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How Girl Scouts Shaped the World War II Homefront, in East Tennessee and Beyond

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How Girl Scouts Shaped the World War II Homefront, in East Tennessee and Beyond

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Introduction

In 1912, Juliette Gordon Low announced, “I’ve got something for the girls of Savannah, and all America, and all the world, and we’re going to start it tonight!” This “something” was an organization that strove to teach girls important skills and show them that they mattered and could contribute to society as active citizens and leaders. While the first troop consisted of only eighteen members, the organization quickly spread across America and the world. By 1940, there were Girl Scouts and Girl Guides in 31 different countries around the world.

Through the Girl Scout program, girls learned many different skills and ideologies that they carried with them for the rest of their lives. By creating a troop government, girls participated in democracy and learned how to be leaders. When the war began and America fought to defend democracy, these aspects of the program were emphasized. Leaders were told that their work was really defense work and were given training on how to most effectively lead girls so they could make a positive impact on the war effort.

From the beginning, Girl Scouts wore uniforms and earned badges. As children on the homefront, the significance of the uniform was emphasized and the badges that were offered were either adapted to or thought about through the lens of the war. Girls were given a better appreciation of the global stage and America’s place on it, while feelings of patriotism skyrocketed throughout the country.

When the Japanese bombed Pearl Harbor and the United States officially entered World War II, so did the Girl Scouts. Just as they had in World War I, girls rallied around the war effort and became major players on the homefront. Girls from ages seven to seventeen joined Girl Scouts and participated in countless activities to support the war effort and provide aid to other
countries. Nationally, girls collected scrap and sold War Bonds in significant quantities to do their part to make a difference in the war.

The Girl Scout program cultivated an environment through which girls of all ages could participate in activities that helped them feel like they were truly making an impact on the war. As fathers and older brothers went off to fight, girls were left with a desire to help end the war and bring back both those that were overseas and the peace that they knew before the war began. Through the different levels of Scouts, girls of all ages could participate in the war effort in some way. Special programs were also created for older Girl Scouts which allowed them to become more involved with the war and taught them special skills that they could use in their lives and future careers.

Even aspects of the Girl Scout program that were not directly related to the war effort were influenced by the war. While Girl Scouts had gone camping since the beginning of the organization, during the war there was a greater emphasis on the survival skills they learned. Girls used the outdoor skills they knew and learned new ones that could be applied to different defense programs on the homefront. Another affected aspect of Girl Scouts was the famous cookie program which was temporarily put on hold due to rationing across the country. Girls were willing to make sacrifices like these because they felt like each sacrifice got them a little bit closer to ending the war.

When the war ended, Girl Scout membership continued to rise and support for the war effort simply shifted to focus on post-war needs. Girls provided aid to children in other countries across the world. They also helped on the homefront with the aftermath of soldiers going home and leaving behind things like laundry. In their Girl Scout troops, girls had a comfortable setting
in which they could discuss the experiences they had gone through during the war and how they
could help create a better post-war world.

Since its beginning, Girl Scouts has been an organization that strove to make a positive
impact on the lives of its members and the world. During World War II, the organization grew
rapidly and gave girls a visible place in the homefront fight. The experiences that these girls had
as active participants in the war effort continued to impact them long after the war ended. These
experiences are not only memories in the lives of the women who grew up during the war, but
they are also lessons in selflessness, determination, and love for fellow sister Girl Scouts and the
world.

Drives

When World War II began, the U.S. Government recognized its desperate need for scrap
metal and other materials required to enter the war. In fact, when Pearl Harbor was attacked there
was only a five- or six-week supply of salvaged metal on hand due to the large amount of metal
the U.S. had sold to Japan in the years preceding the war.1 In the summer of 1942, the War
Production Board started the first nationwide scrap metal drive.2 Throughout the war, drives for
scrap metal and many other products continued on the homefront. The Girl Scouts often
participated in many of these national and community drives or hosted their own. Drives were
held for a wide range of products including rubber for tires, nylon and rags for parachutes, and
scrap metal.3 Girls also helped to collect paper to be recycled and books to be donated to
soldiers. Joyce Maienschein reflected on the drives her Girl Scout troop helped with while

1 Ronald H. Bailey, “Iron Will: Americans at times went too far in their nearly unstoppable drive to
collect scrap metal for the war effort.” (World War II, July-August 2010), 50+.
2 Ibid.
3 Betty Christiansen, Girl Scouts: A Celebration of 100 Trailblazing Years (New York: Stewart, Tabori, &
Chang), 86.
growing up in Terre Haute, Indiana: “And we also participated in all the high school collections that they had. You know the grease, and the yarn, and the paper, and all they had.”

Throughout the war, the government, different local and national organizations, and schools used the idea of patriotism and the American love of competition to appeal to the American people. People were often reminded of the war going on and encouraged to be thrifty and collect as much scrap as they could. Advertisements and propaganda focused on the individual with slogans such as, “Do your part.” By using direct appeals, people felt that it was their duty to their country to help. Children even “shared in the heightened engagement adults felt during the war years.” They worked hard and “often maintained the necessary determination to make community contributions successful, becoming the true heroes of the scrap drives.”

This was recognized at the time in propaganda videos in which children were shown collecting scrap. Other videos were made for children to encourage them to collect as much as they could. In the Loony Toons cartoon “Scrap Happy Daffy” from 1943, Daffy Duck begins by singing “We’re in to win… so to victory lets go, and do the job with junk” before fighting a Nazi goat who was sent by Hitler to destroy his scrap pile. This video and other similar cartoons showed children that even their favorite characters were participating in the war effort.

Additionally, contests were held between different organizations or groups of people that offered monetary prizes. Schools often hosted drives and had different contests related to them. For instance, in January 1942 the Knoxville News-Sentinel hosted the News Sentinel-Salvation

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4 Joyce Maienschein. Personal Interview, 19 December 2018
5 Bailey, “Iron Will.” 50+.
Army paper contest between area schools. The prizes for the top three winning schools were $25, $15, and $10, respectively. In 2019, this is equivalent to $389.88, $233.93, and $155.95.\(^9\) On January 11, an article in the paper announced the results of the contest: “City and county schools, with the help of Scouts, collected about 300,000 pounds of old paper in the contest.”\(^10\) Although it was a contest between schools, the contribution by Scouts was notable enough to be mentioned specifically. Throughout the duration of the war, more drives were held to collect all types of waste paper from offices and homes. The paper was recycled and turned into containers that were used by the government for packaging. War plants used recycled paper for “airplane parts, shell containers, helmet linings, and the millions of boxes needed for food, ammunition, and blood plasma” and were forced to shut down if they were not able to get enough.\(^11\)

Another important product collected through drives was metal. Metal in any form was collected and sent to be recycled. Joyce Maienschein noted metal items she helped collect included “aluminum cans and also strangely enough we collected wrappers- tin wrappers from cigars, smoking products. They had tin foil wrappers and we collected those.”\(^12\) Less commonly thought of items were also collected. For example, Joyce had polio as a child which required her to wear a back brace for many years. When she did not need it anymore, she donated it: “And also my brace, I had gotten rid of my brace at the age 14, I got to take it off. It was made of metal and steel and I donated that.”\(^13\) She also noted that, “My grandfather was a farmer and he had old

\(^12\) Joyce Maienschein, Personal Interview, 19 December 2018.
\(^13\) Ibid.
farm equipment, and they came with a truck and hauled off that. They needed metal desperately for the war.”

In Knoxville, Girl Scouts hosted their own drive to collect old keys in September 1942. This was part of a larger nationwide drive for obsolete keys that was happening at the same time. Scouts picked up collection cans from the Knoxville Girl Scout office and placed them at local schools. The keys they collected were another form of scrap metal donated to the war effort. In November 1942, Troop 12 reported that they had turned in a total of 151 pounds and six ounces of keys. The Knoxville Leader’s Bulletin of the same month reported that 134 pounds of keys were collected by Girl Scouts in total. The discrepancy may mean that Troop 12 had not yet turned in their keys at the time the Bulletin was printed. If so, the total number of keys collected in Knoxville would be over 285 pounds. As one girl reported, “We collected enough keys to unlock a thousand doors to victory.”

Nationwide, the fall 1942 drive yielded 200 million keys or over 3,000,000 pounds of scrap metal. Specifically, the keys contained scarce metals like copper, zinc, and nickel, along with the not-so-scarce metals lead, iron, and steel. Although the drive for keys proved helpful, not all of the metal that girls put their time and effort into collecting ended up being used as they imagined it would. In fact, some, including Shelton, have claimed that “most of the cans and

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14 Ibid.
16 “Girl Scouts Launch Drive to Collect Old Keys This Week,” *Knoxville News-Sentinel*, 27 September 1942, C-11.
scrap metal collected was useless to the war effort.”20 In October 1942, Business Week reported that war industries depended most on industrial scrap, then farm scrap, and lastly on household drives that “yielded mostly inferior scrap and are a headache to scrap dealers because, on the whole, it is light and mixed with other metals requiring an unusual amount of preparation.”21

Locally, there was talk that TVA may have been wasting scrap they were supposed to be using to construct a dam. In 1942, they responded “in, sharp language, to an unconfirmed report that it has been dumping rubber tires and discarded metal into fills on the Fontana Dam job.”22 The article appeared on the front page of the paper and in it TVA defended itself and said all materials were being used in the dam. Even if TVA truly was using all the donated metal, it is still true that some of the scrap metal collected was wasted. In some areas of the country, “the War Production Board used high fences to hide piles of rusting scrap metal, patriotically donated but never used, which might have cast doubt on the urgency of government collection campaigns.”23 This paranoia reflects how seriously people took their scrap collecting and duty on the homefront.

However, even if the metal did not end up having the use they imagined, it still served a function. The participation and enthusiasm in the drives made people feel like they were truly part of the war effort and kept morale up.24 Collecting metal was especially popular because people could clearly comprehend how metal could be used to make armaments, as opposed to the collection of paper, for example.25 People on the homefront, especially children, felt like that

21 Jones, All Out for Victory!, 99-100.
23 Roeder, The Censored War, 58.
they could make a measurable impact on the war. Considering they could not actually go serve overseas, the ability to help in any way they could gave them a place in the fight. The Office of War Information even asked the motion picture industry to “help bring ‘every boy and girl’ into the ‘Children's Army’ made up of youngsters who pledged to advance war goals.”

In fact, the contribution of children was not overlooked. In an October 1942 article in the *Knoxville News-Sentinel*, E.S. Lynn wrote about the impact of children’s efforts: “We often wonder whether grown-ups have the proper conception of the importance of the children in their community. There are many ways in which they can render useful service to society and at the same time, acquire valuable experience. The scrap collection drive illustrates the idea.” Girls, especially, were given an opportunity to help with the war and be recognized for their efforts in a time when girls were not considered to be equal to boys. The idea of promoting girls and a sense of worth in them is at the core of the Girl Scout movement. When the organization turned 100 in 2012, Betty Christiansen wrote: “Juliette Low-and every volunteer and staff person who has followed in her footsteps during the last 100 years-has held true to that vision while offering a clear and powerful message to every girl: *You matter*.” In a time when women did not yet have the right to vote, this statement and sense of purpose had a significant impact on the lives of girls everywhere.

Girls were given new opportunities with the war and this influence by Girl Scouts encouraged them to seize every opportunity they had. One Girl Scout adult’s words are recorded by Ossian:

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“Mrs. Theodore Roosevelt Jr., the reelected president of the Council, declared the country to be ‘doubly strong’ with its significant numbers of female participants. ‘There have always been heroines,’ Mrs. Roosevelt remarked, ‘but now we march with men and serve in whatever way we are found to be most effective.’ 29

As women went to work at home and abroad, girls yearned to be just as much of a part of the war effort as anyone else. Girls played war games and read wartime comic books just as boys did. According to Ossian, “Military play attracted girls as well as boys during World War II.” While strict gender roles could sometimes restrict them to roles like nurses, girls still yearned to play as soldiers or even become one. Comic books were another form of entertainment that girls read just as much as boys. In fact, during the war “95 percent of boys and 91 percent of girls read comic books” including those about Captain America and Dick Tracey. These “wartime comics could convey all at once ‘patriotism, chauvinism, and optimism,’ which might have motivated both GIs and children ‘to want to do their best.’ 30 Girls, just like boys, were inspired to do their part in the war and wanted the same opportunities to participate.

Furthermore, the patriotism and the principles of the phrase “Waste not want not” that collection drives exuded shaped the homefront experiences of Girl Scouts and provided them with a direct opportunity to impact the war. These principles also continued to impact girls for the rest of their lives. Carolyn Testerman reflected how Scouts impacted her life: “But I think it makes you a good citizen. Cause I certainly don’t like to see something not appreciated or not

30 Ibid.
taken care of.”  

Similarly, critics that believed children were working too hard worried about how “adults’ demands of time, strength, and endurance on particularly young children” might impact them for the rest of their lives. While children enjoyed helping with drives, scholars have questioned: “Were the scrap drives patriotic and cheerful volunteerism or coercive and exploitative?” While the question is not one that can be easily or universally answered, there is no doubt that children were, in fact, impacted. Ossian also writes that: “A legacy of hard work endures for the generation who grew up during the Second World War, but the guilt lingers on as well: Am I working hard enough? After spending such a formative time in their lives working hard for their country, the work ethic they formed did not end with the war.

Furthermore, not every drive was for materials for the war. There were also drives to support servicemen, including the Victory Book Campaign (VBC) in February 1943. The VBC began in 1941 and continued throughout the war. The Campaign served multiple functions. First, it came as a response to the book burnings that had taken place in Germany. In May 1933, a group of university students in Berlin, with the support of the Nazi party, built a huge pyre to burn books. They selected “un-German” books or those by Jewish authors and burned them to “ensure the purity of German literature.” They believed that “the extermination of these offensive volumes would make the nation stronger by ridding it of ideas antagonistic to Germany’s progress.” The Berlin book burning was very popular and was broadcast live over the radio along with being filmed. The films were then shown at movie theaters across Germany.

31 Carolyn Testerman, Personal Interview, 19 December 2018.
33 Ossian, The Forgotten Generation, 43.
Movie theaters included “commentary explaining that harmful books eroded German values and must be destroyed.” The burnings spread and 93 more were held before the fall of the Nazi regime.  

As a response, the Victory Book Campaign was started in America. President Roosevelt “sincerely believed that books were symbols of democracy and weapons in the war of ideas. He declared April 17, 1942 Victory Book Day and asked for the country to donate any books they had read and enjoyed. Also, “the VBC decided to ask American universities to protest Germany’s book burnings—which had begun at its universities—by assembling books for donation.”

Second, books served as entertainment for servicemen. It was difficult for men to receive mail and they did not have many diversions, so “books were often the only entertainment the men had. And they were treasured.” They were encouraged to take a book from the Victory Book Campaign libraries that were formed from the millions of books that were donated. Librarians helped men find the right book to meet their needs and advertised to the public which types of books they needed to donate. The books soldiers took could provide “a temporary escape, a comforting memory of home, balm for a broken spirit, or an infusion of courage.”

People around the Knoxville community collected books to be sent to servicemen. Girl Scouts adopted the drive as their project of the month and hoped to collect 1000 books. In the March 5, 1943 edition of the Knoxville News-Sentinel, a picture of Girl Scouts with stacks of

35 Ibid.
36 Ibid.
books for entertainment for soldiers appeared and said they had collected more than 600 books.\textsuperscript{38} When the contest ended in April 1943, the Bassel Intermediate troop in Blount County won first place for collecting an average of 9.4 books per girl.\textsuperscript{39} Similarly, in Terre Haute, Indiana, Joyce Maienschein helped collect books for a drive they had:

And my grandfather and I, he had a quite extensive library, because we in Terre Haute there’s a crossroads you know north and south and east and west. And they had a USO station there for transporting servicemen, and they were asking for good books to go in the library for the sailors and soldiers to read while they were waiting, and my grandfather and I sorted his library and I took I can’t tell you how many books up to, my parents of course took me, but we went up and donated our books, and you know I regretted that for years afterwards because I wondered how many of the soldiers would have picked the books that we picked and, you know, and I remember some of those books and thought ohh you know maybe if we didn’t do it, but we did.

The role of Scouts in the campaign was not overlooked. Both “Boy Scouts and Girl Scouts pounded the pavement, collecting books through door-to-door solicitations in their neighborhoods.”\textsuperscript{40} It was easy for children to collect books like this, and likely that most people were willing to donate when a child rang their doorbell. Every household surely had books simply sitting on their shelves that they did not look at. When a girl or boy came to their door, donating some of these books would be an easy way to support the servicemen who were away from home. This may have also given everyone a sense that they were helping the soldiers well-being in a more positive way compared to the more somber act of rolling bandages.

\textsuperscript{38} “Give Helping Hand to Service Men,” \textit{Knoxville News-Sentinel}, 5 March 1943, 5.
\textsuperscript{40} Manning, \textit{When Books Went to War}, 48.
Not only did they host scrap drives, but Girl Scouts also educated people about collections. They participated in demonstrations on how to prepare different materials that they collected. On September 27, 1942, Girl Scouts spent time demonstrating how to prepare tin cans for a collection. They stood in a store window on Gay Street for several hours with a small table filled with tin cans and supplies to clean and prepare them. Passersby could stop and watch as they demonstrated the proper procedure for preparation. The newspaper praised them, calling them experts and writing that “If there’s anything you want to know about preparing tin cans for the collection Dec. 7, ask these young ladies.” The ability to learn a new skill and teach it to others allowed girls to feel like they were making an impact on the war. Throughout the various types of drives they hosted, Girl Scouts were able to make measurable impacts on the war effort.

Experts on Tin Can Treatment

If there's anything you want to know about preparing tin cans for the collection Dec. 1, ask these young ladies. Girl Scouts Mary Wolzien and Margaret Ann Jaeger spent several hours today demonstrating the proper procedure in a Gay Street store window—and now they are experts! Remember, the first collection is just 10 days away. Prepare your used cans now.

THE KNOXVILLE NEWS-SENTINEL
Friday, March 5, 1943

Give Helping Hand to Service Men

Stacks of entertainment for service men, thanks to the effort of Knoxville Girl Scouts who collected more than 600 books for the Victory Book Drive which ends today. Representatives of the three ranking troops are, left to right: Joanne Frees Thompson of Troop 31, Judy Harris of Troop 30 and Sarah McKee of Troop 5.
Rallies and Bond Sales

Throughout the war years, Girl Scouts hosted various types of rallies and bond sales. Rallies had different themes depending on the purpose they served. For instance, a Service Rally and a Defense Rally were both held in Knoxville in 1942. Bond Sales were also a common Girl Scout activity throughout the war. Participation ranged from city-wide sponsored sales raising thousands of dollars to individual girls selling War Stamps. In some instances, rallies and bond sales coincided as a part of the same campaign. This was the case with the Girl Scouts Victory Fund Drive.

A series of “Wartime Workshops” and at least one Defense Institute were held in Knoxville for Girl Scout leaders during the war. On February 16, 1942, the Knoxville Girl Scout Council hosted a Defense Institute. It was held at the S. and W. Cafeteria and was divided into three different sessions. It began with the Afternoon Session during which local and national defense activities were discussed by Mrs. Paul Ager from the Board of Directors of the Knox County Civilian Defense Office. Next, Mrs. Lyle Bruner of the Girl Scout Council and Red Cross Board discussed how defense affected the Girl Scout job. It concluded with a symposium about how the Girl Scout program related to defense. The symposium included women from different areas of Scouts, such as a parent, council member, program consultant, troop committee member, and leaders from each troop level. They were all reminded of how their role in the program was important in teaching and leading girls. A pamphlet explaining the importance of Senior Scouts troops and the defense program explained to leaders that “…adult members of the Girl Scout organization are undertaking one of the most vital jobs of the total defense program — providing wise guidance for the growing generation.”

