summaries of visits and conferences kept by the professional staff member and filed with other troop information in the office. Records in the districts are kept only as they are found in the neighborhood chairman's report which is usually a verbal one. These then become briefly recorded in the secretary's report. Only one council reported that no records of any kind, other than for troop registrations, were kept. Some system for keeping records will be set-up very soon as the new executive feels strongly the need for these.

Differences in Policies:

There were found to be no difference in any major policies between the settlements and councils. Policies have been flexible and have been
adjusted to the individual situation in order that Girl Scouting could be enjoyed by all girls regardless of where they lived. The one minor difference was related to the camp refund policy of each and was worked out between the Girl Scout camp director and the settlement staff member in charge of the settlement's Camp Savings Fund.

Parent Cooperation:

Parent cooperation with settlement house troops was felt by councils to be neither more nor less effective than with other troops. Such cooperation depends on the leaders' effort to interest them in the troop activities. Mothers of many scouts were found to help a great deal when the same leader had worked for a number of years to build up parent interest through the formation of a working troop committee. Contact with all parents in this instance lead to excellent parent cooperation and support of the many troop activities.

Frequently, however, parents of scouts in settlement neighborhoods show little interest in what goes on as long as there is a place for the girls to go each day and week while the parents work or take care of big families. Lack of time and education are also important factors in the lack of parent cooperation. Frequently parents have not been asked to help or to cooperate with the troop leader, as the settlement houses have taken care of the many things parents might do. This means that some good potential help is passed by. These reasons, however, were said to apply to parent cooperation in all troops and when interest was evident in any parent cooperation was found regardless of where the troop met.
CHAPTER VIII

INTERACTION BETWEEN SETTLEMENT HOUSES AND GIRL SCOUT ORGANIZATION

Interaction between the settlement houses and the Girl Scout organization is brought out most clearly in a brief study of the reaction of the settlement, the leaders, the troop committee members, the girls and the councils to the help each has given to or received from the other. Relationship and interaction between the two organizations as found in analyzing the opinions of all parties concerned with a Girl Scout troop in a settlement house setting seem to fall into three areas. These are areas in which each organization is mutually benefited by the other, areas of active cooperation, and areas where cooperation can be improved.

Areas of Mutual Benefit:

Service given by a troop to the settlement house can be a factor in strengthening the relationship between the Girl Scouts and the sponsoring agency. It is a way of showing appreciation to the sponsoring agency for the help it gives toward making the troop a success. The programs of thirteen troops definitely included some form of service to the settlement house. Many times service was given individually by the girls with certain service projects calling for the entire troop's help. Service given ranged from the holiday party decorations and favors made by the Brownies to Senior Scouts assisting in other settlement clubs, serving as aides on the playground, in the playroom and in the library. Intermediates gave service by serving as guides for open house programs, ushering at movies, arranging bulletin boards and display cases.
Because it is necessary for most girls in settlement house Girl Scout troops to join the settlement house, the majority of the girls have become increasingly active in settlement activities and they have proven to be some of the finest leadership material. Settlements have found that many of the Senior girls have learned and developed skills in various fields and have developed leadership ability through their Girl Scout training.

The settlement Girl Scout troops have many advantages for a variety of excellent programs because so many of the houses make all of the house facilities available to the troops. In addition to facilities, other clubs and leaders have been used to help with special programs such as; arts and crafts, sewing, cooking, woodwork, and dramatics, thus these leaders have served as program consultants though they have rarely been listed as such. With such facilities available there is ample opportunity for settlement troops to work out an excellent all round program. This gives these troops an advantage over other troops which meet where fewer facilities are available.

Even as the Girl Scout troop benefits from the use of the many facilities settlement houses make available, so does the settlement derive benefit from having such a program as a part of their own activities. Settlements, leaders and troop committee members do not feel that Girl Scout troops are always necessary as the settlement program will not be impaired without this program. On the other hand having a Girl Scout troop in the settlement certainly makes a great addition to the total settlement program. The value comes from the international aspects of the movement and because it gives many girls who would not join other activities a chance to experience many kinds of activities in a group situation. "It is
a fine part of our program and fills a need nothing else would or could do for some girls".

