GIRLS TAKE UP THE BOY SCOUT IDEA AND BAND TOGETHER

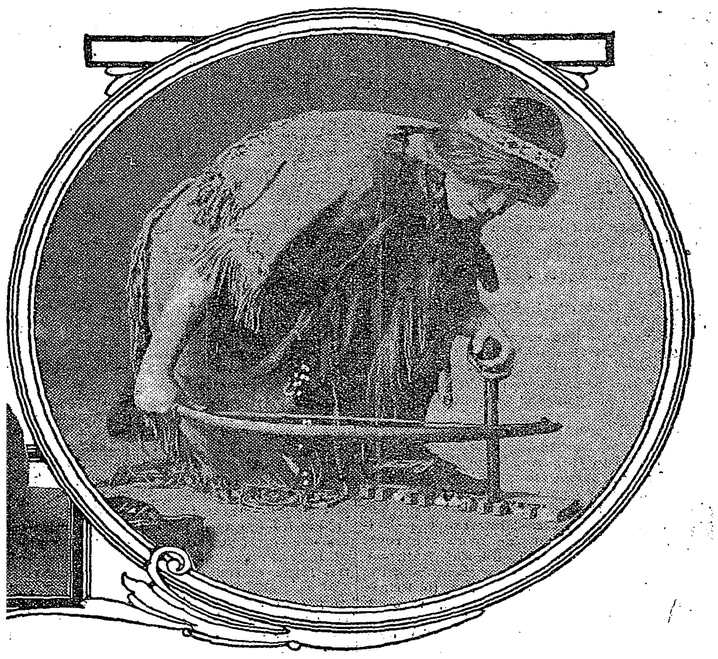
Campfire Girls of America Is the Name of a New Organization Begun by Mrs. Luther Gulick and Backed by Many Influential Social Workers to Make Better Women in the Future.

By Edward Marshall.

WOHELO!" Sounds like an Indian name, doesn't it? It's meant to; but it isn't an Indian name. It is compounded of the first two letters of each of three fine words—work, help and love—and it is the motto of the girls of the United States. Mrs Luther Gulick, wife of Dr. Luther Gulick, educator, author, and head of the Child Study Department of the Russell Sage Foundation, has made a gift of it—a cheerful gift of something very dear to her, for it was the motto of her Summer camp in Maine.

The girls of the United States are being organized with a speed and an enthusiasm which are almost startling. This article

Giving an Honor at the Council Fire.



Making Fire by Rubbing Sticks Together.

Working on Primitive Jewelry.

The Original Campfire Girls—Mrs. Luther H. Gulick and Her Daughters.

Ready for a Paddle.

presents the first detailed announcement of the movement which has very quietly, very ably, been planned and started generally throughout the nation, growing into great proportions until, now, it is advancing with a splendid impetus, backed as it is, by some of the best minds in the country, supported, as it is, by some of the nation's richest people, and filling, as its organizers are sure it does, a very urgent need in our national development.

"The Campfire Girls of America," the new organization has been named, and it has already reached not only into almost every State, but into almost every city in the land. It will vie with the Boy Scouts in enthusiasm and membership, and every detail of its plan and scope has been worked out by men and women of peculiar fitness for the work.

The idea originated in the mind of Mrs. Gulick, and was at once indorsed by Dr. Gulick, who believes it to be logical and necessary to proper development of girls amid the changing conditions of our National life.

Mrs. Gulick, herself one of the most active women in America in constructive sociological work, told me the story of the Campfire Girls and discussed the reason for the movement and the place which, it is hoped, the plan may fill—the widening gap which modern life has brought about between the school and the home.

"Most of the existing organizations which are open to the membership of girls," said Mrs. Gulick, "are based largely on utility. But mere utility will never do the things which must be done if we are to achieve the best results in character building among girls. We must supply that, certainly, but we must also supply poetry, adventure, emulation as a stimulant to achievement.

"Girls must have romance. Boys must, too, for that matter; but, in these days they get more of it than girls do, which is not as it should be. The desire in the human mind for beauty is not superficial; it is deep. The love of romance is a great reality, and its development is something which should be encouraged, not defeated.

"Therefore, the new movement, in its form, holds much of poetry and is full of incentive to advancement and achievement. It endeavors to make dishwashing, for instance, an honorable matter, worthy of a girl's best efforts. It puts efficiency in boating, swimming, dancing, and other things which girls all love as recreations upon as high a plane of honor as it does the other strictly utilitarian tasks, for recreation is as necessary to the welfare of the Nation's girls as work is. Work and play both are considered worthy.