42 “Senior Service Scouts and the Defense Program,” *Girl Scouts.*
After the afternoon session, there was a Supper Session that included the Girl Scout Chorus of Troop #40. Then, the Evening Session was broken down into “Defense and Our Adult Jobs in General” and “Defense and Our Adult Jobs in Particular.” The former was led by Miss Mary Esther Brooks, regional director, who traveled from Memphis for the Institute. During her presentation, she declared, “We women, and men, in Girl Scouting feel that providing leadership and training to the girls of this nation, is one of the most important defense jobs for women today.” The latter session was conducted by having round tables to discuss topics such as “Our Leadership Job,” “Our Troop Committee Job,” “Our Program and Camping Job,” and “Our Council Job.” The Institute concluded with Mrs. James H. Burke, Commissioner, speaking about “Where Do We Go From Here?”

This institute and other workshops held for leaders strove to teach them how they could lead activities through the lens of the war. A paper explaining these workshops was printed and sent to Knoxville and other councils in Region Five. It explained the importance of the adult job as: “Leaders of girls are faced with new responsibilities in continuing activities that benefit the girl herself, while she gives her service to the community. Through all activities there is the great need of building a firm base of positive democracy through the planning and the activities of each group, according to its own abilities.” It also continued to list Girl Scout activities that had long been a part of the program but should be emphasized during this time of emergency. The topics of these activities included simple camp craft, outdoor cooking, finding one’s way, and others.

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45 Region Five included Alabama, Arkansas, Louisiana, Mississippi, and Tennessee. The main office was located in Memphis, TN.
46 “Wartime Workshops: Girl Scouting Meets the Needs of Girls Today,” Girl Scouts, 1 September 1942.
nature, crafts, recreational activities, and group planning. In this way, the Girl Scout program was able to continue its mission of creating leaders and good citizens out of girls, but doing so through the light of needs caused by the war. For example, while girls had already learned about how to navigate before, they could do so with the idea that they might have to help navigate if America was attacked and not just for camping or recreation.

Additionally, the introduction for another program titled, “An Institute on Girl Scouting in Wartime Community Planning,” summarizes the role Girl Scout adults and leaders felt they were playing at the time. It explains that,

“One thing above all others that has been pressed home to us this past year has been the effect of the war on young people and the need of united action in planning for their welfare and interests. This makes it imperative for us as a youth serving agency to participate in this planning, to be sure that Girl Scouting is made available in those areas and to those girls who need it. Only if our plans are carefully integrated with the over-all plans of the community and government can this be done.”

Girl Scouts as an organization felt that it was their duty to shape and lead girls on the homefront. These programs held for leaders taught them “To explore specific local needs that exist or have been created by the war about which Girl Scouting can or should be doing something.” In this way, they were able to use their program to create a bridge between the government and other community organizations and the girls themselves so that they could best meet the needs of the time. The Girl Scout program adapted to these needs, but it did not stray from founding goals. In fact, the title of the first Girl Scout handbook was How Girls Can Help Their Country.

48 “An Institute on Girl Scouting in Wartime Community Planning: For All Girl Scout Adult Workers,” *Girl Scouts*.
49 Ibid.
The idea of Girl Scouting as a form of defense was prevalent throughout much of the literature printed by Girl Scouts. The slogan “Girl Scouting is Defense” was used to encourage volunteers. This slogan appears to have been created for the war effort and used in addition to the original slogan and motto. When the organization began in 1912, the slogan “Do a good turn daily” was used to remind girls of the many ways they could contribute positively in the lives of others.\(^{50}\) This was used in conjunction with the official slogan of “Be prepared”, which was explained in the 1947 *Girl Scout Handbook* as "A Girl Scout is ready to help out wherever she is needed. Willingness to serve is not enough; you must know how to do the job well, even in an emergency."\(^{51}\) Interestingly, the Boy Scouts of America also share the same motto and slogan.

A pamphlet entitled, “Volunteers for Victory: Why, How, and Where to Volunteer,” explained how adults could lead or advise a troop or volunteer at the local Girl Scout Council office. In the column about leading a troop it says, “You will be the friend and advisor of tomorrow’s citizens. You can help them to understand democracy. You can show them why they should defend and strengthen democracy all their lives.”\(^{52}\) The idea of cultivating a democratic environment was not new to Girl Scouts.

When Juliette Gordon Low founded the organization in 1912, she instilled in it her opinion that girls and women should be independent and active citizens in their community. The “Girl Scout handbooks, novels, and periodical literature provide insight into the degree to which the Girl Scout organization promoted gender equality; expected a woman’s sphere to be expanded outside the realm of children, the home, and morality; and encouraged women to


\(^{51}\) Ibid.

\(^{52}\) “Volunteers for Victory: Why, How, and Where to Volunteer,” *Girl Scouts.*
display their independence, either surreptitiously or overtly.”53 These ideas were taught to girls through the troop’s organization and the skills they learned through badges. Troops were broken down into patrols and often contained a mixture of girls from different socioeconomic backgrounds. This blend was “as close to a working democracy as one could reasonably expect to find among young people in early twentieth-century America.”54 It helped girls learn both about the principles of democracy and about girls who were different than themselves.

In 1920, the organization used *Scouting for Girls: Official Handbook of the Girl Scout*. From this, Christiansen wrote: “One of the Girl Scout laws, ‘A Girl Scout is a friend to all and a sister to every other Girl Scout,’ advises young women that ‘Women are said to be inclined to cliques and snobbishness and the world looks to great organizations like the Girl Scouts to break down their petty barriers of race and class and make our sex a great power for democracy in the days to come.’”55 This idea of teaching girls the values of democracy and inclusion continued from Juliette Low’s original goals.

In 1945, *The Girl Scout Leader*, a magazine for leaders, described citizenship in a democratic environment as the foundation of the organization itself.56 Girl Scouts gave girls an opportunity to learn about democracy and have their own voice. The organization was founded seven years before the 19th amendment gave women the right to vote and the war began just twenty-one years later. Many Girl Scout leaders and staff likely remembered the time when women could not vote, so it must have been especially meaningful to them to be able to teach

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girls how they could be active citizens. The Leader article called on adults to continue this work with this plea: “We have already come far, but we can make an even greater effort in helping our girls to develop into active citizens instead of passive ones who sit on the side lines placidly acquiescing in the decisions that others have made and in which they have taken no part.”

In a same Leader article, leaders were told that by beginning at a young age, they could help girls grow into good active citizens. The Brownies program is where “citizenship grows” through “such small beginnings as consideration for others while riding trolleys and using the telephone.” As the Girl Scout continued, she “gradually learns to elect troop and school officers; to know the meaning of good leadership; to think, listen, express her opinion; to take her part in planning and then carry out her end of the job to be done.” Finally, when a girl reached the Senior level, she “begins to think in terms of voting, homemaking, budgeting, marriage, career” and learns the “real meaning of service and duty to God and her country.” Girl Scouts was a place where girls could be leaders and could learn how to develop skills they would use to be active citizens in a democracy.

In fact, leaders did feel like they helped to impact the lives of girls through helping them develop these skills. The “Leaders of the Girl Scouts also attributed the success of their scouts to their training. As Mrs. Winthrop Aldrich, chairman of the Greater New York Civilian Defense Organization, observed, ‘I think it is fair to say that this is largely due to the training in patriotism and usefulness that the Girl Scouts have received in recent years.’” The combination of the training for leaders and the training leaders gave girls created this feeling that Girl Scouts helped create patriotic leaders and participants on the homefront.

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57 James, “Active Citizens Make a Better World,” 1945.
58 Ibid.
59 Ossian, The Forgotten Generation, 44.
All Girl Scouts, their parents, Leaders, Council members, Committee members, and friends were invited to a city-wide Service Rally on November 22, 1942. The Rally was held at the Tennessee Theatre in downtown Knoxville and the program of events included: the Color ceremony, Pledge of Allegiance, Star Spangled Banner, “Scouts Are We”, “Volunteers for Victory” pageant, Presentation of Service Pledge, Girl Scout Promise and Laws, and Taps. During the event, each troop’s Victory Fund Drive Chairman presented Miss Lynn, the Council Chairman, with the War Savings stamps that their troop had collected. All of the stamps collected were part of the national Girl Scout Victory Fund Drive and were sent to the national office.

The “Volunteers for Victory” pageant was a program that was conducted by Girl Scouts across the country. Girls performed the history of the thirty-year-old organization from its beginning with six members in Savannah, Georgia. Then, “Following the example of their first leader, Mrs. Low, the girls pledged to sacrifice their own pleasures and use the money saved to buy bonds and stamps.” At a performance of the pageant that had taken place earlier in 1942 in Washington, D.C., First Lady Eleanor Roosevelt was even photographed buying a bond from girls. During the following “Presentation of Service Pledge” portion of the night, each troop gave their pledge of service to Mrs. Paul Ager, President of the Council of Community Agencies of Knoxville and Knox County. The pledges were to their chosen part of the community, and troops decided together before the event what type of service they wanted to do for the coming year.

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60 Knoxville Leader’s Bulletin, Girl Scouts, November 1942.
61 “Girl Scout Rally Set at Theater,” Knoxville News-Sentinel, 22 November 1942, C-11.
63 “Mrs. Ager to Receive Service Pledges from Troops.”
Gay Street in downtown Knoxville was a popular location for bond booth sales. On September 16, 1942, Girl Scouts were spread across the downtown Knoxville area selling bonds at a dozen different booths. They sold war bonds that also served as a ticket to see “Wake Island” at the Tennessee Theatre on September 23 sponsored by The Knoxville Journal. The week of the drive, the Knoxville Journal announced that total bond sales had reached $10,925, an equivalent of $168,708.81 in 2019. Girl Scouts alone contributed one-fourth of the total sales, raising $2,975 (equivalent to $45,941.30). One girl, Margaret Adams, even sold a $1,000 bond which was reported in the newspaper with a photo of her seated at the booth sale table and handing the bond to her father, W. D. Adams.

In September 1943, girls worked in a stamp and bond booth in a department store on Gay Street. In a newspaper article titled “Scouts Spur Bond Sale”, the two girls were photographed behind their booth which consisted simply of a table and a large poster of a young girl’s face over a swastika. The background was a bright cloudy sky and the words “Deliver us from evil” were printed at the top. The newspaper reflected how the girls sympathized with shoppers with the words “Have a heart and buy a bond” and described the girls as “plead[ing] with shoppers.”

Also, during the Sixth War Bond Drive, Girl Scouts served as runners from November 27 through December 6, 1944. They had a booth decorated for Christmas in downtown Knoxville. The booth was decorated with a cutout of Santa and a sign that read “6th Bond Drive: The Finest Xmas Gift of All.” The combination of the young girls selling bonds and the propaganda

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64 “Girl Scouts Bond Sale ‘Success,’” Knoxville Journal, 17 September 1942.
65 U.S. Inflation Calculator.
66 “Girl Scout Bond Sales Total $10,925,” 20 October 1942.
67 U.S. Inflation Calculator.
68 “Girl Scout Bond Sales Total $10,925,” 20 October 1942.
70 “Girl Scout News,” Knoxville Journal, 26 September 1944.
posters evoked sympathy and compelled adults to purchase a bond. When girls set up on Gay Street during the war, it was a busy place with much foot traffic. Years later, popularity of the downtown area decreased and less people visited.

In recent years, there has been a revitalization of Downtown and preservation of historic buildings. The area is now a popular place to spend time again, and during cookie season Girl Scouts set up booths to sell cookies. Whether they realize it or not, these girls standing behind booths are linked to the girls that stood on the same street before them and sold war bonds.

Even when they weren’t working towards a specific event, girls held booths and continued to sell war bonds. When Mrs. Burke of the Dixie Regional Committee of Girl Scouts attended a committee meeting in Memphis, she reported that “Knoxville Girl Scouts sold $30,000 worth of War Bonds during a six-day period in September” 1942. In 2019, that is equivalent to almost half a million dollars at $463,273.62. In addition to overall council reports, individual troops shared what they had been doing in the “Girl Scout News” sections of the newspapers. Troop 34 announced that they had decided to sell War Stamps during the following year at their troop meeting in October 1942. Similarly, in November 1942, Troop 6 reported that they spent a day selling stamps in a door to door campaign while wearing their uniforms.

In fact, girls wore their uniforms anytime they did an activity as a Girl Scout. The uniforms at the time were a long-sleeved, button-up dress that went past the knees. The color was different for each age group with Brownies being brown, Intermediates khaki, Seniors army green, and Mariners blue. Leaders also wore uniforms, and as Joyce Maienschein described them

71 “Mrs. Burke Returns from Scout Committee Meeting,” 31 October 1942.
72 U.S. Inflation Calculator.”
73 “Brownies are Holding Meetings, Girl Scout Troop News: Troop 34,” 18 October 1942.
74 “Troop 6, Park Junior High,” 1 November 1942.
they were a “brown uniform with the big brim hat and so on and so forth.” Handbooks and pamphlets included diagrams about the proper way to wear their uniform. Troop leaders were told to post these diagrams at their meetings so girls could use them to model their appearance. Carolyn Testerman described how her uniform made her feel: “We wore our uniforms, always on the day that you had a meeting you wore your uniforms to school. That sort of gave you, you know you felt pretty big on those days.”

Uniforms were important to the organization because of this feeling of unity and pride that they gave. The Knoxville Girl Scout council printed an information sheet about uniforms and said, “For the organization as a whole, the uniform develops in the community a consciousness of the strength of the organization and the work it is doing in that locality.” They also described that the uniform “helps to bring about a democratic sense of group unity within the troop or any Girl Scout group.” These same sentiments were studied by Betty Christiansen in her history of the Girl Scouts written for the 100th year anniversary: “Uniforms filled a fairly perfunctory role: Practical and unfussy, they offered a way for Girl Scouts to literally dress their role, create a group identity, and don a useful garment appropriate for both outdoor and indoor activities.”

Wearing a uniform also reflected the adults of the time including soldiers and those who worked in factories, which included women. Wearing uniforms caused a “blurring of visual distinctions between civilian and military.” There were “Millions of civil defense volunteers

75 Joyce Maienschein, Personal Interview, 19 December 2018.
76 Carolyn Testerman, Personal Interview, 19 December 2018.
78 Ibid.
79 Christiansen, Girl Scouts, 94.
80 Roeder, The Censored War, 60.
[who] wore helmets or other visible designations of their status, and membership swelled in organizations such as Boy Scouts which attired participants in uniforms.”81 The similarity of their uniforms to adults may have also helped girls feel like what they were doing was important and impactful. Carolyn Testerman reflected, “I wish I’d saved my uniform just to see because they’ve changed so much but you were proud of it. I was proud to be a Scout.”82

As the country changed during the war, so did the Girl Scout uniform. Metal shortages changed different aspects of the design including zippers and pins. Uniforms had to be redesigned because of zipper restrictions. Pins were also important aspects of the uniform and were made of metal. Between 1943 and 1946, the background of the Brownie pin was made solid to support the Brownie elf and the pin was made of very thin steel. These changes reflect the influence the war had on every aspect of the Girl Scout program.

Also, during the 1940s, fashion began to have a larger impact on uniform design. The American couturier Mainbrocher redesigned and unified the uniforms for Intermediate, Senior, and adult Girls Scouts. The uniforms were all the same green color and cut at different lengths depending on the age group. Since then, uniforms have continued to evolve over the years. Just as they did at the beginning of the organization, “Girl Scouts still wear uniforms reflecting the styles and needs of the times.”83

Furthermore, Girl Scout drives were also national. Girl Scouts created a National “Victory Fund Drive” in 1942. This drive was for Girl Scouts only and not the general public. The fund was established to buy War Stamps during the war, which would then be converted to War Bonds and later cashed in and used to support philanthropic efforts afterwards. This

81 Ibid.
82 Carolyn Testerman, Personal Interview, 19 December 2018.
83 Christiansen, Girl Scouts, 30, 94.
included use for the relief of children in other countries. A News-Sentinel article about the drive explained, “This is worth a sacrifice on the part of every Girl Scout, because it helps to do two things—to win the war now and to help the spread of peace and understanding later.”

From October 1st to Thanksgiving Day 1942, Girl Scouts in Knoxville “from 7 to 70 [were] asked to increase her regular purchase of War Savings stamps and to contribute more to the Girl Scout Victory Fund.”

As part of their support for the drive, each troop elected a Victory Fund girl that was responsible for collecting the troop stamps. The Victory Fund girl then presented the stamps at a Service Rally held on November 22, 1942. In her promotions for the rally, Mrs. Lynn, Chairman of the Knoxville Girl Scout Victory Committee, explained that “Each Girl Scout is trying to make some definite sacrifice in order to buy an additional stamp.”

In 1943 “Mrs. Lynn reported that $142.40 was sent to national from the Victory Drive, which represented 100% participation of Girl Scouts and council members.” In 2019, the contribution girls made is equivalent to $2,071.90.

The various rallies that girls were involved in helped them help both girls and leaders understand what their role on the homefront truly was. Additionally, the bond drives they hosted helped girls make an impact both during the war and after it ended.

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84 Warwick, Memories for a Lifetime, 123.
85 “Girl Scouts have Victory Fund Drive,” Knoxville News-Sentinel, 11 October 1942, C-11.
86 Ibid.
87 “Girl Scout Fund to Aid After War,” Knoxville News-Sentinel, 8 November 1942, C-11.
88 “Knoxville Girl Scouts to have Service Rally,” 13 October 1942.
89 Warwick, Memories for a Lifetime, 123.
Girl Scouts Bond Sale ‘Success’

GOOD TURN—These are four of the Girl Scouts from Troop 17 who are maintaining a Sixth War Loan bond booth in a downtown store this week. Left to right they are: Billie Dunham, Christenberry Junior High School student; Paty Williams, Christenberry student; Mary Elizabeth Churchman, Oakwood student, and Troy Rallo, Knoxville High School student.
Knoxville Girl Scouts Rehearse for
11-26-42 Service Rally To Be Given Sunday

Training for Girls
Given as Defense
2/17/42

Girl Scout Leader Says Teaching Ability To
Work Together Is Vital

"Girl Scout is defense" declared Miss Mary Esther
Brooks, of Memphis, regional Girl Scout director here for the
Knoxville Council's Defense Institute.

"We women, and men, in Girl Scouting feel that providing
leadership and training to the girls of this nation, is one of the
most important defense jobs for women today," she continued.
First Aid/Red Cross Involvement

In 1942 alone, eight million copies of the Red Cross first aid manual were sold in the United States. It quickly became the best-selling book of the early war years as Americans across the country looked for ways to support the war effort.91 Women in particular found that they could find a place for themselves by working with the Red Cross. During World War II, “more than 3.5 million women volunteered in the various divisions of the Red Cross on the home front.”92 The Girl Scouts also stepped up and offered their aid and support to the Red Cross. Troops learned first aid, rolled bandages, and knitted warm blankets and clothing. In 1944, the Knoxville News-Sentinel commended their efforts by writing, “Currently the Girl Scouts are taking an active part in the Red Cross drive. They may be found serving in one good cause after another. This is training them for leadership as the adults of the future.”93

From the beginning of the organization in 1912, Girl Scouts went camping and learned survival skills and first aid. This knowledge became particularly relevant with the onset of the war. In 1942, the Knoxville News-Sentinel wrote that, “First aid is one of the training programs which have been emphasized. During the past year 160 Girl Scouts have been added to the number who have taken the course or acquired their First Aid badges. There are 32 leaders prepared to give their troops First Aid training.”94 The News-Sentinel was very positive about this training and claimed that one-thousand Girl Scouts in Knoxville were “ready for war emergencies”.95

91 Linda Carlson, Company Towns of the Pacific Northwest (Seattle: University of Washington Press), 172
93 “Honor to Girl Scouts,” Knoxville News-Sentinel, 12 March 1944.
95 Ibid.
Both leaders and girls were trained in first aid. In order to train the girls, the leaders first had to go through training of their own. Depending on the age of the girls, different levels of first aid were taught. Brownies could “learn simple First Aid and several Brownie Troops are assembling First Aid Kits and will learn how to use them.”\(^\text{96}\) At the time, Brownies were girls aged 7-9 years old.