There were some individuals who felt that settlement programs offered clubs and classes in all the interest fields found in the Girl Scout program and that if these classes were organized well and encouraged member participation, the Girl Scout troop was of value only if the girls themselves asked for it. Settlement staff members serving as troop leaders felt the troops were assets as they helped to broaden the individual member's scope, thus becoming less self-centered and more aware of their limitations as a result of the inevitable contacts they made in belonging to a nation and world-wide organization. However, many of the same satisfactions gained in "belonging" to a Girl Scout troop may be had in "belonging" to the settlement house since many of the basic philosophies are similar.

Girl Scout troops provide a very natural way for leaders and other adults interested in the troop to become acquainted with the girls in their own homes. Activities planned in the troop have frequently drawn parents into the actual planning and executing of the program thus creating greater interest on the part of the parent in both settlement and Girl Scout programs, the scout is participating in.

As troops are present in most neighborhoods and the settlement houses are trying to meet the varied neighborhood needs, offering the Girl Scout program as part of the total activities of a settlement house helps them to meet these needs. Thus both organizations are benefited, one by having additional meeting places made available in agency centered build-
ings, and the other by the opportunity to broaden their existing program with a national organizations' program designed to meet the needs of girls between seven and seventeen.

Areas of Active Cooperation:

Active cooperation between the Girl Scout council and the settlement is on the most part excellent. Both agencies have and do work closely together on all community projects. Few projects, however, which call for joint cooperation have been planned and the time element is one which tends to cut down on this form of cooperation.

Settlement houses have been generous in providing space for different kinds of Girl Scout activities. Rooms have been used freely for inter-troop activities, neighborhood meetings and training courses.

Councils have asked settlement troops to participate in special events and have looked to some of these troops for help in special projects.

A Girl Scout troop program consists of more than just the regular weekly meetings of the troop in its customary meeting place. There is value in doing things in the small group and there is also value in doing things in a larger group. Therefore inter-troop activities are stressed for all to share in. Sometimes all of the troops meeting in the same settlement house plan joint programs, thus learning to know more girls then their own troop members. Activities outside of the house are looked forward to with
great interest for they give the girls an opportunity to participate in activities with scouts from different sections of the city or district. Activities participated in by girls in settlement troops are all of the city-wide events planned by the local Girl Scout councils, district events, and projects which the National Organization promotes. The settlement houses urge their troops to participate in all of the inter-troop activities possible in order that they may have a wider perspective of their organization. Events which have included all girls are: cookie sales, Juliette Low Festivals, Girl Scout Week programs, city and district parades, rallies and playdays, visiting other troops and camping together. Nationally sponsored programs which have been of interest to the girls included the preparation of Clothing Kits, Treasures for Pleasure and Friendship Bags for children overseas.

Interpretation of the work of each agency was found to be fairly satisfactory. Leaders, troop committee members, Girl Scouts and the Girl Scout professional workers have all helped to interpret their program through neighborhood or city-wide activities, by helping in the work of the settlement and by talking about their program. Actual activities seen by the parents have been the greatest means of interpreting to the community what Girl Scouting is. Settlement staff members working with troops, as well as with other volunteers, have interpreted their work by providing a friendly environment where girls find a chance to busy themselves with congenial work and play. Other interpretation of the settlement house objectives is done by the leader to the girls. As the houses have been in the neighborhoods for a number of years, the girls and their parents know
pretty much what they are trying to do. There was no special interpretation of the individual settlement's work to the Girl Scout council.

Areas Where Cooperation Can Be Improved:

The selection and placement of adequate adult leadership is one area in which both organizations need to work closely together. The settlements have tried to find adequate leadership for their troops but have found that their success was not great. They look to the same sources for Girl Scout leaders as they do for leaders of all their other clubs. The councils place in the selection of leaders has been to interview potential leaders suggested by the settlement to explain more fully the responsibilities involved in leading a Girl Scout troop, as well as where and when training can be taken. Selection of leaders, as a responsibility which is supposed to be assumed by a sponsoring institution, has been assumed by them. However, both agencies need to understand the needs of the other and to work closely together in order that the best kind of leadership possible is provided for the youth each is concerned with.