"Cooking, gardening, making hats and sweeping—these it helps the girls to realize, are all tasks worth doing well, and for those who do them well it gives distinctions.

"*And above all the plan endeavors to encourage the right care of health;* to make it, as well as all these other pleasant things. But it does not try to change them into sugar-coated pills. It is a genuine endeavor to restore to the real life of everyday that gilding of romance and beauty of which they have been robbed by alteration in conditions.

"Many women, now forgotten, must have come upon discoveries—discoveries which we regard as commonplaces, and of which the discoverers' names are wholly lost, because discovery of this sort was part of the day's work. Dyeing, weaving, all such things were first developed by the brainy women of the world, not by the men. Man's interest in such things is a purely modern matter, due to the fact that with the development of civilization it has been profitable to take them from the home, commercializing them.

"The modern girl lacks some very great advantages her mother had. If she has prosperous parents she does not have to work at all. If her parents be not prosperous she must work far too hard and often at tasks bad from her.

"I once did a wise thing. I went without a servant for three years so as to create the real necessity of work for my three daughters. It was a fine experience. It taught them and it taught me. They became experimenters, and through that became creators. Every meal was likely to surprise us pleasantly. Our kitchen was a laboratory. The girls made combinations in the boldness of the exploring mind which such work had aroused, which I should have been afraid of, and they often proved to be most admirable. When friends came in they marveled.

"The girls sometimes had to work when they wished not to work, but they quickly devised their own and a very good and fair division of labor. It cost more to do this than servants would have cost—more in money and infinitely more in effort on my part—but it was a fine thing for my daughters.

"It is better for girls to do their experimenting in their parents' homes, before they marry, than in their young husbands' homes in the years immediately following marriage. Experimentation of this sort, which will help to make girls into competent wives, might do something toward the solution of our great matrimonial puzzle.

"Many modern girls do not learn how to cook at all; boarding house and hotel life make it seem unnecessary; they do not learn how to sew; dressmakers, and, more especially, ready-to-wear clothing supply their needs.

"Thus they are robbed of two great pleasures which the centuries have fitted them to love—cooking and dressmaking; and of the development which they might gain from the pleasant tasks. Biscuits? The bakery provides them. Gowns? It costs less to buy them at the stores than it would cost to make them in the home, and, on the whole, they are better made by the wholesale manufacturers than they were at home in the old days.

"Women's lives have almost wholly lost the joy of real creative work; and, at the same time, much discipline, the discipline of necessary tasks, no longer is to be found in them. With what great pleasure I for the first time made one of my own dresses when I was 13 years old! No game I ever played gave me one-half as much delight.

"Piano-players and phonographs have even taken away the need for practice upon musical instruments. Better music can be produced on these machines than by the average amateur of the old days. Thus we have lost the pleasure of execution and the discipline of that musical 'practicing' which was once almost universal among girls. We know more music, but the individual girl knows less about it than she used to.

"There are not so very many worthwhile things left for the girl to do—things which, if she does not do, must go undone. The cry in the Young Women's Christian Association, in the churches and the Sunday Schools, is all for something interesting, which is not too useless, for the girls to do. Boys have many things to do; few new things have been worked out for girls, while so many of the old activities have lost their usefulness, and, therefore, their magic.

"When I was a girl I found a great deal of my pleasure in the care of babies, as, indeed, I still do. I was very fond of them; most girls are fond of them. When my oldest daughter was a baby neighboring girls used to come in and want to hold her in their arms and take care of her. It helped those girls, as similar experiences had helped me. I never shall forget the first time a baby went to sleep in my arms.

"But we now know that such things do not help the babies, but are bad for them. The advance of scientific knowledge of the infant human being has disclosed the fact that we must not hold babies in our arms; we must not trot them on our knees; we must not teach them things when they are very young. L. Emmet Holt, a recognized authority, says a baby ought not to be raised to a sitting posture until it accomplishes this itself. I have no doubt of the truth of this. Beyond a question the modern baby has a better chance for health, and, therefore, for happiness and usefulness in later life, than the baby of the old days had, but all this has brought about another deprivation for the modern girl.