As the U.S. became more involved in the war, Girl Scout support for the Red Cross continued to grow. Since the unofficial beginning of the Red Cross during the Civil War, women rolled bandages for use in military hospitals.\(^\text{97}\) Just as Girl Scouts had rolled bandages during the first World War, girls continued the activity throughout the war. Rolling bandages was a common thread between Girl Scouts anywhere in the country. Joyce Maienschein remembers rolling bandages for the Red Cross in Terre Haute, Indiana:

Okay, in our Senior Girl Scout troop we went weekly to the local Red Cross building and made bandages. We rolled the bandages. They had ladies there who had the materials and we rolled the bandages for the Army. And we worked, we sat all around a big table, and we worked for an hour and a half every day, every meeting day we went there, and we had while we were rolling bandages, we had our business then we talked, but we went every day.\(^\text{98}\)

Similarly, Carolyn Testerman lived in Elizabethton, Tennessee and also spent time rolling bandages with her Girl Scout troop:

I rolled bandages. And we called it a Senior Service Scout, and we would go after school and, boy, you had on a white uniform and bandana like around you in your hair and, boy,


\(^\text{97}\) Yellin, *Our Mothers’ War*, 168.

\(^\text{98}\) Joyce Maienschein, Personal Interview, 19 December 2018.
the woman that we worked with rolling the bandages, you didn’t see any hair she “get
that hair out of your face” and all because, really it was, it made you really think that
bandage may go on somebody you know or something…We did it at, it was a just a
room, really it had one table in it and we sat around the table and of course our leader
was there and you had a pattern and you had to fold down, fold over, and roll it up. And
that impressed me that you always wondered where they would go. And at least you
were doing something to help in the war.99

Although they were in different cities, both women shared similar experiences about
rolling bandages. The idea of the impact that their work could have is particularly touching.
While they could never truly know where the bandages went, girls may have imagined they
might go to someone they knew. If they did not have a brother, father, or other family member in
the military, every girl likely knew someone who was serving overseas. Carolyn Testerman
reflected on her perspective on seeing other families with children in the war: “And people that
had children in the war, you always heard that. I remember I was at church one Sunday and this
family that sat back toward the back, someone came in and got them to leave, and later we found
out their son had been shot. And that impressed you, you know. See people exposed to losing
your children and all. It’d be a lot to cope with.”100 This type of exposure to such challenging
moments in other peoples’ lives left an impact on girls that they never forgot. Similarly, she also
recalled the stars: “I can remember those stars, the gold stars for people who lost someone would
be in their windows and you always felt some kind of relation, sadness for them.”101 So, while
they may not have been sure that the bandages would go to someone they knew, girls recognized

99 Carolyn Testerman, Personal Interview, 19 December 2018.
100 Carolyn Testerman, Personal Interview, 19 December 2018.
101 Ibid.
the significance that rolling bandages would have for many Americans. By the end of the war, it is estimated that Red Cross volunteers produced a total of 2.5 billion bandages.\textsuperscript{102}

However, not every troop in the country spent as much time on rolling bandages and had different experiences with it. Annette Stoker rolled bandages, as well, but her troop did not focus on it as much. She recalled: “I remember in our Scout troop we did roll bandages but at that time they were tearing bandages out of sheets and we did spend a little time doing that, not very much, but I do remember we had that on our list so we did a little bit of that but other than that we were not really connected to activities that were connected to the war.”\textsuperscript{103} Annette was more protected from the war and said that “In Girl Scouting we did the first aid things and we were told what was happening but until my brother was drafted when he was eighteen I was not particularly aware of any kinds of dangerous things going on.”

In addition to rolling bandages, Girl Scouts also helped the Red Cross by knitting and sewing. Everything from blankets to diaper covers were made by girls. Girls learned how to knit or sew in their troops, then took on projects to create items for both Americans and citizens of other countries affected by the war. In a photo in the \textit{Knoxville Journal}, “Twenty-three pairs of knitting needles in the hands of Girl Scout Troop Three of John Tarleton Institute are busy on 23 Red Cross sweaters. The above Girl Scouts, along with more than 1000 sister scouts, of Knoxville, are learning the job of taking an active part in today’s service program. The Girl Scouts are participants in the Knoxville Community Chest.”\textsuperscript{104} The Community Chest supported the Girl Scout program and as the \textit{Knoxville News-Sentinel} put it, gifts to the Chest “which support the Girl Scout program are investments in citizenship.”\textsuperscript{105} They also wrote that the girls

\textsuperscript{102} Yellin, \textit{Our Mothers’ War}, 168.
\textsuperscript{103} Annette Stoker, Personal Interview, 22 January 2019.
\textsuperscript{105} “Girl Scouts Aid, At Home and Abroad,” \textit{Knoxville News-Sentinel}, 9 May 1941, 17.
were “not waiting until they are grown to practice good citizenship. They help today at home and abroad.” This reflects the support the community gave to the Scouts as recognition for the important work they did.

Whether the girls had previous experience or not, they learned to knit or sew so they could help the Red Cross. Joyce Maienschein discussed her experiences with trying to learn to knit in her troop:

“then we went to the YW to learn to knit and because they needed scarves and diaper covers. See they didn’t have plastic in those days and we had to have warm diaper covers that were a little bit water proof and wool diaper covers, that was the rigger in those days. So the girls, they could make them. And they taught us how to knit and pearl... But I tried, so every girl was given knitting needles and the khaki yarn and a choice of things to make and I decided that a scarf would be the easiest thing to make because it would just be, you know, I think it was 16 inches wide and 6 feet long or something like that. I could just go straight, I could do that and I worked my heart out I just worked and worked and worked. And two months later we all went back and took our finished products back, and I was so proud that I had my wool scarf, my knit khaki wool scarf all made for a nice little soldier boy, and when the lady looked at it she said, “Oh this will never do, you’ve dropped some stitches” and she untied my knot at the end and began on her finger to strip, you know, rolled it up on her finger and undid my scarf that I spent a whole month on. Well I learned a lesson then that I used with my girls later on and I gave them back my knitting needles and I said, ‘I’ve done my best and sorry I will do no more.’ and to this day I have not knitted, pearled, or whatever they do.”

106 Ibid.
Though, like Joyce, knitting was not every girl’s talent, but they still tried and spent time learning new skills to help those fighting or in need.

In addition to knitting and sewing, girls also helped by sorting buttons. Troops in Knoxville in 1942 were asked to sort 200 boxes of mixed up buttons for the Red Cross. The Senior Scout “Players” brought in the donated shoe boxes of buttons and divided them into smaller portions for Brownie Scouts to sort out. The director of the Senior Players and a Senior girl then called Brownie troops and asked them to pick up their buttons at the Girl Scout office. In the News-Sentinel, the reason for this work was explained: “These buttons are very important to Red Cross work. They are used on garments of every description. So we hope to return all the sorted buttons to the Red Cross this week. This is one very important way to ‘help other people.’”

This reflects the Girl Scout Promise which had been used since the beginning of the program and taught girls to “help people at all times.” It also shows another unique way in which girls were able to support the Red Cross and everyday items were reused.

Locally, the Girl Scout Council communicated their need for help with Red Cross projects in the newspaper. In January 1941, the News-Sentinel printed a “Call for service to all troops” that said, “The Red Cross has sent us four huge bags of outing scraps which need to be sewed together to make covering for people who have not enough. Troops may call at the office for the material and instructions. This needs to be done immediately. Also the Red Cross needs Scouts to roll bandages on Saturday morning.”

Other activities the girls did included helping with a penny drive and putting together care packages. The penny drive included Scout troops and schools. A troop from Lonsdale was

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109 “Call to service for all troops,” Knoxville News-Sentinel, 19 January 1941, C-11.
photographed with rows of pennies they had collected, totaling $24. They also helped other Red Cross volunteers “put together food packages and shipped them to POWs in Europe and the Far East.” Packages were assembled and contained hand-knitted items and food. At one point during the war, scouts and volunteers assembled 1.4 million food packages each month in addition to comfort kits and care packages for soldiers at home and abroad. A troop report from 1942 said that: “We made plans to mail a box this week to a soldier. Each girl contributed one article to the box." Also, in one instance, a package that girls put together was supposed to be sent to a ship that ended up sinking. Instead, the package got sent to a hospital. In 1944, the *Knoxville Journal* wrote: “The girls of Troop 37, Inskip were glad to hear that the Christmas box sent to a U.S. Destroyer which was sunk in the Pacific was turned over to the Veterans Hospital in San Francisco where wounded service men from overseas duty are recuperating.” In times of war, adaption such as this was often necessary, but the box still made it to soldiers.

They also gave aid to other countries that were fighting. In February 1941, Troop 2 of Alcoa helped the Red Cross by piecing together crib covers from scrap materials. The covers were then sent to Britain to be used in children’s hospitals. Similarly, in May, Troop 12 used money they had earned from selling cookies to buy yarn which they then knit into an afghan. It was sent to Britain and the *News-Sentinel* wrote that: “The Knoxville girls are hoping that an

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112 Ibid.
English Girl Guide will get the afghan.”116 Girls felt connected to the sisterhood of Scouts that were spread across the world and especially those in other Allied countries.

It was reported in 1942 in Knoxville that, “The Messenger Corps and other Girl Scout groups have given a total of 4000 hours to the Red Cross. Scouts have knitted 50 sweaters and five afghans. They sorted 196 pounds of buttons for the production department.”117 As the war continued, so did girls support for the Red Cross. On March 1944, Girl Scouts’ birthday, a few Girl Scouts presented a “check” to President Franklin D. Roosevelt that calculated how many hours girls had given to the Red Cross nationally since the war began in 1941. At that time, the total was 15,430,000 hours.118

116 “Scouts Knit Afghan for Red Cross: 4000 Hours to Red Cross,” 16 May 1941.
117 Ibid.
118 Christiansen, Girl Scouts, 86.
Support Your Community Chest—

Girl Scouts Aid, At Home and Abroad

Knoxville Girl Scouts knitted this warm afghan as a contribution to British War Relief. More than 1000 girls in the best troop are not waiting until they are grown to practice good citizenship. They hope to set an example and abroad. Your Community Chest gift which support the Girl Scout program are investments in citizenship. Pictured left to right are: Joan Davis, Connie Feuer and Joce Runnell presenting the afghan to Mrs. A. G. Bingham, Jr., Chairman of British War Relief.

Scouts Knit Afghan for Red Cross

Scouts Knit Afghan for Red Cross

Girl Scouts of Troop 12, St. James Episcopal Church, bought yarn from funds raised at a cookie sale last year, knitted the yarn into an afghan and then presented it to Mrs. Daniel Greene, Jr., Area Cross production chairman. Pictured are the girls and the Red Cross leader left to right: Joan Glass, Jean Schaeffer, Martha Joan Norman, Mrs. Roberts, Betty Odum, Consennie Rinker (in chair) and Catherine Watters. The Knoxville girls are hoping that an English Girl Guide will get the afghan.
Victory Gardens

Planting Victory Gardens was a common homefront activity and Girl Scout participation was no exception. Girls learned more about gardening in their troops and were able to use their skills at home or with their schools. Victory gardeners were even recognized at the Knoxville Service rally in 1942.\(^\text{119}\)

Schools also taught children about gardening in demonstration gardens. In Knoxville in 1944, the *News-Sentinel* wrote that, “If you want to see mass participation in a Victory Garden program visit any one of the six demonstration gardens of the city schools. In the picture above Girl Scout Troop 16 of the Park City-Lowry School is shown receiving instructions in proper planting methods.”\(^\text{120}\) These gardens were a community-wide effort. They were sponsored by city schools, U-T College of Agriculture, and the *News-Sentinel*. Local businesses donated supplies for the gardens. Knoxville Fertilizer Co. gave fertilizer, Parker Bros. Co. gave seeds, and the Board of Education provided garden tools and leadership. The gardens were created to “provide an opportunity for Victory Gardeners to get first-hand information on the care of their gardens.” The horticulture experts at the College of Agriculture helped by recommending how to prepare the garden in accord with the 1944 Victory Garden Plan.”\(^\text{121}\)

Another way girls stayed involved with their gardening was through contests. The National Victory Garden Institute sponsored National Green Thumb contests during the war. In *The Girl Scout Leader*, a cartoon of Mickey Mouse with a green thumb and the words, “The Green Thumb 3 V’s: Vegetables, Vitamins, Vitality,” promoted the contest in May 1945. It was

\(^{119}\) “Mrs. Ager to Receive Service Pledges from Troops.”
\(^{120}\) “City Pupils Work Demonstration Gardens,” *Knoxville News-Sentinel*, 19 March 1944.
\(^{121}\) “6 City Schools Start Gardens,” *Knoxville News-Sentinel*, 19 March 1944.
a nationwide contest for all ages and included “prizes totaling $2,500 in War Bonds, silver medals for state champions, ribbons and certificates for local runners and runners-up.” The Leader reminded Scouts that the contest was open to everyone and asked, “Will a Girl Scout or a leader or a council member carry away one of these prizes? We shall see!”

Joyce spoke of when her family planted a Victory Garden:

My grandfather had a farm and we also had a side yard, beautiful side yard that my father plowed up the back half of the lot to put in a garden and all we children went “oh rut daddy you’ve gotten rid of our yard,” because we had croquet and we had basketball and it was just a play yard, side yard and he said “no we’ve got to grow some of these vegetables.” So he plowed up the back half and we were glad we had the vegetables and we were glad we could help other people but still we really hated to see our ball field go. But that was just part of the war effort. You didn’t fuss, you didn’t dare fuss.

All ages participated in Victory Gardens, but there was a special Victory Farm Aide position that seniors could take. Aides were encouraged to help plant and care for gardens and to help Brownie and Intermediate Girl Scout groups as helpers and supervisors while working under adults. In a booklet titled Senior Service Scouts, the requirements for being an Aide were listed as “have access to a plot of ground at least thirty by fifty feet or its equivalent, and each girl should pledge herself to devote at least twenty hours to the garden, the group arranging tools, fertilizer, seeds, and so forth, and to carry through the planting, cultivating, and harvesting periods.” Participation in Victory Gardens was another way Girl Scouts were connected to the nationwide war effort.

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122 “Joining the Green Thumb Contest?,” The Girl Scout Leader, May 1945, 22, no. 5, 5.
123 Ibid.
124 “Senior Service Scouts and the Defense Program.”
125 Ibid.
KNOXVILLE  3/19/44  Tune In WNOX

City Pupils Work Demonstration Gardens

If you want to see mass participation in a Victory Garden program visit any one of the six demonstration gardens of the city schools. In the picture above Girl Scout Troop 16 of the Park City-Lowry School is shown receiving instructions in proper planting methods. They are, from left, Anne Fittson, preparing the row; Martha Anne Mills, planting; Janette Felts, covering the seed; and Joan Ellenburg, applying the fertilizer. D. M. Galloway, principal of the Park City-Lowry School and Director of the Public School Victory Garden project may be seen in the rear.
Senior Programs

In order that older girls could be of greater service, a special program was created for Senior Girl Scouts aged fifteen to eighteen. The program was called Senior Service Scouts (SSS) and gave “Senior Girl Scouts ample opportunity to play a responsible part in the total defense program.” The program consisted of training in four areas: child care; food; transportation and communication; shelter, clothing, and recreation. There were also specific “War Service Projects” that Seniors could participate in which included: Farm Aides, Victory Garden Aides, Ranger Aides, Child Care Aides, Hospital Aides, Nutrition Aides, Emergency Outdoor Aides, Recreation Aides.

Different activities that girls helped with included helping during black outs. Both Carolyn Testerman in Elizabethton, TN and Joyce Maienschein in Terre Haute, IN spent time volunteering during black outs. Carolyn Testerman recalled her experience:

And then we, when the alarm system went off for black outs we could get on our bicycle and go, if somebody still hadn’t turned their lights out we could go and knock on their door and tell them to put those lights out. But my mother and daddy were very protective parents and they didn’t even like me getting out on a bicycle and I especially wouldn’t in this day and time, little girls out riding in the dark, dark and boy it’s dark when all the lights are out. But it made you feel like a part of something. That’s what I thought Scouts were advantageous to girls and boys too, that they’re helping out in some way.
She also reflected “That made you feel really a part of something and to see all everything blacked out you know.”

Just as her parents were apprehensive about her riding her bike during the black outs, there was concern that girls were being asked to do work in areas that was not appropriate for their age or gender:

“The Girl Scouts’ adult leaders also applauded their young scouts’ roles in the war effort. Virginia Lewis, consulting psychologist for the British National Girl Reserves, believed some duties for young girls during wartime brought ‘cause for concern,’ such as late-night air raid duties or the entertaining of servicemen; Lewis thought child care, farm work, gardening, knitting, sewing, and salvage duties more appropriate girls’ responsibilities within a civilian defense program.”

The activities that Lewis suggested fell more in line with traditional gender roles. However, as Girl Scouts was an organization that strove to give girls equal opportunities, they supported girls in activities, such as these night air raid duties.

Joyce’s father also helped with the black outs. She remembers the work he did to help at the time:

My father was a, what are they called, a civil defense captain because we had, Terre Haute was an industrial city so it was considered good target, potential target, because ammunitions were made there. We had world war depots so we had routine black outs where everything, everything was turned off. You could be in your house and have a light on, but you had to have blackout curtains and my father was one of those air raid captains who would walk the streets and if anyone had a glimmer of light- bingo. You

129 Carolyn Testerman, Personal Interview, 19 December 2018.
130 Ossian, *The Forgotten Generation*, 44.
know, everything, he had to go in and someone, they get a ticket, a citation because they were very very very strict.131

Similarly, Senior Girl Scouts were also organized into auxiliary civil defense units which involved acting as messengers.132 The Senior Girl Scouts Messenger Corps in Knoxville studied city maps and made sketch maps to help guide others.133 This also gave them a chance to practice skills they had learned while camping. Another way girls used and enhanced their camping skills was as an Emergency Outdoor Aide. Seniors learned “outdoor techniques that can be used for taking care of oneself, aiding one’s family or families in the neighborhood”134 They learned how to build shelters outdoors and to provide emergency cooking facilities that could be used in a backyard to help feed a neighborhood.