Training and supervision are areas in which more can be done by both agencies. Settlements on the whole felt that more help had been given in the area of training than in any other area of the work. Councils set-up different kinds of training courses designed to meet the varied needs of leaders and committee members. Leaders and committee members have not availed themselves of the opportunity for training though courses have been offered throughout the year on different days and at different times of day. Leaders who are also settlement staff members find it difficult to fit Girl Scout training courses into their heavy schedules. Settlements urge their
leaders to take training but time is not always allowed for this. Interpretation of the value of training still needs to be done and perhaps joint planning for training is something to consider.

The training which the settlements have done has been only that of orienting new leaders to the entire settlement mainly through individual conferences with the leaders. Troop committee members felt that this had been very brief and far from adequate. On the other hand they felt that training offered by the Girl Scout councils had been excellent. The settlements have urged them to take advantage of the training, but committee members felt there was no follow through on this by either the settlement or the Girl Scout council.

Supervision of leaders has been fair and this opinion was based only on the knowledge of when troops were visited. Some settlements felt they had not asked for supervision enough and did so only when there was trouble in the troop which they did not feel qualified to work out. Other supervision, they felt, was given readily when they advised the leaders to go into the Girl Scout office for needed help.

Troop committee members felt that supervision of troops and leaders had been done mainly by the settlement staff with supervision from the council only when a special request was made for it. There was a feeling that the Girl Scout professional staff members did not visit troops enough to give adequate supervision. Troop visits had not been frequent enough for the worker to really know the troop program to give the leader very much supervision.

As the Girl Scout organization has grown in each community,
more responsibility has been left to the sponsoring organizations. Regardless of this it is important that they feel that help is available when needed, whether it comes from the professional staff or the volunteer district chairman or neighborhood chairman. When a settlement staff member is responsible for a neighborhood, regardless of whether all troops meet within the house or not, some part of the job suffers. Her first responsibility is to the settlement and therefore it is the extra Girl Scout meetings which are passed by. There is value in having a settlement staff member closely allied with the Girl Scout troops as a liaison person but not to serve in the capacity of a neighborhood chairman. Recently a settlement house director was asked to serve, and accepted the opportunity, as a member of the Advisory Committee to the council's Organization Committee. This should be an important factor in building stronger relationships between the settlements and the council, as well as helping to strengthen the already existing settlement troops. Advise from a person serving in such a capacity should do much to promote understanding and interest between the settlement houses and the Girl Scout council.

Continued interest and cooperation with the troops by both the settlement houses and the Girl Scout councils is necessary. Both need to work closely together to provide continuous, well trained leadership, adequate meeting places to accommodate the girls who want to be scouts and to provide for a progression in troop activities from one program level to another.

Recognition given by the settlement house and the Girl Scout council to the leader is important in helping a troop to develop. This helps to
give the leader a feeling that Scouting is more than meeting with her troop each week and that her work is appreciated. More personal interest from the Girl Scout professionals in the individual troop was asked for and needs to be given. Without this interest, leaders and troops felt that the council does not know or care what troops are really doing as long as they reregister on time. In the small councils, the settlements felt closer to the Girl Scout council than the settlements in the larger council did, and that they were getting the necessary helps through contact with the professional staff. In the larger council it was generally felt that the professional staff had become too far removed from the actual troop and local leadership problems. Most of the leaders were not sufficiently trained, nor ethically conscious of the basic standards of scouting, all of which makes for irregularities in a given area and causes dissatisfaction among the Girl Scout individuals and their leaders. There were fewer inter-troop activities and a consciousness of a well organized community for scouting seemed to be lacking.
CHAPTER IX
SUMMARY AND CONCLUSIONS

Girl Scouting as an agency-in-a-community has always depended on other groups or individuals to help carry on the program of the movement. Through the years these groups have been known as "sponsors" and the term has held a different meaning for each. For some it meant providing a meeting place for the troops, for some it meant providing financial assistance, and for others it meant providing various kinds of equipment or uniforms, yet, each one providing for different needs was known as the troops' "sponsor". Not until 1948 was a definite statement of Girl Scout Sponsorship procedure formulated. This is in no way a policy but merely a procedure. As such, it lists the individual responsibilities of both the Girl Scouts and the Sponsoring Group, as well as the responsibilities they share. Thus discussion here will be confined to a review of the high points of the study relating to the Girl Scout Troop in a settlement house setting.

Settlement houses have sponsored Girl Scout troops over a period of years. The first troop of this kind was started in 1913. In the following years troops were organized in other settlements in each council, some with continuously registered troops and others with troops which have had intermittent registrations.