"*Scientific motherhood* has been a fine thing for the scientifically mothered infants; but it has robbed girlhood, it has left one less developing, character-building delight for girls to know. We are learning that we ought not to take baby out upon the street in a perambulator; that it is much better for the soft, sweet thing to get its sleep without being jounced in baby carriages, and that, especially, the air is purer in a crib placed by an open window at the back of the house than it can be upon the dusty sidewalk. Therefore the modern girl is losing the real joy and helpful discipline of taking baby for an airing in his carriage.

"It is the loss of such things which in the past have been absorbing interests which make an organization like the Campfire girls a real necessity of girl life at this time.

"And other great advantages will come from it. Women never have known much about co-operation, and in the modern scheme of things *co-operation is essential* to success and happiness. There has been no teamwork among women, for they have not needed it. They need it now, and will need it increasingly as time goes by. They must learn how to work together in the future.

"Boys have known from the beginning; the gang spirit ever strong in them is proof of it. Who ever heard of gangs of girls? Team play, the ability to work with fellows, the instinct, too, of standing by one another—these are details of one of the finest human characteristics which the systems of the old days did not develop in its women.

"One of the best signs of the times is the indication, everywhere apparent now, that women are beginning to know this. They need to stand together far more than they used to. There is less stability in some details of our lives. People move oftener from place to place, and this affects girls more than it does boys. It takes them longer than it takes boys to make new friends in new neighborhoods. Membership in an organization spreading Nation-wide will help them form desirable acquaintanceships without too great a loss of time.

"The demands of modern life all favor organization, too. Fathers belong to clubs, mothers now belong to clubs—even a girl's small brother has his definite organization, such as the Boy Scouts, in addition to the group or 'gang' which boys instinctively create. The girl till now has not had anything.

"The new movement, therefore, will not only help the girl while she remains a girl, but will prepare her better than girls recently have been prepared for womanhood by helping to bring back to women—and it is the first effort which has aimed at that—real interest in the everyday affairs that used to fascinate the sex, efficiency in the helpful and homely tasks which used to occupy a woman's mind and hands, and by thus occupying them make her happier and enormously affect the family life for good.

"It will help them toward intelligence in home work, teaching them how to do much and not to do too much. The wife who is a household drudge is as useless to herself and to her family as the woman who neglects her home. The woman who has really learned the art of home making will never be a household drudge. The Campfire girls will help to teach the women of the future the real art of home making.

"The modern school has robbed the home to an astonishing extent. Schools nowadays take more of a girl's time than home does, and the girl who lives the greatest amount of time in school gets the greatest amount of honor. The modern girl finds no credit accruing from efficiency in home tasks. There is no incentive for home interest. Every reward which the new life system offers her is for achievement outside of the home. For all these things, for household tasks, the Campfire girls give honor.

"Even what girls learn of household tasks they learn outside of the home. The mother does not teach them cooking any more; they learn it, in so far as they learn any of it at all, at school. The modern mothers do not sit beside their daughters with scissors, basket, thread and needle to teach them sewing. The girls learn sewing at the school. Thus they acquire technique, undoubtedly better, often, than the girl of the old days could learn it in her home, but they lose one detail of instruction of great value to their coming womanhood; they do not acquire the habit of serving in the home for the delight and comfort of the other members of the family and to their own most ample satisfaction. Even the care of babies is now taught in the schools, but no girl can really learn how to care for a baby in an afternoon's lesson at a school.

"Half of the effectiveness of teaching comes from the establishment in the pupil of the habit of learning, and this is only possible through constant repetition of the task. Doing things over and over is what makes the method of their doing stick tight and irremovably in memory. School instruction in home tasks does not accomplish this.

"We are becoming a nation of flat-dwellers. This is true not only of the people of New York but of the people of the smaller cities. Whether it is really good for us does not matter in the least; it has become a condition which cannot be changed, and, therefore, we must meet it at best we can. *It makes certain* details of housekeeping knowledge more essential than they ever were before.

"Everything in the modern home—absolutely everything, if the home is to be comfortable—must be in the best order, for the modern home is so compact. System which shall lead to neatness, to the proper utilization of every inch of room and to minute effectiveness is more necessary now than ever.

"We are crowded into spaces which would have driven our good grandmothers to frenzy, but it is happening everywhere and to protest against it does no good; our lives must be adjusted to it. And it will be the girls who learn now how to do this who will make the best of wives and mothers in the future. Organization is essential to this; the acquirement of the habit of organization.

"And in the modern home there is no room for girls continually to have their friends. As a result the modern city girl does not have friends enough. Even the matter of girls visiting, at play time, must be organized, for flat homes are so crowded, and the manner of their visiting must be organized, for life, itself, is, in these days, so crowded with necessities for knowledge.