Another program created for Seniors was Farm Aides, which was sometimes included as part of the Senior Service Scout program. Through the Farm Aide program, girls spent time working on farms and helping the farmers in any way they saw fit. Some activities included helping with “planting, cultivating, spraying, harvesting; dairy work; feeding and watering chickens, cattle, horses, and other stock; [and] doing simple repairs,” depending on the farm.135 Most girls spent two weeks working on a farm that was near their camp, but there was no set amount of time designated by the program. At least one adult was required to go with the girls with the preference being that two went. A catalog about the program suggested that, “One would be a camp counselor or a leader. The other should be a person who understands farm

131 Joyce Maienschein, Personal Interview, 19 December 2018.
133 May 5, 1942
134 “Senior Girl Scouting in Wartime,” 1943.
135 “Senior Girl Scout Farm Aides” 1942
work, can consult with the farmer, and help keep the work within the abilities of the girls and as useful as possible to the farmer.”\textsuperscript{136} In total, “in 1942 alone, more than 2,300 Girl Scouts invested more than 48,000 hours serving on farms; in 1943, more than twice that number participated, logging a total of nearly 470,000 hours. Duties included gathering eggs, tending livestock, weeding and picking crops, and preserving food.”\textsuperscript{137}

Interestingly, the catalog warns girls that every farmer may not initially believe that they are capable of doing farm work:

Some farmers may be a little doubtful that a group of young girls, inexperienced in farm work, could be of much help to them. But we feel that the girls, if given an opportunity to do this service, would prove themselves as a valuable asset. Some of the farmers may be glad of the opportunity to do a little defense work by helping to train some young workers. We must not expect that every farmer will fall over himself to accept this volunteer help. In many instances the idea will have to be sold to them. That is why the person who interviews the farmer or farmers should know something about farm work and what and how much the girls are fitted to do at the start.

This warning reflects the idea of the time that girls were not capable of physical labor. Girl Scouts gave girls confidence that they were able to do things that others didn’t think they could. From the founding of the organization, Girl Scouts broke stereotypes and encouraged girls to go beyond what society told them they could do. The “Girl Scout literature produced before World War II contains a significant amount of material that challenges more conventional feminine doctrine espoused at the time.” Girls were encouraged to be “strong, educated, self-
reliant, and goal oriented rather than timid, meet, subservient, and helpless.”

Through programs like these, girls had new opportunities and were given a sense that they could do more in the world, even beyond the war.

Two similar programs were created around the time of the war and became more prevalent during it. These programs were the Wing Scouts and the Mariners, started in 1941 and 1934, respectively. The Wing Scouts program was created by Girl Scouts in order to study aircraft. It was for girls who were interested in aviation “especially as a career or as a means to serve the country.” As Wing Scouts, Senior Girl Scouts were given the opportunity to fly as passengers, learn about ground instruction, and hone their aviation skills. In fact, Girl Scouts supported a focus on flying from the beginning of the program. In the original handbook, How Girls Can Help Their Country, “a Flyer badge was offered, requiring Girl Scouts to ‘pass tests of knowledge of air currents, weather lore. Must have an aeroplane to fly 25 yards (or have a certificate for driving an aeroplane), and some knowledge of engines.’” In this way, Girl Scouts adapted an existing program to meet the needs of the time.

In Knoxville, the first Wing Scouts troop was founded in 1947. It consisted of five senior members of Troop 12. When they “completed a study of aviation ground work, [they] were awarded wings and became the city’s first Wing Scout troop…” Some of the activities Knoxville Wing Scouts participated in included visiting McGhee-Tyson Airport to see the Convair, a new plane of American Airlines. Later in November 1947, the Wing Scout troop had

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139 Christiansen, Girl Scouts, 94.
141 Christiansen, Girl Scouts, 92.
142 “Five Girls are City’s First Wing Scout Troop.”
143 Ibid.
grown to nine members and meet once a week to study “subjects fundamental to aviation”. A newspaper article described the activities of the troop:

"The girls will delve thoroughly into aviation history, with emphasis on the great personalities who have etched their names indelibly on its future. “They’ll learn to construct model planes, and will discover for themselves those basic physical laws which enable a plane to fly. “Their first year of Wing Scouting will also include a Red Cross First Aid Course, and instruction in the rules of personal safety, in planes or around airports.”

As Wing Scouts, girls learned skills that could be applied to a military career. Women did serve as pilots in the military, most notably as WASPs. The Women Airforce Service Pilots (WASPs) program was a civilian volunteer group that flew planes and went on sometimes dangerous and secret missions. By participating in “activities considered both dangerous and adventurous for the men who performed them,” they “challenged assumptions of male supremacy in wartime culture.” While the WASPs did have a high status during the war, the program was never militarized so if they died in service it was not considered a wartime casualty and, they were not officially considered veterans so they could not participate in the GI bill. A major reason for this was that “the presence of women as pilots of military planes questioned assumptions of masculinity” and was met with strong resistance. While the program gave women a powerful role to play, it was disbanded in December 1944 before the war ended. In some ways, women were seen as just as capable as men, but in some cases the idea of traditional gender roles continued to limit them.145

145 Molly Merryman, *Clipped Wings: The Rise and Fall of the Women Airforce Service Pilots (WASPs) of World War II* ((New York: NYU Press).
While not all Girl Scout Seniors were Wing Scouts, those that were were given a unique hands-on opportunity to work with planes. The troops were kept small and limited to twelve members. Girls who were Wing Scouts and graduated high school during the war had the opportunity to join the military in branches such as the WASPs. While the program did not last after the war, it did have an impact on the women that were members. Today, Girl Scouts does not offer an aviation badge for girls to complete. However, some councils offer events that allow girls to learn more about aviation and receive a fun patch.

The Mariners program was similar to the Wing Scout program, except that it was focused on ships and sailing. In order to be a Mariner, girls had to learn various swimming and boating skills. The “Mariner qualifications include being able to swim 50 yards, handle a boat, and such. The program will include advanced swimming and boating, lifesaving, and probably sailboat sailing on the lakes.”146

The first Mariner program in Knoxville was organized after the war ended in October 1945. When they began organizing their troop, they were “some what getting a jump on Senior Boy Scouts who as yet have no parallel Sea Scout unit.”147 The first troop was accredited after the war in February 1946. There were seven members in the first troop in Knoxville148

When the war ended, many former Scout leaders returned from different branches of the armed forces. An article about Mariners wrote that they expected much activity in both the Mariners and Wing Scouts when these leaders returned. They noted that members of the Navy and Coast Guard would be able to aid girls with the technical aspects of the Mariners program and that they expected the same for Wing Scouts.149

146 “Girl Scouts Form Mariner Troop,” 6 October 1945.
147 Ibid.
149 “Girl Scouts Form Mariner Troop,” 6 October 1945.
In June of 1947, a Mariner troop, containing some of the original members, took a trip to New Orleans where they had an immersive experience in their studies. They stayed at a Girl Scout cabin where they bought groceries and cooked their own meals. Girls also wore Mariner slacks with sailor caps and carried their clothing in “sea bags” which they made with their name and Mariner rank on the outside. There were many sightseeing visits planned which included trips to “the Audubon Park zoo and aquarium, the locks and canals, the University, the water plant where the muddy Mississippi water is purified, the New Orleans Girl Scout Day Camp at City Park, the Naval Station, and the Naval Air Station.” They also met New Orleans Senior Scouts and spent a day at Lake Pontchartrain amusement park with them.

During the trip, girls each kept their own “ship’s log” of their experiences. One girl even made a movie account that was shown to Knoxville Senior Scouts when they returned. Although girls were not able to travel much during the war due to rationing, after the war they could go on trips.

These programs were not offered everywhere, though. In Elizabethton, TN and Whitewater, WI there were no Wing Scouts or Mariners during the war. Joyce Maienschein did see the Mariner program available in Terre Haute:

They had them in high school. The Mariners had a fairly large, well a large group for Mariners I think they had a limit of ten because they didn’t want a large group. I don’t know of any Wing Scouts in Terre Haute. Now when we moved to Oak Ridge in 1949 after my husband had gotten his doctorate and I had taught school and you know, we had grown up, I discovered that they had Wing Scouts and they had Mariners but I don’t remember any Wing Scouts in Terre Haute.

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151 Ibid.
Through these programs, girls learned about the war in a new light. They were able to learn about planes and ships in a way that would have been only expected for boys at the time. This change in the perception of female roles was also happening for women at the time. With more men entering the war, there were more opportunities for women to enter the workforce. Annette Stoker’s mother was one of these women, “[D]uring the war my mother took a, she was a seamstress… and she took a job with a company that made military uniforms.”152 Women went to work in manufacturing plants and helped build planes and other materials for the war.

Propaganda videos released by the Office of War Information (OWI) celebrated these women and showcased them working in plants. In the OWI video “Glamour Girls of 1943,” women marching in uniforms and working in factories were shown. The narrator explained how women were “helping to produce the enormous bulk of material that we in our lives must have to help fight the war.”153 Gender roles did not completely disappear though, and the narrator uses many analogies to connect homemaking and manufacturing. For instance, at one point a women is shown using a machine to cut metal while the narrator explains, “Instead of cutting out dresses, this woman stamps out the patterns of airplane parts.”154

However, when the war ended many women left the workforce and went back to the home. According to one study, “Just 20 percent of those working in 1950 had entered the labor force during World War II, and about half the wartime entrants left the labor force sometime after December 1944.”155 Although the population of women in the workforce did decrease after

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152 Annette Stoker, Personal Interview, 22 January 2019.
154 Ibid.
the war, there was still a change in perception that stayed. By succeeding in industrial jobs, “The war may have demonstrated to employers that women could function well in jobs that had previously been male domain.” 156 It also may have “altered norms that circumscribed the behavior of married women” and “changed the attitudes of the young single women who entered the labor in record numbers from 1940 to 1944.” 157

From the beginning of Girl Scouts and “stemming naturally from its promotion of self-sufficiency, the organization advocated professional careers for women. Both the activities the Girl Scouts fostered and the actual career section of the handbook encouraged women to enter the workforce.” This Career section “instructs young girls that to pursue careers previously inaccessible to women is admirable.”158 Girl Scouts inspired girls from the beginning to break boundaries and strive to do what they knew that they as girls could do. By changing the perceptions and attitudes of young women and children especially, an increase in women in the workforce did steadily continue after the war, just not at the same rate that was seen during the war.

The programs that were created for seniors allowed them to become more deeply involved in the war effort than younger girls. With the variety of Aide programs offered, girls could choose to participate in the one that interested them the most. Programs like Wing Scouts and Mariners gave girls an opportunity to learn about aviation and naval studies in a unique way. These programs allowed girls to learn new skills that they could either use to pursue a career or simply be empowered in the future they chose.

157 Ibid.
INSPECT NEW CRAFT—Members of the Knoxville Wing Scout Troop, consisting of girls, visited McGhee-Tyson Airport recently to see the Convair, a new plane of American Airlines. Left to right are Norma Wolfkiel, Ruth Bradfute, Grace Thomas, Mary Jane Vance, Anez Curtis, Janet Sunstrom, Mrs. W. N. Lynn, troop leader, and Mrs. J. E. Wolfkiel, assistant troop leader.

AIR SCOUTS GET TREAT—These five Girl Scouts who have been receiving training as Air Scouts received a real treat when they made a conducted tour of McGhee-Tyson Airport and were flown over the city by American Airlines. Top to bottom are Mary Jane Vance, Grace Thompson, Norman Wolfkiel, Betty Ann Crumley, and Ruth Bradfute. 11/30/47
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RECEIVE WINGS—Wings were awarded at dinner last night to five senior members of Girl Scout Troop No. 12 at St. James Episcopal Church who have completed a study of aviation ground work. H. F. Hall, airlines official, presents Wings to the scouts. Left to right are Grace Thompson, Ada Curtis, Norma Wolfsel, Mary Jane Vance, and Margaret Cook.

*Anchors Aweigh* for Mariners

Pictured above are the enthusiastic and very proud members of Knoxville's first accredited Girl Scout Mariner Troop. The troop will have its investiture service at 7:30 p.m. today in the room of Market Hall which members have decorated to resemble a ship and have christened the "SS Columbia." On the front row (from left) are Charlotte McDaniel, Joan Hamilton, and Peggy Jo Beasly: back row: Storekeeper (second class), Virginia Mcgarrell, WAVES, assistant leader of the troop, Beverly Hall, Beryl Tibus, Barbara Jones, and Mrs. Charlotte McDaniel, troop leader. Mariner uniforms are bright blue with middy blouses and jaunty gbj caps.
Fun

Although the Girl Scouts were busy giving their time and services to the War Effort, they were still able to spend time having fun. One of the most popular activities girls did was camping. Camping was part of the Girl Scout organization from the beginning, but its popularity increased during World War II. Camps became a place where girls could learn about “pluck and patriotism,” important attributes to develop during the war. Nonetheless, there was concern among leaders that “the rigidity of their camps’ layout and programming had inadvertently encouraged an aura of militarism and autocracy.” The war truly touched every aspect of life in some way. Still, though this concern existed, the women who look back on their time as campers remember the good times they had with their troop. Camping was, after all, a way to put the skills learned in Scouts into action.159

In the years before the war began, Jean Byrne was a Girl Scout. She discussed her memories of going camping with her troop:

“One of my good friend’s mothers was the troop leader and so she took Arlene and me and tried to make the tie because they had a contest sale of which of the troops with the foremost Scouts had progressed the most and she couldn’t break the tie so we had to split the proceeds of the money and I don’t know how my mother did it because school teachers never got paid very much and there were five of us children but she managed somehow to make up the money so I went to the Camp Four Winds on Cape Cod and then up into the mountains for a week and that was really great.”160

160 Jean Byrne, Personal Interview, 21 January 2019.
Jean was born in 1919, and so she was a Scout during the years of the Great Depression. In this hard time in the country’s history, Girl Scouts continued to camp and have fun. This fact also holds true for Scouting during the years of World War II.

Across the country, girls went camping with their troops. Although they went to different camps in different regions of the US, the camping experience is a common thread throughout the memories of women who were Scouts during World War II. Growing up in East Tennessee, Carolyn Testerman discussed how camping was her most enjoyable activity:

One time I went camping and got some kind of a bug and got sick as can be and Mother had to come get me, but camping was most fun. We’d go up in the mountains and we went over to one that was near Erwin, Tennessee. But the one up at Stony Point, I can remember it now, we went straight up a hill and Stony Point’s sort of a rough section of Tennessee anyway. And it was scary because we didn’t have lights or anything like that. Just had the oil lamps, and it made a believer out of you. But I enjoyed the camping.

Similarly, Joyce Maichensen reflected on her camping experiences in Indiana. She mentions how:

Well we did hiking, we did camping, we did a lot of day camping because that didn’t require transportation, because of gas, you know gasoline was rationed, tires were rationed and we didn’t have a lot of foods, we had to be very creative in our cooking because food was rationed and meats, and well Spam…We all ate a lot of Spam because that was readily available and we learned to fix that in all kinds of creative ways.¹⁶¹

¹⁶¹ Joyce Maichensen, Personal Interview, 19 December 2018.
Joyce’s memory demonstrates how the war affected camping. Rationing was something that everyone experienced and it changed day to day life. Troops did not take trips out of the area so they would not use rationed gasoline or tires. Joyce also recalled this fact and how the culture was different from today:

So yes we did those kinds of things, we had those things and we had parties just like kids have today. But they were all in town, in home parties, because we couldn’t, we didn’t have gasoline to go places and there wasn’t much money, if you had money you were buying War Stamps and War Bonds.

It was a whole different culture. It’s very hard to envision for today’s youth. My own kids couldn’t, they say, “Mother you really did things like that?”

Additionally, Annette Stoker did similar activities in Whitewater, WI: “Oh we went hiking, we did crafts just like they do now. Hiking, camping, what else did we do? I was never, we never took a trip because that was not really encouraged back then.”162 Other traditional camping activities were adapted due to less ability to travel. Dot Keller’s troop “did in-city hikes, and that’s where you get to a corner then you flip a coin or spit in your hand and decide which direction you go.”163 The memories of these women show the commonalities that have continued throughout Scouts from the beginning- camping, crafts, and parties within the troop. Besides the cultural changes that have occurred with time, the heart of these activities has remained much the same. After they had grown up and had their own Scout troops, they also took them camping. Jean Byrne recalled that as a leader, “we did hiking in the mountains and played with bears.”164

162 Annette Stoker, Personal Interview, 22 January 2019.
163 Dot Keller, Personal Interview, 11 February 2019.
164 Jean Byrne, Personal Interview, 21 January 2019.
Another benefit of camping was that it provided girls an opportunity to be active. Uniforms were still worn while out in nature, but they were much more casual and free-moving. Girls were able to run, climb, swim and hike while at camp. Leaders saw that camps provided this chance to teach girls about health and exercise. As “comments from leaders include ‘hiking seems to me the best physical feature of our work because it includes within itself many desirable forms of exercise and affords opportunity for wide and varied activities.’”\textsuperscript{165} Further, they saw the different skills the girls could learn that would help them not only socially and physically, but in all aspects of their lives. This is reflected in the fact that “leaders intended activities such as camping to inspire cooperation, achievement, and development of sound minds and bodies. The final goal was to produce the qualities in young women that would make them wholesome, productive citizens.”\textsuperscript{166} Looking back, Carolyn Testerman sees the benefits that Scouts gave her in this sense: “And it really helps you health-wise because we had things about what was good to eat and what was not and all that. And anything like that helps you stay away from cigarettes and liquor and just things we don’t need to be fooling with. I give Scouts credit for that.”\textsuperscript{167}

In the years after the war, these values were still taught in Girl Scouts. Particularly during the Cold War, the importance of recreation to the health of a democracy was similar to the mindset during World War II. In 1956, a report on leisure time in Knox County was conducted by the Council of Community Services and the Akima Club.\textsuperscript{168} In this report, they assert that “Recreation takes its place with religion, education, health and work as one of the five essential

\textsuperscript{165} Revzin, “American Girlhood in the Early Twentieth Century,” 269.
\textsuperscript{166} Ibid.
\textsuperscript{167} Carolyn Testerman, Personal Interview, 19 December 2018.
\textsuperscript{168} The Akima Club of Knoxville was founded in 1947 by a group of women to who wanted to take an active interest in the community.
factors molding individual personality and affording a people more abundant living.” They also wrote that, “Patterns of wholesome recreation shaped into effective programs of activity constitute a must in a modern democratic society.” Their report explained that teaching recreation and, consequently, these values was an important aspect of social groups, including Girl Scouts and Boy Scouts.169

Further, the report evaluated different organizations in Knox County and provided a review and suggestions on the basis of recreation. Their review briefly described the activities that Girl Scouts did and included that “Particular emphasis is placed on the out-of-doors, where girls share the excitement of such activities as boating, swimming, star-gazing, hiking, and pioneer living (out-door cooking, pitching pup tents, setting up sanitary facilities, etc.). They continued to say that, “With the guidance of adult volunteer leaders, the girls plan and carry out their own troop government. They are made conscious of their world-wide affiliation through exchange activities with Scouts of other countries. Thus do Girl Scouts become loyal American citizens.” This report asserted that recreation and the Girl Scout movement allowed girls to experience democracy for themselves. By creating their own government and learning about other countries in a relaxed environment, girls learned to appreciate what it meant to be an American.

In terms of the suggestions the report provided, they believed that there were four ways in which the organization could improve. At the time of the report, the Knox County Girl Scout office consisted of 3 staff members who served 900 adult volunteers and 3,000 girls. They pointed out that an additional staff member should be hired. Additionally, they believed that additional office space was needed and that more volunteers should be recruited and trained in a

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systematic way. Last, they called for an expansion of the camping program for both day and established camping. Interestingly, their suggestions for Boy Scouts were almost exactly the same. When creating this study, Girl Scouts and their recreation were included because the Council and Akima club believed that, “This growing program is a vital one in terms of Knoxville and Knox County.” The importance of recreation in the development of Girl Scouts were considered crucial in the development of active citizens.\(^{170}\)

In addition to camping and recreation, girls had parties and earned badges much like they do today. Annette discussed how her troop activities were similar to today: “But that’s about what they do now is just have activities and learning items and things that were going on around us. Pretty much like what we’re doing, earning badges for different things and that kind of thing.”\(^{171}\) Just as they had before the war, girls learned new skills by earning badges.