In 1948 there were twenty-four troops meeting in twelve settlement houses which are members of the Greater Boston United Settlements. These houses, too, had had troops for varying periods of time, with the longest troop registration being over thirty years. Interest in starting these troops came from the settlements, the councils and the girls themselves.
On this basis, it would seem that troops were not organized because one group alone was interested or felt the need, but from demand and recognized need by all concerned. Settlements have been desirous and willing to use the Girl Scout program as a part of their own program in order to meet the needs of certain girls they might otherwise not serve in anyway. Girls who live in settlement neighborhoods have been interested in Girl Scouting and have been eager for the settlement to offer this as part of the house program. Then, too, the councils, in order to meet the demand for troops have looked to settlement houses to provide facilities for the needed troops.

The actual procedure used in organizing each troop was not found as these troops had been organized for a few years, and as there were few records available for such detailed information. From the information available, it would seem that they were organized by groups working together to meet the needs of the girls they both were serving.

Leadership has a bearing on the life span of a Girl Scout troop. Fifteen troops had had the same leader for more than one year. Maintaining this leadership was a responsibility of the sponsoring group. When there was good cooperation between the settlement staff and the local professional Girl Scout worker, maintaining leadership was frequently shared by both the settlement and council. Lack of continuous leadership is the main factor in the lack of a troops' continuous registration.

The settlements recognized the need for continuity of Girl Scout leadership and in trying to find this have sometimes had to let the troop lapse in registration.

Six troops were found to have leaders who have no other connection
with the settlement house than that of serving as a volunteer Girl Scout leader. In the neighborhoods where there were neighborhood chairman who worked with the settlement to find leaders from the community, leadership was as continuous as when it was provided from members of the settlement staff. Staff members have provided continuous leadership for a few years but there is a greater tendency for them to leave the community than there is for the leader whose home is there. The greatest difficulty in using staff as leaders is that they seldom have time to devote to activities other than the regular troop meeting.

A basic philosophy of the Girl Scout organization is in the ability of the volunteer to administer and carry on the Girl Scout program. This certainly includes the volunteer leader, yet, some leaders received some form of remuneration for their leadership. This would seem to be in contradiction to the belief in the ability of the volunteer leader to carry out the program. There is a feeling on the part of the settlements that leaders who are paid and who have been trained for the job will give better leadership than the leader who is not paid. Training is recognized as being necessary but few of the settlement staff members who serve as leaders are able to work Girl Scout training into their schedules. This training is different from the training the worker takes in preparation for her own job.

Troop committee members other than the three staff members have had very little to do with helping to maintain the leadership of the troops. In only one troop did the troop committee help to carry on the troop after the regular leader moved away.

These troops were all organized before there was a guide list of
responsibilities of either, or both, groups concerned with the troop. This study shows, however, that many of these responsibilities have been and are even now being fulfilled and to a certain extent almost unconsciously.

There was little interpretation of the objectives of either organization to the other except through what the leader could do in her contact with the girls. In this respect more could, and needs to, be done on the administrative level in each agency.

Encouraging troops and individuals to participate in any Girl Scout activities outside of their own setting was definitely done by everyone who was in anyway concerned with the troop. Settlements, troop committees, leaders, girls, and councils feel that inter-troop activities are an important part of the total Girl Scout program. The value of doing things with other girls is important in building understanding of others. The settlements urge inter-troop participation as a means of taking the girl out of the small community to which she is more accustomed into a larger one, and the Girl Scout program offers an excellent opportunity for this.

House membership was required by ten settlements, and an eleventh is working toward this requirement for all participants in any activity. This requirement for membership is felt to be important in making the individual feel that she "belongs" and also helps to create a pride in the work and aims of the settlement. This sense of "belonging" to the Girl Scout organization for the individual member, and both groups are working to meet the needs of the girls they both serve.

The Girl Scout troops in the settlements have become a very active part of the settlement's program, and they are thought of when any planning
is done. Troops are looked to for help in special activities and have also provided a source of leadership for other groups. Settlement staff members felt that the value of the Girl Scout program comes from the contact and association with a national and international organization and certainly has been an addition to the program offered in the local settlements. It in no case was absolutely essential to the settlement program as these would go on easily without the Girl Scout troop, but settlements felt that their programs were enriched by the addition of them. The troop was another means of helping them to carry out their own aims and objectives.