"We must have something, now, to take the place of the old, casual impulse, which brought girls together; we must give them an excuse for gathering and a worthy interest for them when they do gather. Girls, now, because they long so for the old homes where they used to have candy-pulls, go to the soda fountain and the ice cream parlor, places which are not always good for them, and this is true not only of the daughters of working people, but of all girls. Flats are too small to make home interests possibilities in them, and in lack of home interests lies a tremendous danger, threatening alarmingly the girl of now, the woman of the days to come.

"Fathers have lost the habit of participation in sons' lives, but that, while really deplorable, is not so serious a matter as the fact that mothers are beginning to cease sharing in the lives of growing daughters as mothers used to share in growing daughters' lives.

"The tendency is all against not only much of the material and merely useful home training of the past, but against the mental, sentimental and spiritual *home training* of the past.

"And this is in the face of the undoubted fact that the girl of the future must inevitably meet greater demands than those confronting her own mother, demands infinitely greater than those which ever faced her grandmother. She must meet community demands, not merely, as in days gone by, those only of her own home and family. We are no longer isolated individuals, we are bound together. Independence is fast disappearing, to be replaced by interdependence and for this we need a new and special training. Not only city life but modern country life makes toward this.

"Women have not been trained to system in the past, and system will be among the greatest demands of the future. Much of the training we shall need is not supplied by any of our schools. In what public school, for example, are they teaching girls the value of money—inculcating in *them the habit* of considering and conserving the number of clothes worn in a year—hats, dresses, shoes, stockings? In none that I have ever heard of.

"And this necessary training is missing, also, *from the modern home.* One of the most difficult of tasks is to rightly estimate the amount of money which should be given to the modern girl for clothes. We have forgotten the necessity for *system in such things.* We do too much teaching and too little character-building.

"We teach the modern girl as little about home economics as we do about the need for outdoor life and the tendency of modern living is all against life in the open. We have been cooped up until we have formed the indoor habit. The school is indoors and the home is indoors, nor is there any outdoor space betwen them nowadays.

"We have been *doing nothing* toward the rightful filling of that gap between them, and in that gap exists our greatest opportunity for an improvement in our system. The schools have tried to fill it, but schools *cannot give girls* responsibilities aside from the *mere responsibilities* of study; they can have small effect upon their leisure time. And the way the girl or boy or man or woman spends leisure time is a great test of character.

"Woman's work, unfortunately, has developed along uninspiring lines. It has no status; its right performance is rewarded by the giving of no honors. The work of women is just what we 'ought to do,' all day, all night, all week, all year, and year after year. Efficiency in home-making, home-keeping, have more and more lacked any real incentive, and human beings, be they men or women, boys or girls, will not work without incentive.

"In the meantime the incentives offered for work outside the home have been continually increasing. For what she does outside the home the woman gets well paid, for what she does inside the home *she gets no pay; it doesn't count.* Girls know this; they get no pay themselves for housework, for learning home making and keeping, but at school rewards of many kinds are offered for efficiency in study and achievement along really less essential lines.

"In this way, among others, woman's natural activities have been undermined, and the word 'undermined' means weakened at the foundation, in this case in childhood. Her status must be certainly restored and readjusted. The girl's organization is a logical step. It will help not only to restore the status to things vital to our welfare, but it will add a certain value to that status over that of the old days perhaps. That, at least, must be the aim of those who work toward the development of the movement. The working girl has now a certain status. She takes money home. Isn't that one reason why she likes to be a working girl? That money represents real, tangible recognition of the work she has accomplished.

"In answer to the continual demand which reached the offices of the Boy Scouts for information as to what was being done for girls, there could be but one reply: 'Why, nothing.' The necessity for admitting this very much embarrassed James E. West, General Secretary of the Boy Scouts movement in this country; William C. Langdon of the Russell Sage Foundation, in charge of the Pageantry Division, and many others.

"Thus this movement is the logical result of a really National impulse. As soon as news of it had spread a little enthusiastic inquiries began to pour in upon people who might know about it. The offices of the Boy Scouts were now deluged. One letter from Iowa represented an organization of not less than 8,000 girls connected with the admirable agricultural movement in that State. Later Mr. Bishop of Ames College came on to investigate. Since then he has co-operated enthusiastically.