From the beginning of the organization in 1912, proficiency badges “were used to signify accomplishments in various areas” and “represented a wide range of girls’ interests and practical skills.” In the 1920s, Girl Scout badges took on an explosion of popularity and “a bewildering array of badges was created, discontinued, revived, and changed until a decision was made in 1927 to publish new badge books once a year and to allow six months for changes to take place.” Badges have continued to be changed like this throughout the course of Girl Scout history to reflect the world at the time. The earliest badges “were offered for categories ranging from Laundress to Artist to Electrician, and the very first were hand-embroidered by Girl Scouts and adult volunteers.” Many of the original badges have continued to be offered, albeit with small changes to the name and requirements. For instance, Outdoors, First Aid, Cook, and Citizen,

\(^{171}\) Annette Stoker, Personal Interview, 22 January 2019.
along with “Health (now Eating for Beauty) and Needlewoman (now Textile Artist)” are still offered today.\textsuperscript{172}

Furthermore, badges gave girls goals to work towards and were a symbol of their accomplishment. They wore them proudly on their uniforms, just as they do today. Carolyn Testerman reflected on getting her cooking badge: “I remember my grandmother was such a good cook, she would help me pass that badge and all. You had to work for them which was good for you.”\textsuperscript{173} Similar badges offered during the war could be tied into war work. Senior Service Scouts participating in the Farm Aide program could earn the Food or World Gifts badges which were offered from 1938-1953.\textsuperscript{174}

In the very first Girl Scout handbook, \textit{How Girls Can Help Their Country}, the requirements for the Cook badge included such tasks as: knowing how to light a fire, make a cook-place in the open and knowing how to cook two kinds of meats, vegetables, and make two salads.\textsuperscript{175} In the 1944 handbook, the options to earn the badge were expanded. They included finding out what vitamins and minerals girls and boys need to have their food grow properly, cooking with foods that are both nourishing and low in cost, and comparing the cost of food when bought in bulk or canned.\textsuperscript{176} A greater interest in the health of foods is seen in the 1944 handbook. Also, the interest in using low cost foods and being thrifty may be a reflection of the fact that many food items were rationed.

Also, there was the World Gifts badge in which girls completed seven out of fourteen activities listed to earn. These taught girls about the world outside America and activities

\textsuperscript{172} Christiansen, \textit{Girl Scouts}, 23.

\textsuperscript{173} Carolyn Testerman, Personal Interview, 19 December 2018.

\textsuperscript{174} Christiansen, \textit{Girl Scouts}, 88.


included: learning about the first settlers to their community, choosing one nationality group in the U.S. and seeing how they have contributed to life in our country, and learning what raw and manufactured goods in their community were sent to other countries. An additional option was:

“Find out whether there are countries that control the supply of any products that other countries must have; whether the United States controls certain products. Discuss with your leader or with some other older person the effect this might have: (a) in a world where all nations were friendly; and (b) in a world where they were unfriendly.”

While the war is not explicitly mentioned, the effects it had on the country are clear. The badges offered by Girl Scouts helped girls explore where America fit on the world stage. Also, the conflict made girls consider how various things, such as trade were affected. Today, Girl Scouts continue to host International Teas. At these events, troops choose a country to portray and spend time learning about their customs and traditions. At the Tea, the troop cooks a food dish from that country for everyone to sample. Sometimes, girls may do a demonstration of a cultural dance or have a skit that provides further insight into the country.

In 2011, the Girl Scout badge books and handbooks were reimagined for the 100th anniversary. With this release, new badges were created with the interest of the 21st century girls in mind. Categories were added including Digital Arts, Innovation, and Investigation. Recently, a new focus on girls in STEM careers has been reflected in Girl Scout programs and badges. Girls have the opportunity to learn computer skills, graphic design, and engineering. There are also special projects like “Imagine Your STEM Future” and “Imagine Engineering” that partner with AT&T and the National Science Foundation to “offer girls from low-income and


underserved communities a chance to experience STEM and plan for futures in STEM fields.”

Girl Scouts have continued to expand their program to offer new opportunities like these that would not have been available to girls during World War II.

Another key part of the Girl Scout experience throughout almost every year of its existence is participation in the Cookie Program. Girl Scouts baked and sold cookies as early as 1917, but it wasn’t until 1922 that the cookie program really took off. A Chicago Girl Scout leader named Florence E. Neil created a recipe for a simple sugar cookie and published it in *The American Girl*, the Girl Scout magazine. She suggested cookies be sold for 25 to 30 cents per dozen. In the mid-1930s, the cookie program continued to evolve as production was turned over to commercial bakeries. When World War II hit, rationing took a toll on the annual program. The “shortages of butter, sugar, and flour-disrupted Girl Scout cookie sales, [so] the Girl Scouts instead created and sold calendars picturing Girl Scouts engaged in wartime service activities.” The tradition of selling Girl Scout calendars continued long after the war and rationing ended. The calendar sale has continued to today, and they are now sold in addition to cookies.  

In 1944 in the *Knoxville News-Sentinel*, an “Honor to Girl Scouts” was printed which included:

“One of the hardships and sacrifices of wartime is that in Knoxville we must do without Girl Scout cookies. Annually at this time of year delicious crunchies prepared by a secret recipe and available through only the one channel were sold by the Girl Scouts. But that’s out for the duration. Nevertheless Girl Scout Week is here, and in observance of it we are now asked to buy attractive calendars with spaces on the dates for notations.”

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180 Christiansen, *Girl Scouts*, 49, 86.
In this announcement, the disruption of normal activities like the cookie sale is clear. Though, instead of being negative about it, the Girl Scouts and the author of the article adapted and carried on by creating a new method to fundraise. This positive attitude and a willingness to adapt was common due to the many changes the war brought about.

Although cookies were not sold in 1944, they were still sold during the war depending on the rationing at the time. In Knoxville, “A cookie program, ‘Alice in Cookieland,’ was given by the Senior Players on March 13 on W.B.I.R. radio.”¹⁸² Later, “when all of the 13,000 dozen cookies ordered had not been sold, three booths were held at Miller’s Department Store, Hamilton Bank, and S. H. George Department Store on a Saturday and ‘manned by Council members.’”¹⁸³ Girls sold cookies all over town, including to James D. Hoskins, president of the University of Tennessee at the time. Two girls were photographed proudly selling him cookies, and the News-Sentinel explained that “the annual cookie sales [were] to finance Girl Scout camp program and activities.”¹⁸⁴

In addition to rationing, whether cookies were sold or not was also dependent on region of the country. Carolyn Testerman was a Scout in Elizabethton, Tennessee and recalled of her troop: “No, we didn’t have cookies back then we never did sell anything particularly.”¹⁸⁵ However, in Whitewater, Wisconsin, Annette Stoker said that she “sold cookies for 50 cents a box.”¹⁸⁶ This difference may be due to the size of the cities. Further, even after the war had ended, sugar shortages still affected cookie production. During the 1947 cookie season, the newspaper published a picture of smiling Girl Scouts holding cookies with the words: “Here is

¹⁸² Warwick, Memories for a Lifetime, 120.
¹⁸³ Ibid.
¹⁸⁴ “Scouts Sell Cookies” Paper, Date
¹⁸⁵ Carolyn Testerman, Personal Interview, 19 December 2018.
¹⁸⁶ Annette Stoker, Personal Interview, 22 January 2019.
sweet news: reinforcements are coming for the cookies depleted by sugar shortages.” 187 It took time before the cookie program was no longer affected by the war, so girls continued to sell calendars.

Over the years, there have been many changes in the Girl Scout cookie program. One thing that has not changed, however, is the combination of skills that selling cookies teaches girls. For instance:

“Girl Scout cookies became an integral part of the movement, and for a number of reasons. The selling process provided (and still does provide) important life and career skills to girls, among them planning, marketing, network-building, and sales. Selling cookies requires confidence, a self-starting mentality, perseverance, determination, and independence, not to mention an entrepreneurial spirit, math and people skills, and the ability to work together for a common cause.” 188

Learning these important skills, particularly money management, have always been important in helping girls grow into independent young women and adults. In the early years of the program, including World War II, being able to manage money was one way that girls could be more independent and less reliant on a husband. This was a goal of founder Juliette Gordan Low from the start of the program. Today, learning money skills is no less important than in the past. While girls are now seen as equal to boys in many ways compared to the time, they can still use the money skills they gain through selling cookies to become wiser citizens. Also, a young girl may learn how to properly manage money for the first time in Girl Scouts, especially if her parents do not provide the best examples.

188 Christiansen, Girl Scouts, 73.
In 2010, the focus of Girl Scout cookie program was refined. Cookie boxes were decorated with the “The Five Skills for Girls” to highlight this program and teach those who buy cookies more about what their contribution really does for girls. These skills are Goal Setting, Decision Making, Money Management, People Skills, and Business Ethics. They also added new badges for each age level focused on the Cookie Program which corresponded to a Financial Literacy Award. Every age, from Daisies to Seniors learn about money management through these badges. Though it started from humble beginnings and took a break due to rationing during the war, today the Cookie Program is the largest girl-run business in the world and generates more than $700 million in sales each year.\(^\text{189}\)

Together, the experiences of these women reflect the similarities that existed throughout Girl Scouts both across the country and from the beginning of the program. Although the war may have changed some specifics of activates like camping, the same principle was at the heart from the very beginning. Girl Scouts provides a place where girls can learn new things and make new friends. In fact, many of these friendships last lifetimes. Carolyn Testerman said, “I had good friends, you make really special friends that you keep but I’m 90 and I still keep up with them.”\(^\text{190}\) While helping the with the war effort was impactful, the fun girls had was also a key part of their Girl Scout experience.

\(^\text{189}\) Christiansen, *Girl Scouts*, 75, 208.
\(^\text{190}\) Carolyn Testerman, Personal Interview, 19 December 2018.
SCOUTS SELL COOKIES—Girl Scouts Maud Mooney Burke (center) and Ruth Bradfute sell cookies to James D. Hoskins, president of the University of Tennessee, in the annual cookie sales to finance Girl Scout camp program and activities. Miss Burke sold 320 boxes last year to win honors in the annual cookie sales contest.

COOKIE JAR FILLERS—Here is sweet news: reinforcements are coming for the cookie deplete by sugar shortages. Girl Scouts' annual Cookie Sales begins Friday. Mrs. C. L. W., leader of Troop 40, is shown handing out cookies to two eager salesladies in center, Lorraine Thompson, 12, daughter of Mr. and Mrs. J. R. Thompson, 1634 Woodbine Avenue, and Carol Beth Gilchrist, 12, daughter of Mr. and Mrs. W. R. George, 1460 Switzer Avenue. The sale's goal is $2,000, to proceed to be used for Girl Scout camp fare.
After the War

In 1940, Troop 12 of Knoxville celebrated Thinking Day by recognizing the countries where Girl Scouts or Girl Guides were affected by World War II. They lit candles and “thoughts and good wishes were sent across the sea”.191 In total, “Fourteen white candles were lighted for those countries at peace, fifteen red candles representing those at war; two green candles were lighted for Czechoslovakia and Poland- where Guiding has been discontinued- but only for the present, American Scouts are hoping.”192 Five years later, Girl Scouts still thought about the many sister Girl Scouts and Girl Guides that had seen the war first-hand in their home country. When the war ended, Girl Scouts continued their support in a new way. All of the enthusiasm that girls and leaders had poured into the war effort was shifted to the postwar effort. This effort included “the area of relief work for countries that had been decimated during the war, leaving citizens displaced and lacking critical resources.”193 Leaders and girls were called to help just as they had been during the years of the war. The Girl Scout Leader wrote that a summer project for all girls was to help fight the “next war”: “With V-E Day, the fighting war in Europe ended but another war is going on there which will not end this year. That is the war against cold and hunger, disease and despair, and it is a war that every Girl Scout in the United States can help to win.”194 American Girl Scouts heard this call for help and began doing all they could to send aid across the ocean.

In 1927, The Juliette Low Memorial Fund was established after the death of the Girl Scout founder. The purpose of the fund was to help fund international projects. In 1943, it was

192 Ibid.
193 Christiansen, Girl Scouts, 96.
194 “To Bind up the Wounds of War: A Summer Project for All Girl Scouts,” The Girl Scout Leader, June 1945, 6.
renamed to become the Juliette Low World Friendship Fund to better reflect this desire. In the *Juliette Low World Friendship Fund 1943* report that was sent out by the national Girl Scouts office, the chairman wrote: “I think that in these war days filled with strain and stress it is particularly happy to think about our fascinating and witty Founder, who always went forward with superb energy to face any and every crisis, both in days of war and peace, with the single thought to serve her country and her fellows.”\(^{195}\) Juliette Low was, and still is, a role model for girls and leaders alike. Her example inspired Girl Scouts to give to the Fund.

From the beginning, the purpose of the Fund had been to help those in other nations. The war provided an excellent opportunity to focus on this goal. The Chairman’s Report continued by addressing this:

> “And surely as we all become more and more aware of the agony that the world is passing through today and the heartrending deprivations and misery of the children in so many lands, we can rejoice that through the Juliette Low Fund we have at hand a means to help a little the suffering in many distant places and to spread the friendship which Girl Scouts and Girl Guides so earnestly desire to develop throughout the world.”\(^{196}\)

One example of the donations purchased with the fund was rice for China. In 1941, “Rice bought with the Juliette Low Memorial Fund was distributed by 2,000 Chinese Girl Scouts to more than 6,000 soldiers’ families near Chungking.”\(^{197}\)

> In total, the fund “offered $50,000 to postwar recovery efforts in more than a dozen European countries, as well as in the Philippines, China, and Russia.”\(^{195}\) In 2019, that total is greater than $500,000 and came from the collective pennies of Girl Scouts across the country.

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\(^{195}\) *Juliette Low World Friendship Fund*, 3.

\(^{196}\) Ibid.


\(^{198}\) Christiansen, *Girl Scouts*, 98.
Girls had willingly given their own money to people in distant lands and worked to raise more. They also held events where they made their contributions to the Fund. At one event, girls met at St. John’s pariah house at 10 a.m. on a Saturday. During the event, each troop was “represented by its ‘Juliette Low Girl.’ Girl Scout assistant to the troop leader, who will tell how the money was earned as she presents it in behalf of her troop.”¹⁹⁹ Events like these allowed girls to proudly announce the work their troop had done and how much money they had raised.

Other events that were held throughout the war to benefit the Fund were drives. The Girl Scout “Victory Fund Drive” provided a way for girls to invest in the Juliette Low Fund. The funds from War Stamps and War Bonds that were purchased during the drive were then donated to the Fund after the war. All of these events allowed girls to build up a substantial amount of money and fulfill their ongoing goal to help provide relief for those people, especially children like themselves, who were dealing with the after effects of war.²⁰⁰

Just as they had during the war, Girl Scouts continued to send packages with supplies to affected Allied countries in Europe and Asia. They even “adopted war orphans in China, France, and Greece.”²⁰¹ They sent "Friendship Bags (toothbrushes, needles, thread, materials, scissors, crayons, etc.), but were asked by the U.S. government not to put in soap or washcloths due to continuing shortages in this country.”²⁰² They also supported Girl Guides by sending food, clothing, and blankets.²⁰³ These were not the only supplies they sent. Troops also “sent Seeds of Good Will packages (vegetable and flower seeds) to Europe.”²⁰⁴ As many places and crops had

¹⁹⁹ “Forty Girl Scout Troops Will Contribute to Fund.”
²⁰⁰ Warwick, Memories for a Lifetime, 120.
²⁰² Joyce K. Maienschein and Eileen A. Neiler, And the Fence Came Down (Oak Ridge: Oak Ridge Community Foundation, Inc.), 29.
²⁰³ Philmus, Brave Girls, 2-3.
²⁰⁴ Maienschein and Neiler, And the Fence Came, 29.
been destroyed by the war in Europe, these seeds may have helped feed a family. It was true that “Wherever they could help in any way, with money, with supplies, with the hand of friendship, the American Girl Scouts were ready to share with their sister Scouts and Guides.”205

In addition to the preparation girls did during the war, they continued to prepare afterwards by stocking defense shelters. In Oak Ridge, Joyce Maienschein discussed her troops activities after the war:

“Our girls right after the war during the civil defense they, my troop stocked all the shelters, defense shelters in Oak Ridge in the public buildings and all the apartment houses. They were very much involved in the Korean War and Girl Scouts in Oak Ridge have always been involved with the wars, and if you’ve read And the Fence Came Down you’ve seen that.”206

As Joyce said, Girl Scouts in Oak Ridge did not stop after World War II ended, but continued to serve any time our country was at war.

Another post-war task that girls in Oak Ridge gave their aid to was sorting laundry. Dot Keller was a troop leader in Oak Ridge after the war and reflected on how her troop helped:

“But they always talk about a great number of articles left at the laundry when the war ceased and people just picked up their bags and went home. They didn’t wait to be dismissed or goodbye parties or stuff and they had stuff at the laundry. And so most of them just left it. So then we had girls sorting the stuff and of course it couldn’t get it to the people but they did get rid of it, one way or another.”207

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205 Philmus, Brave, 2-3.
206 Joyce Maienschein, Personal Interview, 19 December 2018.
207 Dot Keller, Personal Interview, 11 February 2019.
One of the ways that they got rid of the excess clothing was through sales. In Oak Ridge, there was a Girl Scout laundry sale from January 18-19 held at the Army’s request. It was recorded that “more than 35,000 pieces of unclaimed laundry were left behind by quickly moved-out Army or work personnel, or simply lost in the shuffle of millions of pieces of laundry by the limited services available.”\textsuperscript{208} The Girl Scouts helped sort out all these pieces and sold them at the event. The Army helped the girls by taking the laundry to the old barracks cafeteria and provided crowd control. The event was huge and the newspapers reported on it:

\begin{quote}
\textit{The Oak Ridge Journal} reported, ‘The shoppers stood in line for hours, then pushed and struggled in a mad rush to take advantage of the opportunity to buy towels, sheets, shirts, and other hard-to-get items.’ The \textit{Knoxville Journal} featured a picture of Evelyn Harris holding a pair of men’s shorts with 25 patches, and headlined ‘Made ‘em Do!’ ‘Colonel Nichol’s shirt sold for 75 cents.’”
\end{quote}

All in all, the most sought-after items were diapers and linens. At the end of the two-day event, the Girl Scouts and Army split the proceeds evenly. Each took with them $2,375.31.\textsuperscript{209} In 2019, that is an astounding total of $33,544.92 per group.\textsuperscript{210}

Not only did Girl Scouts give girls an opportunity to aid overseas, but it also gave them a place to process the turbulent events of the war they had experienced. The war was different for every girl, but they could discuss it if they needed to with their Girl Scout troop. For some, the times were harder than others. When asked what it was like to be young during the war, Joyce

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\textsuperscript{208} Maienschein and Neiler, \textit{And the Fence Came Down}, 21-22.\\
\textsuperscript{209} U.S. Inflation Calculator,” accessed 15 April 2019, \url{https://www.usinflationcalculator.com}.\\
\textsuperscript{210} Maienschein and Neiler, \textit{And the Fence Came Down}, 21-22.
\end{flushright}
Maienschein replied: “What was it like? Horrifying.” However, when posed the same question, Annette Stoker replied “But it was never a real horrid thing for me because I was not too much aware of what was going on overseas.” Since there was not fighting on American soil, the effect of the war really depended on how much the girls heard from overseas or if they had a close family member or friend fighting.