From this study it would seem that troops in settlements have become very much an active part of all of the settlement programs, but that there is still need for further cooperation between the settlements, the leaders, the troop committees, the girls and the councils in order that the programs of both will be more effective, understanding of each other, and understanding of what each is trying to accomplish is a keynote in working easily together. Cooperation cannot exist if each thinks only in terms of what each will gain and cooperation to be really effective must be a "working together". Neither group works alone, either with or for the girl being served, therefore there must be a wanting to cooperate. The Girl Scout program has been tested and tried and found to be a good one, and one which can enrich the program of any other group serving the girl between seven and seventeen. Settlements recognize this and want to use the program. Therefore as sponsors, promote one form of cooperation between two agencies which is very meaningful.

The implications for further consideration, as drawn from this
study, raise questions on how action can be taken on the following points.

1. How can both agencies work closer together to interpret the aims and objectives of each agency, to each other, to their constituency and to the community at large?

2. How can both agencies work closer together with perhaps some form of joint planning for the selection, placement, training, supervision and recognition of all adult leaders?

3. How can both agencies work together for a clearer interpretation of the individual responsibilities of the sponsoring agency, the Girl Scout organization and of their responsibilities?

Approved,

Richard K. Conant
Dean
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APPENDIX A
### TABLE 14

**NUMBER OF YEARS TROOPS HAVE BEEN IN THE TWELVE SETTLEMENTS**

<table>
<thead>
<tr>
<th>Number of Years</th>
<th>Number of Settlements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 4</td>
<td>2</td>
</tr>
<tr>
<td>5 - 9</td>
<td>1</td>
</tr>
<tr>
<td>10 - 14</td>
<td>3</td>
</tr>
<tr>
<td>15 - 19</td>
<td>1</td>
</tr>
<tr>
<td>20 - 24</td>
<td>3</td>
</tr>
<tr>
<td>25 - 29</td>
<td>1</td>
</tr>
<tr>
<td>over 30</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

### TABLE 15

**WHO ACTUALLY ASKED THE LEADER TO LEAD THE TROOP**

<table>
<thead>
<tr>
<th>Who Asked Leader</th>
<th>Number of Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Settlement director</td>
<td>7*</td>
</tr>
<tr>
<td>Program director</td>
<td>1*</td>
</tr>
<tr>
<td>Girls' worker</td>
<td>1</td>
</tr>
<tr>
<td>Girls' worker and a board member</td>
<td>1</td>
</tr>
<tr>
<td>Council</td>
<td></td>
</tr>
<tr>
<td>Neighborhood chairman</td>
<td>2</td>
</tr>
<tr>
<td>Troop organization committee chairman</td>
<td>1</td>
</tr>
<tr>
<td>District director</td>
<td>1</td>
</tr>
<tr>
<td>Girl Scouts</td>
<td>1</td>
</tr>
<tr>
<td>Others</td>
<td></td>
</tr>
<tr>
<td>Settlement worker felt need and started troop</td>
<td>1*</td>
</tr>
<tr>
<td>Resident in settlement asked for a troop</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

*Leader has two troops
APPENDIX B
Questionnaire For Settlement Director
or
Program Director

1. Name of Settlement:
   District:
   Number Brownie Scouts       Number Brownie Troops
   " Intermediate Scouts       Number Intermediate Troops
   " Senior Scouts             Number Senior Troops

2. How long have you had a Girl Scout Troop in the Settlement?

3. Who was initially interested in starting your troop or troops?
   a. The settlement
   b. The local Girl Scout council
   c. The girls themselves
   d. The parents
   e. Others (Specify)

4. Do you require Girl Scout members to belong to the settlement.
   Yes   No
   About what proportion belong to other clubs?  None___ few but less than 1/3___ between 1/3 and 2/3___ all___

5. Please give figures for the following:
   No. Active leaders       
   No. Active assistant leaders       
   No. Recruited by settlement       
   No. Recruited by Council       
   No. Recruited by others (specify)       
   No. Active troop committee members       
   No. Recruited by settlement       
   No. Recruited by council       
   No. Recruited by others (specify)

6. What is your most usual method of recruiting leaders and troop committee members?

7. In what way, if any, did the local Girl Scout council help you with the selection of leaders and troop committee members?