"The District Nurses' Associations throughout the country instantly became enthusiastic mediums through which to organize the girls. The Young Women's Christian Associations, churches, Sunday schools, educators, all sorts of earnest workers among girls, showed the most intense interest and many letters of inquiry came from girls themselves.

"Thus there could be left no doubt that there was a demand for such a movement, and it was decided to ask ten people to give toward its establishment $100 a month each for six months, this to constitute an organizing fund. Among the first contributors were F. J. Lisman of New York, Miss Grace Dodge of New York, Dr. Edward M. Rumley of La Porte, Ind.; S. R. Gugenheim, Robert Garret of Baltimore, and there were others, all animated by the highest impulses, all convinced that the selected plan was the best plan to work on, and every one of them entirely certain that the movement is an economic and a sociological necessity of the times.

"There is every reason to believe that the Campfire Girls will rank with the Boy Scouts in numerical importance, and it will be, I think, an even more useful organization, because it is more deeply needed and fills a place which, in the past, has been entirely unoccupied. Before the Boy Scouts came into being, boys had their organized activities, not National, perhaps, but everywhere, for all that. From the beginning the instinct of organization has been innate in them. They have always worked in groups.

"Girls have *had nothing of the sort,* and I don't dare think of the success this movement seems destined to attain. There is every reason to believe that it will capture the imagination of the girls throughout the country. Wherever it has had a chance it has done so. If this generally proves to be the case, then something actually epoch-making will have been accomplished for the American girl, for the American woman of whom she is the mother, as the boy is father to the man, and, therefore, for the Nation as a whole."

An evidence of the National character of the movement, as it is at present constituted, is found in the list of *names of* those who form the council. These include Miss Jane Addams of Chicago, famous sociologist and founder of Hull House; Dan Beard, the artist, important in the Boy Scouts' movement, of Flushing, L. I.; Miss Mary Porter Beegle of New York, Miss Desha Breckinridge of Lexington, Ky.; Miss Elizabeth Burchard of New York, Miss Bella Dilgarde of San Antonio, Texas; Miss Grace Dodge of New York, Mrs. Charles H. Farnsworth of New York, and Mr. Farnsworth, Miss Elizabeth Fessenden of Holderness, N. H.; Miss Alice L. Green of Madison, N. J.; Mrs. Edwin C. Grice of Philadelphia, Mr. Lee F. Hammer of New York, and Mrs. Hammer; the Rev. Edward L. Gulick of Fairlee, N. H., and Mrs. Gulick, Mrs. Harriet H. Heller of Lincoln, Neb.; Mrs. Ernest Hohhoff of New York, Miss Margaret S. Hyatt of Sacramento, Cal.; Mrs. Charles B. Israels of Yonkers, N. Y.; Miss Beulah Kennard of Pittsburgh; Miss Margaret Knox of New York, Mrs. Sidney Lanier, Jr., of Wellesley, Mass.; Miss Catherine Leverich of Westchester, N. Y.; Miss Constance Mackey of New York, Miss Florence M. Marshall of New York, Miss Laura I. Matteson of New York, Mrs. *Neil McCoull* of New York, Mrs. William Fellowes Morgan of New York, Miss Grace E. J. Parker of New York, Prof. Josephine Peixoto of Berkeley, Cal.; Mr. Virgil Prettyman of New York, Miss Mary Richmond of New York, Mrs. William H. Rossiter of New York, Miss L. E. Sage of New York, Mr. Ernest Thompson Seton of Cos Cob, Conn.; Miss Bertha Seeley of New York, Mrs. V. G. Simkovitch of New York, Mrs. Lorillard Spencer, Jr., of New York, Mrs. A. J. Stallings of New Orleans, Miss Bessie D. Stoddard of Los Angeles, Mrs. Justus S. Tralle of New Britain, Conn.; Mrs. Richard Wainwright of Washington, D. C.; Mrs. James E. West of New York, Dr. Gaylord S. White of New York, and Mrs. Egerton Winthrop, Jr., of New York. There is a striking list of distinguished names!

The Committee on Organization is made up of Dr. Luther H. Gulick of the Russell Sage Foundation, Chairman; Miss Elizabeth W. Dodge, Treasurer pro tem; Mr. Howard S. Brancher, Dr. Anna L. Brown, Miss Eliza R. Butler, Miss Mabel Cratty, Mrs. Luther H. Gulick, Miss Harriett Alexander, Miss Katharine Tweed, Mrs. Charles H. Farnsworth, Miss Mary Schenck Nolman, and Mrs. Ernest Thompson Seton.

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