In the Girl Scout Leader, it was recommended that troop leaders talk to their girls about the kind of world they would like to live in after the war ended. A short story was published that told of a leader who was busy trying to start a fire in her coal stove when some troop members came by. One young girl began to compare a fire to a war - it starts small and grows into something big. The leader then told the girls: “Well, perhaps if someone would think of a few tiny ways or even one tiny way that would help toward a peaceful world something might come of it.” Stories like these helped leaders learn how to discuss this very adult situation with children. The analogy of a fire could help inspire girls to do small acts of kindness with the hopes that they would build into something greater and create a better world.

Another article in The Girl Scout Leader posed the question: “Can there be this better world?” The article then went on to answer the question by saying:

“Certainly there can be, if we want it enough to make it. But it must be wanted and made by the young. The old only know how to do what they have always done. They are puzzled by new ideas and afraid of new ways. Young people must make the world they

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211 Joyce Maienschein, Personal Interview, 19 December 2018.
212 Annette Stoker, Personal Interview, 22 January 2019.
want, not just the young people of one or two countries, but the young people of all countries, working together.”

It continued by focusing on the fact that it is important for girls to understand and know more about people all around the world. While World War II divided the world, it also helped to bring people together. There was a greater sense of understanding about other countries and an increase in empathy felt for the people living in them. Though, this was only true for fellow Allied nations. Prejudices against the Axis nations was not as easily changed.

However, these types of questions were discussed by girls. It was suggested in the June 1945 edition of *The Girl Scout Leader* that:

“Sewing and knitting sessions are excellent times for reading stories about the war experiences of the people for whom the garments are being made…They are also good times to discuss such questions as how we would feel if we had so little left to is; why we should be grateful to the people who endured such suffering; whether we are willing to go on being rationed in order to feed other peoples; how long hatreds last after a war, and why.”

These topics and discussions were beneficial to both girls and leaders. Also discussed was how to prepare for when the men came home. The fathers, brothers, boyfriends and other close family members and friends of many girls had been away fighting in the war. When they came back, they would not be the same person they were before. Discussions about these changes helped girls prepare for these differences in the men they loved.

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A little over five years after the United States entered the war, Girl Scouts came together to celebrate the birthday of their organization:

“On March 12, 1947, Girl Scouts in the United States, ranging in age from seven to seventeen, celebrated 35 years of Scouting. Girls from all walks of life, of many colors and creeds, joined hands in celebrating the birthday of an organization that has helped girls become the kind of adults that are needed to make and keep a better world. The basis for their creed has always been international friendship and understanding. The war gave the Girl Scouts in the United States the opportunity to put their words of friendship into action.”

This time of celebration and reflection allowed girls and leaders alike to think about how the war had changed both themselves and the world they lived in.

**Conclusion**

For 107 years, Girl Scouts has impacted the lives of not only the girls and volunteers who are members, but the lives of people across the globe. During World War II, the Girl Scout program went all in on serving the country on the homefront and aiding those in need abroad. The war gave Girl Scouts a chance to serve others, and it left a lasting impact on them. Joyce Maienschein reflected on growing up during World War II: “It was a challenge, it was frightening, it was demanding. We all felt very patriotic, very patriotic. Our country was devastated. It’s quite different from today.”

Carolyn Testerman, likewise, reminisced: “We were made aware of the war and the fighting and somebody getting killed that you knew well and all. It sort of made you grow up.”

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217 Joyce Maienschein, Personal Interview, 19 December 2018.
218 Carolyn Testerman, Personal Interview, 19 December 2018.
Just as the war impacted them, Girl Scouts impacted their country. Through drives, rallies, and bond sales, girls put their teamwork into action across the nation to raise needed money and materials. They also learned first aid skills and helped the Red Cross. Many of these skills were connected to their camping skills and could be used when they were having fun. Their efforts continued after the war, and Girl Scouts continued to serve those in need.

Girl Scouts has also provided a place for acceptance for all girls. Juliette Low envisioned a program where “every girl should be able to become a Girl Scout.”219 Joyce experienced this acceptance in the program and it was a reason she fell in love with it. The fact that she had polio made her different than other girls, but as she reflects: “So I wasn’t different, I was different, but I wasn’t obviously different. And now, so from then on I was sold on Girl Scouting. I was just sold on it.”220 She continued to fulfill Juliette Low’s vision based on her own experience, and always had at least one handicapped girl when she had her own troop.

The values taught in Girl Scouts stay with girls for the rest of their lives. Annette Stoker sees the impact it made in her life: “Well it made me a little more sociable with other girls and I learned a lot of social skills of being considerate and compassionate and all those kinds of things that we learned to help other people and be looking out for people who had problems and needed help.”221 The Girl Scout laws have remained much the same since the days of Juliette Gordon Low, and Jean Byrne believes that: “I think if you go by the laws. The Girl Scout laws it means a great deal.”222 Similarly, Dot Keller reflected: “Well it is a beautiful pattern that should help you in every phase of living.”223 Further, the positive experiences girls have in the Girl Scout

220 Joyce Maienschein, Personal Interview, 19 December 2018.
221 Annette Stoker, Personal Interview, 22 January 2018.
222 Jean Byrne, Personal Interview, 21 January 2018.
223 Dot Keller, Personal Interview, 11 February 2019.
program inspires a loyalty and passion for it. When asked what impact Girl Scout has had on her life, Joyce Maienschein replied that “This year I have now been a member for 75 years so, my dear, it has been a big influence.”

Today, Girl Scouts’ official mission is that “Girl Scouting builds girls of courage, confidence, and character, who make the world a better place.” These qualities have been evident in Girl Scouts from its very beginning in 1912. They were also displayed during the work that girls did during World War II. The impact that Girl Scouts made on the war effort during World War II, and also on the lives of millions of people both before and after the war is immeasurable. The Girl Scout program provides girls with a way of life and teaches them to become valuable citizens. In the words of Jean Byrne: “Once a Girl Scout, always a Girl Scout.”

224 Joyce Maienschein, Personal Interview, 19 December 2018.
226 Jean Byrne, Personal Interview, 21 January 2018.
Appendix

Carolyn Testerman Interview Transcript

December 19, 2018

How old were you during the war?
I was, well let’s see, I’m 90 now.

It was 1941 when it started.
’41, I was in the 8th grade, because that was Pearl Harbor.

Where did you live during the war?
Elizabethton, Tennessee.

What did your parents do?
My father was a, he was in the real estate, in fact during the Depression he came home and told my mother I have 21 houses, you pick one. And he was going to lose the rest of them. I don’t know how people went through things like that.

I don’t know, so do you remember the Depression any then? You would have been young.
Not really, just hearing him talking about times being hard. But everybody had to have a house and he was selling houses so we made it alright.

Do you have any siblings, if so were they in scouts?
No, I have an older sister and an older brother but they weren’t in Scouts.

Where did you go to school?
Elizabethton Grammar school, Elizabethton High School

Did your school do any activities to support the war effort?
Haha I can remember my English teacher in the 7th grade was going to the Air Force and my mother wrote a poem, we had a going away activity for him. I remember part of it was “Mr. Banks you will soon we leaving but we will not be grieving and on and on, and David and Missy just laugh at that. Those times were scary, I can remember the day of Pearl Harbor, neighbors came down and we sat there listening to the radio. It was scary. I didn’t, my brother wasn’t old enough to go to the war, but now I had a brother-in-law that was on the aircraft carrier, bunker, Bunker Hill. He got on it and it got hit by the Japanese real soon after and he got to come back home while the war ship was being repaired. Weird times, don’t want to see any more wars.

**Did you have any family members in the service?**

Brother-in-law.

**Describe what it was like being young during the war.**

Living in a little town like Elizabethton you didn’t see that much. It wasn’t but, there were a lot of people that were killed and I remember they would always put a big star in the window and you could tell where people had lost someone. Sad, you know? Course growing up you didn’t take things as seriously as you would now. Especially when you have a grandson that would be ready to go to war. That would be rough.

**What do you remember most about growing up during the war?**

Well, food was rationed. You had to have little stickers, food stickers and I remember my daddy filled out one for me to get some shoes, you had to have a little thing to get shoes, and he said that I wore a size 9 and I was six feet tall so I was a weird looking one according to his description of me but you had, sugar was rationed, and but it didn’t seem like, there was so many in our family that it didn’t seem affect us too much with rationing and all. Gasoline was rationed. And you felt a little bit of things like that. We made it.
How did you get you news?
Radio, we’d sit around that radio just like you do around the television you know.

Did you go to the movies?
Oh yes, oh yes, 9 cents in the daytime and 28 cents at night. We had a Popeye club and that was on Saturday morning and I remember I had a girlfriend that spent the night with me and we were going to the Popeye club the next day and I bought her tickets and I gave her one and me one. Well she won the prize on my ticket that I had bought. A Charlie McCarthy ventriloquist doll. And I was so mad really.

What is a Popeye club?
It was just a little children's, 7, 8, 9, 10 years old came and saw a movie.

Do you remember the videos before the movie? Did they have them about war and things like that?
Oh yes,

Like cartoons
Yeah absolutely, they had a section. Very vivid. I mean they took you right up to the actual battles and all. Which sort of impressed you.

What do you remember about the posters and advertisements you saw?
Um, not really.

When did you join Girl Scouts?
When I was 12, 13. That would be 7th or 8th. We didn’t have Brownies or anything like that. But um I don’t even think did they have the little boys, Cub Scouts?

Why did you join Girl Scouts?
It was the thing to do.
What activities did you do as a Girl Scout to help support the war?

I rolled bandages. And we called it a Senior Service Scout, and we would go after school and, boy, you had on white uniform and bandana like around you in your hair and, boy, the woman that we worked with rolling the bandages, you didn’t see any hair she “get that hair out of your face” and all because, really it was, it made you really think that bandage may go on somebody you know or something.

Was it at the hospital that you did it?

No, we did it at, it was a just a room, really it had one table in it and we sat around the table and of course our leader was there and you had a pattern and you had to fold down, fold over, and roll it up. And that impressed me that you always wondered where they would go. And at least you were doing something to help in the war. And then we, when the alarm system went off for black outs we could get on our bicycle and go, if somebody still hadn’t turned their lights out we could go and knock on their door and tell them to put those lights out. But my mother and daddy were very protective parents and they didn’t even like me getting out on a bicycle and I especially wouldn’t in this day and time, little girls out riding in the dark, dark and boy it’s dark when all the lights are out. But it made you feel like a part of something. That’s what I thought Scouts were advantageous to girls and boys too, that they’re helping out in some way. It’s been a long time ago.

And what you did as a Girl Scout troop that was just for fun?

Camping. One time I went camping and got some kind of a bug and got sick as can be and Mother had to come get me but camping was most fun. We’d go up in the mountains and we went over to one that was near Erwin, Tennessee. But the one up at Stony Point, I can remember it now, we went straight up a hill and Stony Point’s sort of a rough section of Tennessee anyway.
And it was scary because we didn’t have lights or anything like that. Just had the oil lamps, and it made a believer out of you. But I enjoyed the camping.

**Did you ever hear about the Girl Scout programs like the Wing Scouts or the Mariners?**

No.

They had them in Knoxville I guess because the airport’s right there but they learned how to work on airplanes and things like that.

That’s great. That’s the age to learn. and they are adventuresome too.

Yeah, and the Mariners they had that one for ships.

Right, right.

But I don’t know if they had it much in this area or not.

No, no, we did good to have the regular Scouts.

**Were you a Girl Scout before the war began,**

Yes

**Did you notice a difference in what you did as a troop before?**

Well yes because we were rolling the bandages and black outs. That made you feel really a part of something and to see all everything blacked out you know. But it was a, you read the papers and the big headlines, it was a, although we didn’t have television and anything like that, we got the news, newspapers. And people that had children in the war, you always heard that. I remember I was at church one Sunday and this family that sat back toward the back, someone came in and got them to leave, and later we found out their son had been shot. And that impressed you you know. See people exposed to losing your children and all. It’d be a lot to cope with. I just hope we don’t have any more. Because I don’t think it would last long.

**Were you still a Girl Scout after the war ended?**
Yes

Was that very different afterwards or was it the same as before?

No, it was different. We were made aware of the war and the fighting and somebody getting killed that you knew well and all. It sort of made you grow up.

How do you think being a Girl Scout influenced your life?

Well, let’s see. I had good friends, you make really special friends that you keep but I’m 90 and I still keep up with them. But I think it makes you a good citizen. Cause I certainly don’t like to see something not appreciated or not taken care of. I think Scouts are a good program. And it really helps you health-wise because we had things about what was good to eat and what was not and all that. And anything like that helps you stay away from cigarettes and liquor and just things we don’t need to be fooling with. I give Scouts credit for that.

That’s all the questions I had prepared, but was there anything else?

I admire leaders that give of their time and that’s very important to have a good leader because otherwise you’re wasting your time, but I had real good leaders.

Did you have it at school, your troop?

We had it different places but majority of times it was at school. That’s usually what happens with teachers as leader. But my leader’s name was Mrs. Lewis and was she strict, but that’s what you need. It’s not playtime, but you can work play into it. But majority of time it’s planned which I think’s good. But I would put a good value on Scouts.
Did you sell cookies or ever sell calendars?

No, we didn’t have cookies back then we never did sell anything particularly.

I think I’ll give them my appreciation of them and what they do for young people, all for it.

We wore our uniforms, always on the day that you had a meeting you wore your uniforms to school. That sort of gave you, you know you felt pretty big on those days.

Were most girls in Girl Scouts?

Lots, a very popular program back in my day because there wasn’t anything like that for you that was a planned program which was good for anybody but I wish I’d saved my uniform just to see because they’ve changed so much but you were proud of it. I was proud to be a Scout.

I remember my grandmother was such a good cook, she would help me pass that badge and all. You had to work for them which was good for you. Like I said I think it helped me, now I don’t know what it does today.

I think it was helpful for me too.

You think how many years apart we are, a big amount. I think any organized program is good for you. You taking, being a part of it is good for you.

I can remember those stars, the gold stars for people who lost someone would be in their windows and you always felt some kind of relation, sadness for them.
Joyce Maienschein Interview Transcript

December 19, 2018

**How old were you during the war?**

Well I was born in 1927, so it depends when you start with the war. When the war first started in 1939 or when we got involved in Pearl Harbor or when my brothers went off. You know, there are different aspects of WWII.

**Pearl Harbor, when we got involved.**

Alright, I was, I guess I was 14.

**Describe where you lived during the war years.**

In Terre Haute, Indiana.

**What did your parents do?**

My father was a machinist and my mother was a homemaker.

**Do you have any siblings, if so were they in scouts?**

I had two brothers, Boy Scouts, they were both Boy Scouts. One was older and one was younger.

**Where did you go to school?**

In Terre Haute. Well, it was Greenwood Elementary School which is no longer in existence and Sarah Scott Junior High School and Wiley High School.

**Did your school do any activities to support the war effort?**

Oh, well yes. In high school we did a lot. We collected, we had a day a week that we collected. One day was grease, we collected fats and took them to school, and aluminum cans and also strangely enough we collected wrappers- tin wrappers from cigars, smoking products. they had tin foil wrappers and we collected those. Let’s see- paper, oh we also collected paper. Different
each day, we called them community service projects or something like that. Now, this was the whole school. Now my Girl Scout troop had different things that we did because I was a Girl Scout through all this time. In junior high school I can’t remember anything specific because I left there in January of ’42, so you know we had just gotten really started in the war. But it was high school, yes, we were all very much involved and it was a good size high school. I don’t know, as many as seven to eight hundred kids, so we collected lots of stuff.

**Did you have any family members in the service?**

Both brothers, but in WWII only my big brother was old enough. He was in the Navy.

**Describe what it was like being young during the war.**

What was it like? Horrifying. My father was a, what are they called, a civil defense captain because we had, Terre Haute was an industrial city so it was considered good target, potential target, because ammunitions were made there. We had world war depots so we had routine black outs where everything, everything was turned off. You could be in your house and have a light on, but you had to have blackout curtains and my father was one of those air raid captains who would walk the streets and if anyone had a glimmer of light- bingo. You know, everything, he had to go in and someone, they get a ticket, a citation because they were very very very very strict.

**What do you remember most about growing up during the war?**

During my teen years?

**Yes**

Well it was, since my brother went off to war, my older brother, it was a challenge, it was frightening, it was demanding. We all felt very patriotic, very patriotic. Our country was devastated. It's quite different from today.
**How did you get news?**

I was a, we were visiting my aunt and uncle. This was on a Sunday and during we had, dinner was over, Sunday dinner was over and my father accidentally turned on the radio and they were announcing the bombing of Pearl Harbor. We immediately went home and turned on our own radio and listened for the rest of the day. It was horrifying. I’ll never forget it.

**Did you go to the movies?**

Yeah we went to the movies all the time. Mhm.

**What do you remember about the posters and advertisements you saw?**

Oh dear, well there were big things you know fingers in front of your mouth and hushing and don’t tell secrets and buy war bonds and in fact our Girl Scouts helped every Saturday sell war stamps that you put in a book to get a bond. We did all kinds of activities. Posters, there were some posters around but there wasn’t, the communication system was different those days than it is now. It was a totally different world.

**When did you join Girl Scouts?**

Well I was a little girl and this was the 30s and I had polio when I was small and when I got to be 10 and a little bit past my birthday the orthopedic surgeon that was taking care of me because I had a big gold metal brace I was built up to he told my mother “I want this girl in Girl Scouting where she will have normal kids and outdoor activities.” So my mother found me a Girl Scout troop and I loved it, loved it. So when I went on my first camping trip I was very dubious about it because I was different. I had this, I wore this big brace it went from my shoulder to my hips, steel and leather, and my mother put it on me in morning and took it off after I got in bed at night, and I thought how am I going to manage that? Well my dear mother had talked to the Girl Scout leader, and she had arranged everything and I know now having been a Girl Scout leader
for many years, I now know she talked to the girls, but I didn’t know that, but I, she just was very matter of fact about it and they decided oh since I was the new girl that I could go to bed last. I didn’t have to go to bed first, I could go to bed last. And I also got to sleep in a bunk bed with the leader until I was ten years old. It was a big troop, big troop about 40 girls it belonged to a church group. I wasn’t a member of that church, but it happened to be a girlfriend of mine went to that church, so that’s why I went there. And anyway, so I got to go to bed last with the leader and she unbuckled me and reassured me that my mother had given her instructions and she unbuckled me and the girls sang and did all the things the Girl Scouts do. Were you a Girl Scout? I was.

Alright you know how they sing. And so anyway we all went to sleep, and oh they also agreed that I could be the last one up in the morning and this was a sizable, it was a just a cinderblock house out in the woods but it had a separated kitchen. It was attached to the main building but it was separated. and I was the last one to bed and I could be the last one up, so of course all the girls were gone and out of this room was the leader and she had put my brace under the covers so you know it wasn’t obvious to the girls, and so she put me back in my brace in the morning and it was all wonderful. No differences made. And so then I got out with my patrol and we did things. My only catch was when we came to, we went on a hike and I could hike and walk, I couldn’t walk as fast as other people, but we came to a barbed wire fence and all the girls climbed the post. You know a barbed wire fence has a post. Well there was no way I could climb that fence, climb that post and there was no way I could get under the fence because I couldn’t lean over, and I just thought “ohh.” I just stood there a minute. Well my patrol leader, a high school girl, because those days troops went from age ten to eighteen, it was a big troop. And she said, “don’t worry, don’t worry, don’t worry, we’re going to get you.” And she got some more
girls in my patrol and they boosted me up over this and I thought “oh gosh” I was worried about that and yet they made it all fun. So I wasn’t different, I was different, but I wasn’t obviously different. And now, so from then on I was sold on Girl Scouting. I was just sold on it. When I had my own troop I always had at least one handicapped girl. It might have been physically handicapped or mentally or emotionally but I always made sure I had one. Not just for that girl but for my own regular girls, they begin to understand another handicapped child. Did that help? 