8. Who assumes the responsibility of maintaining continuous troop leadership?
9. What help do you provide for the troop?
   a. Meeting place
   b. Equipment
   c. Opportunity for out-door activities through camping
   d. Supervision of leaders
   e. Paid leadership
   f. Direct staff leadership
   g. Financial helps
   h. Other helps (specify)

10. Do you think the troop has become an integral part of your total settlement program? Yes ___ no ___
    Please explain your answer.

11. Do you think that the Girl Scout program helps to supplement your settlement program? Yes ___ No ___
    Please explain your answer.

12. Have there been differences between the council and the settlement on any matters of policies in relation to the troop? Yes ___ No ___
    How were these worked out?

13. What is your opinion of the help the local Girl Scout council has given in the following areas?
   a. Selection of leaders
   b. Training of leaders
   c. Program help
   d. Supervision of leaders
   e. Interpretation of the Girl Scout program
   f. Selection of troop committee members
   g. Other (specify)

14. What other cooperation between the council and the settlement is there?
   a. Work together on community projects
   b. Use of settlement house rooms for other meetings
   c. Other (specify)
Leaders' Questionnaire

1. Name: ____________________________ Settlement: ____________________________
   Occupation: ____________________________
   Troop No. ______ Brownie ______ Intermediate ______ Senior ______
   No. Registered Scouts ______

2. How long has the troop been organized?

3. How long have you been the leader?

4. Do you have the troop alone? Yes ______ No ______
   Do you have an assistant leader? Yes ______ No ______
   How long have you had an assistant leader? ____________________________

5. Have you ever had any group leadership experience previously? Yes ______ No ______
   Kind of Experience ____________________________
   Number of Years ____________________________
   1. ____________________________
   2. ____________________________
   3. ____________________________

6. Were you ever a member of a Girl Scout troop? Yes ______ No ______
   If yes, in what grades in school? ____________________________

7. How long have you been a troop leader?

8. Who asked you to be the leader of this troop?
   a. G. S. executive director ____________
   b. G. S. district director ____________
   c. Council member ____________
   d. Neighborhood chairman ____________
   e. Troop committee member ____________
   f. The girls themselves ____________
   g. Director of settlement ____________
   h. Program director ____________
   i. Girls' worker ____________
   j. Other (specify) ____________

9. Do you have a troop committee? Yes ______ No ______
   How have you asked them to help you?

10. Was a Basic Girl Scout training course required before ______ after ______
    you started with the troop?
    ____________
    Who required you to take it?

11. How did you become interested in the troop of which you are the leader?
12. If you have not taken any leadership training please state briefly why not.

13. List any other leadership training courses you have taken?

Name of course          Place taken          Date
1.  
2.  
3.  

14. Does the settlement give you specific training for group leadership. Yes____ No____

If yes, state briefly when this is given.

15. Are you connected with the settlement in any other way? Yes____ No____
   a. Club member__________________________ length of time__________
   b. Board member__________________________
   c. Volunteer leader__________________________
   d. Full time paid leader__________________________
   e. Part time paid leader__________________________

16. Does your program include service given to the settlement? Yes____ No____
    Please explain your answer.

17. Do you think a Girl Scout troop is necessary in a settlement house program? Yes____ No____
    Please explain your answer.

18. In what way do you think your Girl Scout troop can be further developed by the following:
   a. The settlement house
   b. The troop committee
   c. The local Girl Scout council.
Questionnaire for Troop Committees

1. Name: __________________________ Settlement: __________________________
   Kind of troop: Brownie_____Intermediate_____Senior_____

2. How long have you been on the troop committee? __________________________

3. Were you ever a member of a Girl Scout troop? Yes_____No_____

4. How did you become interested in the settlement troop? __________________________

5. Who asked you to be on the troop committee?
   a. The leader______________________________
   b. Another troop committee member________________________
   c. The settlement director______________________________
   d. The program director______________________________
   e. The Girls' worker______________________________
   f. The Girl Scout professional________________________
   g. The neighborhood chairman________________________
   h. The girls themselves______________________________
   i. Others (specify)______________________________

6. Are you connected with the settlement in any other way? Yes____No_____
   a. Club member______________________________ length of time __________________________
   b. Board member______________________________ " " " __________________________
   c. Volunteer leader______________________________ " " " __________________________
   d. Full time paid leader______________________________ " " " __________________________
   e. Part time paid leader______________________________ " " " __________________________

7. Does the troop give service to the settlement? Yes____No_____
   Please explain your answer. __________________________

8. Do you think a Girl Scout troop is necessary in a settlement house program? Yes____No_____
   Please explain your answer. __________________________

9. Does the troop participate in other Girl Scout activities outside the settlement house? Yes____No_____
   In what way? __________________________

10. What is the most usual method or recruiting leaders for the settlement troop? __________________________

11. Who assumes the responsibility for continuous leadership of the troops? __________________________
12. In what way have you been asked to help the leader with the troop?

13. What is your opinion of the help the settlement and the council have given in the following areas:

a. Recruiting of leaders
   Settlement
   Council

b. Recruiting of troop committee members
   Settlement
   Council

c. Training of leaders and troop committee members
   Settlement
   Council

d. Program helps
   Settlement
   Council

e. Supervision of leaders
   Settlement
   Council

f. Interpretation of the work of the settlement

g. Interpretation of the Girl Scout program.
**QUESTIONNAIRE for GIRL SCOUTS**

1. Name: ____________________ Settlement: ____________________
   Kind of troop: Brownie ______ Intermediate ______ Senior ______

2. How long have you been a Girl Scout?

3. How long have you been in this troop?

4. Where were you a Girl Scout before you joined this troop?

5. Why did you join this troop?

6. Do you belong to the settlement house?  Yes ______  No ______

7. Are there certain things you would like to work on in your troop because you cannot do them in other settlement clubs?  Yes ______  No ______
   Please tell what these things are?

8. Does your program include service to the settlement?  Yes ______  No ______
   How do you give this?

9. Do you think your troop is necessary in the settlement program?  Yes ______  No ______
   Please tell why you think this way.

10. How do you think your troop can be improved by:
    a. Troop members
    b. Leaders
    c. Troop committee members
    d. The settlement
    e. The Girl Scout office

11. Does your troop participate in other Girl Scout activities outside of the settlement?  Yes ______  No ______
   What are some of these activities?
Questionnaire for Girl Scout Councils

1. Name of council: Settlement
   Number of troops meeting in settlements
   " " Brownie troops No. Brownie Scouts
   " " Intermediate Troops " Intermediate Scouts
   " " Senior Troops " Senior Scouts

2. Describe briefly the kind of council organization you have.
   a. Traditional
   b. Association
   c. Transition between the above two

3. Where did Scouting first start in the city?
   When?

4. Who was initially interested in starting the settlement Troops?
   a. The local Girl Scout council
   b. The settlement
   c. The girls
   d. The parents
   e. Other (specify)

5. What is the present council policy you have on troop organization?

6. What is the most usual method of recruiting leaders for settlement troops?

7. Who assumes the responsibility for continuous leadership of settlement troops?

8. Do you feel you have more____less____ trouble keeping settlement troops supplied with leaders than with other troops? Please explain your answer.

9. Who is responsible for supervision settlement troops?
   a. Neighborhood chairman
   b. Neighborhood chairman and district director
   c. District Director and district chairman
   d. District director
   e. Executive director
   f. Field director
10. How are these troops supervised?
   a. Troop visits
   b. Neighborhood meetings
   c. Individual conferences with leaders
   d. Leaders' meetings
   e. District meetings

11. How frequently is supervision given?
   a. Once a year
   b. Twice a year
   c. Three times a year
   d. Four or more times a year

12. Are written records kept of troop supervision. Yes____ No____
    If yes, who writes them? Neighborhood chairman______
    District director______ Both______
    Where are copies filed for future reference?

13. Is parent cooperation more effective____ less effective than with other
    troops? Please explain your answer.

14. Have there been differences between the council and the settlement on
    any matters of policies? Yes____ No____
    How were they worked out?

15. What other cooperation between the council and the settlement is there?
    a. Work together on community projects
    b. Use of settlement house for other meetings.
    c. Other (specify)

16. What is your opinion of the help the settlement has given in the
    following areas?
    a. Recruiting of leaders
    b. Recruiting of troop committee members
    c. Training of leaders
    d. Program helps
    e. Supervision of leaders
    f. Interpretation of the work of the settlement
    g. Other (specify)