Yes it does.

What activities did you do as a Girl Scout to help support the war?

Okay, in our Senior Girl Scout troop we went weekly to the local Red Cross building and made bandages. We rolled the bandages. They had ladies there who had the materials and we rolled the bandages for the Army. And we worked, we sat all around a big table, and we worked for an hour and a half everyday, every meeting day we went there, and we had while we were rolling bandages, we had our business then we talked but we went everyday. Then we also went to the um that wasn’t the Y that was a different building I guess that was the Red Cross and then we went to the YW to learn to knit and because they needed scarves and diaper covers. See they didn’t have plastic in those days and we had to have warm diaper covers that were a little bit water proof and wool diaper covers, that was the rigger in those days. So the girls could they make them And they taught us how to knit and pearl. Do you knit, do you know the terms? 

I know the terms but I don’t really know how to knit.

Alright well turns out neither did I, but I tried, so every girl was given knitting needles and the khaki yarn and a choice of things to make and I decided that a scarf would be the easiest thing to make because it would just be, you know, I think it was 16 inches wide and 6 feet long or something like that. I could just go straight, I could do that and I worked my heart out I just
worked and worked and worked. And two months later we all went back and took our finished products back, and I was so proud that I had my wool scarf, my knit khaki wool scarf all made for a nice little soldier boy, and when the lady looked at it she said, “Oh this will never do, you’ve dropped some stitches” and she untied my knot at the end and began on her finger to strip, you know, rolled it up on her finger and undid my scarf that I spent a whole month on. Well I learned a lesson then that I used with my girls later on and I gave them back my knitting needles and I said, “I’ve done my best and sorry I will do no more.” and to this day I have not knitted, pearled, or whatever they do. But we tried. And we also participated in all the high school collections that they had, you know the grease, and the yarn, and the paper, and all they had. And my grandfather and I, he had a quite extensive library, because we in Terre Haute there’s a crossroads you know north and south and east and west. And they had a USO station there for transporting servicemen, and they were asking for good books to go in the library for the sailors and soldiers to read while they were waiting, and my grandfather and I sorted his library and I took I can’t tell you how many books up to, my parents of course took me, but we went up and donated our books, and you know I regretted that for years afterwards because I wondered how many of the soldiers would have picked the books that we picked and, you know, and I remember some of those books and thought ohh you know maybe if we didn’t do it but we did. And also my brace, I had gotten rid of my brace at the age 14, I got to take it off. It was made of metal and steel and I donated that, and my grandfather was a farmer and he had old farm equipment and they came with a truck and hauled off that. They needed metal desperately for the war. So we, everybody collected metal and everything, it’s hard Madison to realize how much people, all the people were involved in helping, the community people were helping. Day to day
working to make things available for our servicemen, and very few women, for servicemen but yeah did that help?

Yes it does.

What else you did your troop do that was just for fun.

Well we did hiking, we did camping, we did a lot of day camping because that didn’t require transportation, because of gas, you know gasoline was rationed, tires were rationed and we didn’t have a lot of foods, we had to be very creative in our cooking because food was rationed and meats, and well Spam, you know about Spam, you’ve heard about Spam? We all ate a lot of Spam because that was readily available and we learned to fix that in all kinds of creative ways. So yes we did those kinds of things, we had those things and we had parties just like kids have today. But they were all in town, in home parties, because we couldn’t, we didn’t have gasoline to go places and there wasn’t much money, if you had money you were buying war stamps and war bonds. It was a whole different culture. It’s very hard to envision for today’s youth. My own kids couldn’t, they say, “Mother you really did things like that?” And canned, oh we did a lot of, my grandfather had a farm and we canned food not just for ourselves but for other people. My mother was a great cook and just was always cooking up something so, you know of things that were available because not everything was available.

Did you grow your own food?

My grandfather had a farm and we also had a side yard, beautiful side yard that my father plowed up the back half of the lot to put in a garden and all we children went “oh rut daddy you’ve gotten rid of our yard,” because we had croquet and we had basketball and it was just a play yard, side yard and he said “no we’ve got to grow some of these vegetables.” So he plowed up the back half and we were glad we had the vegetables and we were glad we could help other
people but still we really hated to see our ball field go. But that was just part of the war effort.

You didn’t fuss, you didn’t dare fuss.

Did you have the Wing Scouts or Mariners programs at all in your area?

They had them in high school. The Mariners had a fairly large, well a large group for Mariners I think they had a limit of ten because they didn’t want a large group. I don’t know of any Wing Scouts in Terre Haute. Now when we moved to Oak Ridge in 1949 after my husband had gotten his doctorate and I had taught school and you know, we had grown up, I discovered that they had Wing Scouts and they had Mariners but I don’t remember any Wing Scouts in Terre Haute. We were just a general troop, it was just a general senior troop.

How do you think being a Girl Scout influenced your life?

Well it influenced my life in most every way. This year I have now been a member for 75 years so, my dear, it has been a big influence and I can tell you that one of the happiest news that I have gotten in the last week was one of my girls back in 1975, I had a senior troop, well I had a Girl Scout troop from the time our daughter became a Brownie and that was in ‘57. And I had a senior troop for 15 years and they learned Braille because they needed, are you aware of the Curved Bar rank?

Yes

Okay, well I was the first girl in Terre Haute to earn the Curved Bar, because I really wanted to get the Golden Eaglet. But it was discontinued in 1939 when I would have been starting it, so they transferred all of my, everything I had done to the new program and that involved the Curved Bar, so I became the first Curved Bar winner in our community, and my daughter by happenstance was in the last group to earn the Curved Bar when it went out of existence. But she
had to have a service project for that Curved Bar and I happened to go to a meeting that night and a lady who had just moved to Oak Ridge. Are you familiar with Oak Ridge?

**Yeah I grew up in Rogersville about an hour away**

Oh okay all right so you know about Oak Ridge. Anyway she had to have a service project and I went to a Girl Scout meeting and a lady came there from the Daniel Arther Rehab Center. If you’re familiar with Oak Ridge you know that that rehab center was there for many years and she said, “I need somebody to help me make some brailling labels and flash cards for my blind students.” And I said, “Oh is that something my girls could do?” because they were seventh graders and she said, “Oh yes of course they could do that.” So we got together afterwards and in 1962 my girls were 12 years old, they learned Braille, and I learned Braille along with them, well you know you have to learn along with them, and so they all these years and they went on to Senior Scouts and when they were in Senior Scouts, they got a Reader’s Digest grant to buy Braille writers, which were you know, cost a whole $125 and we didn’t have that kind of money, and applied for that and got that, and anyway all these years we worked with Braille for many years until, actually until I moved out here, but in 1975 there was a girl 14 years of age who had been blinded in an auto accident and she had a, for some reason she was coming into Oak Ridge to the mental health center for therapy, and someone at the mental health center suggested that they call the Oak Ridge High School to see about these Girl Scouts who taught Braille. So the principle called me, if I could please do something with this child who needed to learn Braille so I said, “Of course,” and so I met with him and he gave us an area to work and for the last two months of the school year that year we met two hours every morning. Two Braillest and I met with this girl. She was fantastic learner, she was really dedicated, well you can imagine not seeing and suddenly this hope maybe I can read. Anyway, she was fantastic but I went to visit
with her schools before she was finished to talk with her teachers to be sure that the transition was good, and you know what deep rural East TN is like, this is deep rural and they did not want her, they did not want a handicapped child in their school. And you know, this was the way it was and the mother thought that this was the will of God that she was blind in this auto accident, and it was sad, it was just tragic for this child. I couldn’t do anything about it but we taught her, but anyway one of my Senior Scouts went on to college and she was very good with Braille and she would write to this little girl, her name was Darlene, and evidently they kept up and corresponded and it encouraged her, and I kept, and every once in a while she would come into town to go to the doctor or mental health center and her sister who drove her would stop by my house, so I kept up with her maybe once or twice a year, about twice a year probably, until 1983, and that was the last time I saw her. And she had told me she quit school, she’d left school when she’s age 15 and she couldn’t stand it anymore and she ran away and got married. She said, “But I want to tell you I didn’t have a baby, I wasn’t pregnant.” She said, “It was a year and 2 months before I ever had a baby.” She just wanted me to know she didn’t run away because she was pregnant, she just ran away to get away from school and home and this boy that, they probably went to Georgia, you know I don’t know where they went but anyway, I lost track of her and then this last October somehow she knew somebody who was on Facebook and had her post, I don’t know I don’t have Facebook, but anyway they appealed on Facebook to Nan or Liz, Mrs. Nan and they didn’t know who Mrs. Nan was you know, but anyway to make a long story short somebody recognized Nan as Nan and Liz Shubar and called them, and they contacted Darlene and she’s in Chattanooga. Would you believe that girl went back, got her GED, went to Roane State for two years and graduated from UT Chattanooga? 4.0 grade level. That’s what you call dedicated Girl Scouting. You know that is a Girl Scout story and you know Darlene says today
she credits her confidence and her ability to come out of her deep depression to Girl Scouts. You know that’s a story, that’s why I’m here. That’s why I’m still involved in Girl Scouting, because there’s been not anything that dramatic, but I know I always had handicapped girls and there’s just girls who need Girl Scouting, and still are, girls who need it. That’s why I’m still here. But yes girls get a lot out of Girl Scouting and our girls right after the war during the civil defense they, my troop stocked all the shelters, defense shelters in Oak Ridge in the public buildings and all the apartment houses. They were very much involved in the Korean War and Girl Scouts in Oak Ridge have always been involved with the wars, and if you’ve read And the Fence Came Down you’ve seen that.

That’s all the questions I had

Well I want you to know that it was a very special kind of atmosphere in those days, quite different from today, but we all made it through thanks to a lot of support, so thank you for telling this story, the bigger story, because it needs to be told.

Well Girl Scouts played a big role, I wasn’t in Knoxville at that point but we came to Oak Ridge in 1949 now this is an interesting little step that also affects, is a result of WWII. When we moved to Knoxville in 1949, I volunteered to be a Girl Scout leader, called the office the first week I was in town and they said “Oh Mrs. Maichensen, we don’t need leaders, we need girls,” because the army had been moving out still and the construction workers were still moving out and had the children and most of the leaders were the scientists and businessmen that were staying, the professional people, they were staying and their wives had been leaders. So they had leaders but they didn’t have girls. So they said, “You go home and get your family organized and
when you have your first little girl give us a call,” and that’s exactly what I did. So, and that has
to do with the war because that made a difference. It made a difference in the whole community.
How old were you during the war?

I was born in 1919. And my dad was on a boat in Boston Harbor which was filled up with soldiers ready to go to Europe when the Armistice was signed.

Describe where you lived during the war years.

Mary Brokenridge had a very wide neighborhood area in the furthermost part of Kentucky that you could go or that you could find anyway in Kentucky was a very foreseeing place because they realized that if Mrs. Brokenridge started her service there it would be very very helpful to these women who were in the care of granny, neighborhood delivery women, who in those days apparently didn’t think that washing your hands before you tended a patient was all important. So she got the state of Kentucky to allow her to have a building there and Henry Ford was the mineral rights which were back up on the mountain and he was interested and so he gave FMS Frontier Medicine Service their first Jeep so they could take children who got burned into Cincinnati, or I may think of the other place, but there were two places we took the children if they got burned and it was a long trip.

What did your parents do?

My dad was a, you might say a politician, a school teacher, a gardener. He had three greenhouses on my grandfather’s farm and when I was just oh 5 years old or so they put these, what they call flats. You know what they are?

I don’t think so.
Wooden boxes about this long and this tall and they put one flat or two flats on the dirt floor of the greenhouse and I had to stand there and pick off all the buds except, he called it debud the carnations, all expect the main bud because if you had two or three buds you’d want to pop off or they just didn’t last, so that was my job some of the time.

**Do you have any siblings, if so were they in scouts?**

I have two brothers and had two brothers and two sisters. And my sister earned the Golden Eaglet but the Girl Scout Movement made a bad mistake as far as I’m concerned. Carol finished her work before she was sixteen and you had to finish it by the age sixteen. And she finished it but they said no because her birthday came after the first of the year they were not giving out anymore Golden Eaglets. I was very disgusted and disappointed and Carol and her friend up the street, Jane Lang, had worked on this project together and they, Carol years later said to her friend “I bet you’re so proud of that Golden Eaglet.” And Jane looked at her and just said “I didn’t take it. If they weren’t going to give you yours and you did the work the same as I did, I didn’t want mine.” And that is something. So and then later years when I went after it again, and I don’t see anything I can’t read because I can’t see the print, but if she, they say she could remember what her main thesis was for earning the Golden Eaglet and I thought well who in the world in her 90s could possibly remember what she did for a Girl Scout movement did that many years ago. So that was the story of that one.

**Where did you go to school?**

Whitfield, MA. I went to the Warren School in grade school and then my family moved across town so I was allowed to leave my new school 15 minutes before it closed and walk trot across town to the other school and join with my Girl Scout troop in their activities and my Girl Scout leader with the old brown uniform with the big brim hat and so on and so forth.
Did your school do any activities to support the war effort?

Now that I don’t know because I was quite young when that. Well let’s see during which war are you talking about?

**World War II.**

That I don’t know because I had been, since I came to the American college and graduated in 41 so I don’t remember if they did. I know that in Kentucky they had rallies and things like that and sold the war bonds. So they supported the government in their efforts.

**Did you have any family members in the service in WWII?**

Oh yes. My brother, Ed, was in the ski patrol in New Hampshire and that was during the war. Now he was in the Navy and my brother Bob was in the Navy. And my sister Carol was a doctor, she and her husband, were both. He was in charge of buying instruments for the hospital. It costs up ten billion dollars but he knew what the hospital needed and so on. And Carol had, she wanted to be physician but she and Rocko got married. He was Italian and he. He was in the Air Force. My husband was in the Air Force and the funny thing was, funny things happen. They were up in Michigan and the, not sure the name of the hotel, the Statler Hotel I think and they, governor put the serviceman in rooms according to their names and of course my husband did not know it at the time but they also roomed them according to height, don’t ask my why. So the governor and some officials decided they wanted to talk to the, Nan came and said “What’s your name?” “Rocko” said Rocko and “What’s your name?” “Uh Robert Rankin”. And another one, Malcom, oh what was his name. Anyway all the last names just went like that and all the officers were so astounded they finally just walked out but that was really funny.

I’m sorry I can’t remember, the years have taken some of the memories out and I’m sorry I don’t remember some things. It was the Pentland Hotel. Yeah. That was it.
Describe what it was like being young during the WWII.

Well I was, when my husband went overseas he was in North Carolina and they shot him by railroad to the West Coast and I was out there, had taken leave of absence from my job in Kentucky and so I rode on the same train. Course you weren’t supposed to know where your husband was going and so of course we had to keep it secret and so when we got to the west coast he and his buddy and his wife, we got a room in a hotel in the same area. And it was nice just staying in the know one couple that you were going to be with that you would sail with. I think I have that my Golden Eaglet that I can show you when we get to the end if you remind me.

How did you get news most of the time?

That’s a good one. You know I really don’t remember it too much about that. I know that my first year there at Windover, Kentucky I was the last one out of the garden house which was the office house and the nurses headquarters there were six outpost centers and I came in the dining room and sat down in the big house and all of the sudden someone yelled “Garden house is on fire!” Well man we all jumped up grabbed our jackets ran to the garden house and the workman on the place, it was the coldest day of the year, and the workman on the place had the firehouse going and it froze, the water froze in the hose, so they couldn’t save the garden house. And they had to, some records were thrown out and we were able to retrieve them and then the minute that everything was done that could be done they just said who knows how to draw plans? Because they knew that Mrs. Brokenridge would be like this, be on it and build it back and so Agnes Lewis who was a Maryvillan incidentally and who had gone to Maryville College. She was our executive director and Agnes had the task staff who in here can draw plans? “I can!” And Sylvia
Coy from Chicago said “I can!” Both of us had taken mechanical drawing three years of it in high school. So man they set us up everything they could give us to help us and we drew the plans for the garden house and they had to be as I said the same exact measurements because that was all the space there was and so we drew the plans. Well there had never been in that building enough basins, showers, tubs, for the many people that used the building so we looked at each other and said “uh huh!” So we fixed them up a girls dormitory bathroom and had plenty of tubs, showers, basins everything you need. And one the second floor we put a big room on the other side where they people could meet. The nurses office room was right in one corner and so things worked out. But oh boy. So, but, and Dr. Woodyard who was an expert in bridge. I approached her and asked her because she had to oversee my work sometimes and she would change my forms that I was using to better, what she considered better forms and she said yes she’d be delighted to teach us bridge. Well I had taken bridge lessons some and so Deborah Halls said oh no we wouldn’t dare take lessons from her because they knew how good she was. And I said “She’s already said she’ll take you, you have to do it now.” So that was fun.

Did you go to the movies during WWII and see any of the cartoons or movies about the war?

When you are 35 miles from the closet movie you don’t go.

What do you remember about the posters and advertisements you saw?

I just never did see any except that when we had one day a year in the fall we rode our horses into Hyden because that was the only way you could get anywhere. There were no roads. There was one little truebret road down by the river and you’d ride that ’til you got to the river and when you got to the river if the water was going like this you could go but if it wasn’t it was quick sand and stuff so you just couldn’t go. And so we would always want to go to the horse
show and we did that and the horse I rode was Puck. He was a tall rangy guy and he if a leaf crossed in front of him he would jump but not go any where. Well he was going blind and no body realized it at the time so he’d lost his gaits because the nurse who was supposed to ride him on her cases, she couldn’t get him in his running walk and because they had to carry all their paraphernalia for the birth and their records and everything and clothing and everything with them they just had to have so she… Let’s see. Tell me what you asked me again.

**What do you remember about the posters and advertisements you saw?**

Oh well we didn’t, I don’t remember us getting any. We had our own little newspaper staff and we had five of us who were U.S. postmistresses. Because you could not handle U.S. mail sacks without being a postmistress by the government so if the mailman couldn’t ford the river because of the quicksand or because of the high tide or whatever he’d have to go on a little two road along the mountainside on the other side of the river, come to the swinging bridge and he’d have to have those mail bags across that swinging bridge to where we waited on the other side of the river on five horses to get the mail and he’d tie 2 saddle bags behind you and two in front of you. Five horses. And then we all took them back to the post office and took them off and Hazel Duncan had to get the mail put up then and one day the mailman came into Windover which was where I worked most of the time, sometimes I was at the hospital. My mind again’s shot, ask me the question again.

**What do you remember about the posters and advertisements you saw?**

Oh yeah, the mailman came into the post office after it was closed everybody all the locals had gone in they fixed supper and dinner I think a couple of them just stayed on the place but they fixed dinner and so we said okay a flat box about so big with 24 little chickens newly hatched so two of us got on our horses someone handed up those boxes and we had made our horses up the
creek and take our horses up to the house where the lady who had bought them and you know you had things like that to do that were spur of the moment unexpected. And they lived, all the chickens.

**When did you join Girl Scouts?**

When I was 10 years old. We didn’t have any Brownie troops that I remember until later on but that was just there was probably nobody local that was interested, I don’t know.

**Why did you join Girl Scouts?**

I just thought that was the greatest thing in the world.

**What activities did you do as a Girl Scout troop?**

Well we met in the schoolroom and we were in patrols of 8 and had a patrol leader and so own and we learned the Girl Scout Laws and about the Girl Scout program and just enjoyed it tremendously. And then of course later on when I had my own troops we did hiking in the mountains and played with bears.

**And so you weren’t a Girl Scout during WWII right?**

Once a Girl Scout always a Girl Scout.

**Did you do camping when you were a Girl Scout originally or when you were in the troop?**

Yes one of my good friend’s mothers was the troop leader and so she took Arlene and me and tried to make the tie because they had a contest sale of which of the troop with the foremost Scouts had progressed the most and she couldn’t break the tie so we had to split the proceeds of the money and I don’t know how my mother did it because school teachers never got paid very much and there were five of us children but she managed somehow to make up the money so I went to the Camp Four Winds on Cape Cod and then up into the mountains for a week and that was really great.
So was that during the Great Depression that you were a Girl Scout?

Well yes, my mother liked to teach and we had an Irish lady whose husband delivered coal, also got drunk. I don’t know where he got his liquor. But, anyway, that gets a little bit hazy. Now ask me that question one more time.

Well yes but I don’t know we just carried on as usual in the Scout troop. Of course I can remember when I was accepted as a member of the Girl Scout troop and Mrs. Davidson, “You must help your mother in the home” Very very well. In other words she brought the Girl Scouting down to the level where you were useful in the home and of course in later years when I took my girls to the mountains and stuff we had lots of different experiences but that was about it.

What project did you do for your Golden Eaglet?

Now you’re asking me something that happened 84 years ago, 83. I think I wrote, I don’t know whether you’d call it an essay or what. Something about mystery writer A. Conan Doyle. Have you read his books?

Some of them, yeah.

Oh I just liked his books tremendously. Yep. And that was one of them. I don’t remember what the other was.

How do you think being a Girl Scout influenced your life?

Well you look at the laws, Girl Scouts life, a Girl Scouts honor is to be trusted, a Girl Scout is loyal, Girl Scout is thoughtful, Girl Scout is cheerful, so on and so forth. The ten laws themselves if you, and most Girl Scouts, I think most Girl Scouts do though I had a couple that didn’t. But if you take it seriously it means a lot.
I think if you go by the laws. The Girl Scout laws it means a great deal. I was going somewhere taking the girls. We were on our way to the mountains to hike something, camp out and hike and said something about my, our older daughter was adopted and this girl looked at me. That was something you didn’t do. And I could just see the rearview mirror what I had to contend with there and she really couldn’t believe it for a while. Like the time we were coming back from, I don’t if know it was a day hike we took to Camp Mary Ijams or what but one of the girls had a paper cup in her hand she was going to let it drop in the street, well I said “Don’t” and one of the Girl Scouts said “You better not.” She dropped it anyway. I stopped right in the middle of Gay Street said “Okay go pick it up.” She couldn’t believe it but she got out and got it. Brought it to the car and she did not drop a cup again and that reminded me of the story of the Boy Scout troop that was in the mountains recently and one of the Boy Scouts threw his cup and that troop leader had guts I’ll say that he tied that young man up, tossed him out over that cliff down to where that cup was and he had to get the cup and they put him back up. I said “whew I’m glad I didn’t face that challenge.” Well a lot of people, he had to know his knots and what he could do and the help he had with his troop.

**Did you sell Girl Scout cookies?**

Oh yes, yes, yes we did. And those were the days when adults went along with the girls to sell them. And I had a woman who could store the cookies she had a good place in her house so when the cookies came in the girls had to go to her house to pick up their cookies to sell. Had one girl that would not turn her cookies money in, don't know what was wrong with her. She aggravated the other girls by doing things like that, holding back. I finally went and talked with her mother and her mother took her out of the troop. I did not want her to do that but I had to
have some understanding of what was going on with the family. And I still don’t know but the other girls got so angry with her because she would do strange things like that. We’re all pretty strange.
Annette Stoker Interview Transcript

January 22, 2019

How old were you during the war?
I was about between 13 and 18.

Describe where you lived during the war years.
I was in Whitewater, Wisconsin.

What did your parents do?
My father was a professor at the college at Whitewater and during the war my mother took a, she was a seamstress, I think I told you, and she took a job with a company that made military uniforms.

Do you have any siblings, if so were they in scouts?
In Scouts? Yes, my brother became an Eagle Scout. That’s the only sibling I had.

Where did you go to school?
You’re talking about where as a town or what?

Yeah, what town or what school either one.
It was in Whitewater, I went to school in Whitewater and graduated from high school there and when I got to be 18, then I went to the University of Wisconsin in Madison, Wisconsin.

Did your school do any activities to support the war effort?
I really don’t know because when we were growing up, things like the war were not shared too much with kids. They didn’t, I guess they didn’t want to worry them or something that we just didn’t. In Girl Scouting we did the first aid things and we were told what was happening but until
my brother was drafted when he was eighteen I was not particularly aware of any kinds of dangerous things going on.

**Did you have any family members in the service?**

My brother. Uh huh, he was drafted when he was eighteen and went into the Army and then he transferred to the AirCorps, and he was a pilot, what do we wanna call that, troop transport pilot and flew in the Pacific. I think from Philippines to Okinawa to Japan.

**Describe what it was like being young during the war.**

Well, there were always things that we were aware of like cars were rationed as far as gas was concerned, so you had to be careful about how far you wanted to go. And we were aware of other young men that were in the service, because women were not in the service at that time and so we got information when someone, a local boy, was killed and then of course that was, people were made aware of that and as far as I know there were only two in the area that lost their lives during the war.

**What do you remember most about growing up during the war?**

Just that my mother was worried about my brother of course. She was always concerned about him. And knowing a few of my classmates that did go into the service we were aware of where they were and what they were doing. I remember that, the town is between, I don’t know if you know Whitewater, Wisconsin or not.

No.

The town was between Madison and Milwaukee and a little bit, a hundred miles north of Chicago, so I’m sure the people in the town were advised to be prepared in case something happened in the United States, so we had nighttime blackouts where all the lights in town were turned out and my mother and I would go to the first aid station and help out there. I remember
that another girl and I were allowed to leave school and go to a county office where we counted out gas rationed stamps for people and sent them out. But that was the only real contact I had as far as the war was concerned until I went to college when I was eighteen and on campus we had a Navy radio school. Close to the town there was an Army base, so we were surrounded by a lot of young men in uniform. But it was never a real horrid thing for me because I was not too much aware of what was going on overseas.

**How did you get news?**

Well, sometimes our professors in the college would talk about it. I had a boyfriend in the radio school on campus, newspapers, radio, tv. We didn’t have a chance to watch tv very much but it was there. The last couple years of my college, then the women that had been accepted into the service were coming back on campus, so we learned a little more about it then but that was when I was a little bit older.

**Did you go to the movies?**

Sure, we saw the news releases, there was nothing that was terribly impressive to me except that I was not part of it and I didn’t have to worry about it.

**What do you remember about the posters and advertisements you saw?**

We used to have posters of female figures that would come out. I don’t remember who made them or anything but they were very popular, because these were people who were going to service camps and entertaining the servicemen and the sailors. So we were aware that a lot of the performers were entertaining the troops and doing good things like that. We were aware of people like Bob Hope and folks like him that were doing major performances on the camps.

**When did you join Girl Scouts?**
I joined when I was a Junior, about age 10, and I’m not even sure Brownies were a part of it yet. I sold cookies for 50 cents a box. And I was there until I was a little older than thirteen. I think I was fourteen when my leader got pregnant and in those days you just didn’t keep on doing things like that if you were pregnant.

**Why did you join Girl Scouts?**

Well, there weren’t very many activities for girls back then. We didn’t have gymnastics and all those athletic club things so Girl Scouts was something that I could join and my folks approved of it and it was easy for me to get to because the town was very small.

**What activities did you do as a Girl Scout to help support the war?**

To help the war. Well we didn’t have many activities at that time. We were, like I say, we were pretty well protected as far as knowing what was going on. And it was the high school kids, the older kids, that were more involved in what was happening. We did have meetings. We did the usual troop kinds of things, hiking, camping, and that sort of thing but we were not particularly a part of the information about the war.

**Tell me about what you did in your Girl Scout troop that was just for fun.**

For fun? Oh we went hiking, we did crafts just like they do now. Hiking, camping, what else did we do? I was never, we never took a trip because that was not really encouraged back then. But that’s about what they do now is just have activities and learning items and things that were going on around us. Pretty much like what we’re doing, earning badges for different things and that kind of thing

**Did you have programs like Wing Scouts or Mariners in your area?**

No we did not have anything like that.
If you were a Girl Scout before the war, how did your troop’s activities change when the war began?

With the war starting? Well being aware of the fact that my brother was in the service, I did get something like that but there was nothing scary as far as I was concerned. When I was in high school my schooling was connected to the college, so a lot of our classes were taught by college professors when we get into junior high school, and my algebra professor had a student who was a pilot and he took us to the tower on the school one day and his friend piloted a B17 and was flying around the school and we were up there to see it. That was about the closest we got to it. It was not scary, it was just fun.

If you were still a Girl Scout after the war, how did your troop’s activities change when the war ended?

I was not a Girl Scout after the war.

How do you think being a Girl Scout influenced your life?

Well it made me a little sociable with other girls and I learned a lot of social skills of being considerate and compassionate and all those kinds of things that we learned to help other people and be looking out for people who had problems and needed help.

That’s actually the last question I have.

That’s it?

Yeah that’s it.

Well I hope it was worth something. Is there any other questions you had on your own mind?

Did you ever do any rolling bandages?

Oh, yes, yes, I remember in our Scout troop we did roll bandages but at that time they were tearing bandages out of sheets and we did spend a little time doing that, not very much, but I do
remember we had that on our list so we did a little bit of that but other than that we were not really connected to activities that were connected to the war.
Dot Keller Interview Transcript

Conducted with Patty Cook

February 11, 2019

DT: And uh, we came back in time to serve time here in Oak Ridge. And I remember they dropped their teeth when I walked into the Girl Scout office and said “I’m a volunteer where do you want me?” And they looked at me like oh, maybe she’s crazy but we’ll take her anyway.

MP: Where you a Girl Scout leader during the war or a Girl Scout?

DK: Girl Scout adult

PC: She grew up in Camp Fire Girls

MP: So you lived in Oak Ridge during the war?

DK: Yes.

MP: What did your parents do?

DK: My parents? My father was dead. My mother did whatever. She catered, she cooked for people who could afford to have a cook.

PC: And she was a direct immigrant to the states?

DK: Yeah, my father too.

PC: And so you spoke German a lot at home?

DK: My grandmother would not speak English. She, I don’t know, she had, that was her, the only way she could object to being in this country. She did not like it. She really liked Europe. She grew up in Europe. Your home means a lot to you.

MP: Did you have any siblings?

DK: Yeah I had two brothers and a sister. There were four of us.
MP: Were any of them in Scouts?

DK: No, I was like I said, Columbus was a Camp Fire town, Columbus, Ohio. And they, the way the donations came in they could only help one organization and they picked Camp Fire so that’s what most of us were. Camp Fire Girls. And there’s very little difference. And the Camp Fire Girls used Brownie cameras. That got rubbed in real good.

MP: Where did you go to school?

DK: In Columbus, Ohio.

MP: Did your school do any activities to support the war effort?

DK: I don’t know. Because by the time the war broke out I was married and my interest in school was what my kids were doing and so forth.

MP: Did you have any family members in the service?

DK: I’ll have to think on that. Well my husband. He was in the service when we came here and he did what they call declassification, because in a scientific town such as Oak Ridge is, there are always papers being written for publication and they had to go through his office to see if it was stuff that wasn’t supposed to be publicized and whatever.

PC: Now I know one of your brothers died very young. Was killed. Was your other brother in the service?

DK: He was too young.

PC: Oh good

DK: He was a baby. And he died last year. He was also a banker so. And he taught some classes at Ohio State in regard to banking.

MP: What was it like to be young during the war?
DK: Well it didn’t really touch you as much as, I know that I had girlfriends whose husbands were not in the service who had war jobs and they realized that and had me to lunch pretty often and I, I don’t know. I know what I felt. And no matter what, you’re alone. My mother always greeted me with “You have a letter or sorry there wasn’t anything in the mail today,” because you lived for the mail. That was your only connection to your overseas husband. You did not have overseas phone calls. You did not have anything but V-mail. And V-mail was a form that they could photograph and send the film across and then they would print it and get it to the soldiers.

PC: Now really?

DK: Yeah it was pretty good. And letters coming back of course were censored. And it just cut it out or rubbed it out. Used heavy ink and inked it out. And the soldiers knew pretty much what they were not supposed to write. So most of your letters got to you in good shape. And you lived for them. I had a long street car ride. I worked on campus and it was five or six miles so I had a long bus ride or street car ride going home and would, there’s got to be a letter, well you know there doesn’t have to be a letter, but there really should be a letter.

PC: always hoping

DK: Yeah you hope. And they were numbered. We numbered our mail so that you knew if something had gone missing or whether you were getting it all. Mostly we got it all. I still have them

PC: Do you?

DK: Well I have, it’s a foot locker full.

PC: I think that’s wonderful.
DK: I haven’t gone back and read them and I thought maybe the granddaughters might be interested and they may not be. I think Charles would probably be the most interested. Charles is my son and he’s retired. And I’m old enough to have two retired children.

**MP: How did you get the news?**

DK: You mean like letters?

**MP: Just news about the war in general**

DK: Well there were always articles in the paper, newspaper, they of course were censored. You didn’t get everything and a lot of the stuff I learned after the war. And reading books about the war that were written by soldiers you learned what had happened two or three years before that or maybe more and you kind of put two and two together and maybe you didn’t put it together right but at least you had something to hang on to. Like my husband landed in Casablanca and even though there was no open firing in Casablanca, the harbor was mined and the enemy ships came into the harbor mainly to sink the Allied ships that were there that thought they were in a safe harbor- they weren’t. And there were some harbors that were not as safe as others. Ones inland in the Gibraltar east Mediterranean of course were not safe and of course from North Africa the Allied troops went to Capri and Italy. And that’s about when my husband got into Italy and stationed in Naples but had trips into Rome and so forth. And well I remember him, some incidence that I thought were funny we had my grandfather and mother and brother in graves at one of the cemeteries in Columbus, and my husband would take my mother and my grandmother and me but he would take them every weekend out to put flowers on the graves and trim the grass around the gravestones and so forth. It was just something we did and we weren’t alone there were a lot of people. And my mother had purposely picked a grave for my father close to the fence that was between the cemetery and the ball park. My dad and I liked baseball.
PC: What year were you married?

DK: ’41

MP: Did you go to the movies?

DK: Oh yeah, movies were probably our main entertainment. I dated my husband from about first grade on and he went to Ohio State. I typed all his papers that he had to turn in along with his year-end thesis and so forth. I did all the typing and that was one night of the weekend, the other night we went to the movies and we had movies in downtown Columbus and we had the Ohio and the Broad and the Palace as the first run movie theaters and then we also had a theater that did nothing but play live plays and for that you ran the gallery which means that they had a way, you had a way to get the third floor which was the second balcony for a lot less money. And we imported plays and basically musicals and you stood in line outside and got your ticket and rushed the gallery, and the seats were just benches and you got to see all the wonderful first run shows that came to Columbus. And my mother even for some of them allowed me to cut school. That was her suggestion, you need to see this you know and I did.

PC: So like what movie were you allowed to cut school for?

DK: Not so much the movies but the live performances and they were all musical. Susan Prince and stuff like that. Highly romantic.

MP: What do you remember about the posters and advertisements you saw for the war?

DK: We took them for granted. I don’t remember anything really specific, but I guess the ones about not telling stuff that you knew were pretty popular. Stuff like you never know whose listening so basically keep your mouth shut posters. And you never knew when someone could put two and two together and come up with four. And if you took, managed to be luckily enough
to get your husband to a port where he was shipping out of, of course you home alone and you didn’t tell everyone along the way that your husband just shipped out.

**MP: When did you join Girl Scouts or Camp Fire Scouts?**

**DK:** I was a Camp Fire Girl. Columbus was a Camp Fire town. The United Way will only support one girls organization.

**PC: Is that right?**

**DK:** Whoever got to them first I guess. And basically they supported Boy Scouts and Camp Fire. Figure maybe the powers that be, men in quotes, thought that was an equalizer, I don’t know.

**PC: So how old were you when you became a Camp Fire Girl?**

**DK:** First year junior high. Would be 12.

**MP: Why did you join Camp Fire Girls?**

**DK:** Because the leader was absolutely gorgeous, and she would dress in the Indian gown and stuff for the ceremonials and I thought that was great.

**MP: Why did you come back and volunteer for Girl Scouts?**

**DK:** It happened that my mother worked at the Ohio State fair which is basically animals: horses, cows, pigs, chickens, and stuff. And they had various churches, would man or in this case woman, but they would have places where they would serve food. And they would always get my mother to volunteer and help out, and if she was working at the fair then I would meet her after my day at work was over. And we might go to the horse show, not that we liked horses that much, but it was about the only thing that was open at night. We’d go to the horse show. And so that’s, and I met at the fair, the Camp Fire had a booth and it was basically to recruit people and they told me that now I was old enough to be a leader. I was 19, and I pursued it and, yes I was old enough to be a leader and we had a top group and it’s different from Girl Scouts. It’s changed
it, troop to group and found out after we moved here they had both they had Girl Scouts and
Camp Fire. And the parents, the mommas liked Camp Fire because you could get your whole
group in your house for a meeting, and see for Girl Scouts you had as many has 20 in your troop.
20 in your troop and probably had three patrols. So there was always competition and the girls
kind of disliked using a Girl Scout camera so to speak “oh well we can’t no, thats a no no,” but it
didn't matter I worked with Camp Fire too, I helped them with designing their headbands and
stuff like that.

**MP: What activities did you do with Girl Scouts that helped support the war?**

**DK:** I really can’t tie it in to that. But they always talk about a great number of articles left at the
laundry when the war ceased and people just picked up their bags and went home. They didn’t
wait to be dismissed or goodbye parties or stuff and they had stuff at the laundry. And so most of
them just left it. So then we had girls sorting the stuff and of course it couldn’t get it to the
people but they did get rid of it, one way or another.

**PC: What year did you start as a Girl Scout leader here in Oak Ridge?**

**What year did you and your husband move here? Was Jackie born here?**

**DK:** No, no. You could pretty much work in any group until you started having your family and
the thing was you took care of your family basically. You hardly ever had a person who was,
who had family and active in Girl Scouting or Camp Fire.

**PC: Really?**

**DK:** Unless they had a big, a daughter with that same age. And if you played bridge, bridge came
first. They used to really tick me off. I would have so many girls whose mommas would call and
say “If you need any help, I’m here. If you need whatever let me know”. But you also had a
handful of them that that was the same day that bridge met and you were not getting them.

Absolutely not.

**PC:** My mom loved to play bridge. She was a Girl Scout leader too, so our troop must not have met on bridge day.

**DK:** Must not have.

**MP:** Did you hear about the Wing Scouts or the Mariners programs? Were those in the area at all?

**DK:** Um, we heard about it but basically my interests were younger girls.

**MP:** What did you do with your Girl Scout troop that was just for fun?

**DK:** Well we did in-city hikes, and that’s were you get to a corner then you flip a coin or spit in your hand and decide which direction you go.

**PC:** So what did spitting in your hand do?

[mimics spitting in hand]

**PC:** Ah ha

**DK:** And we had hikes at Friendship and the promise of the ransom of gold. Well it turned out to be carrots. Great disappointment for the girls but helpful. And we used Friendship a lot. Girl Scout camp.

**PC:** And do you know about Camp Friendship?

**MP:** I don’t think so, no.

**PC:** It was the original Camp Fire Girls camp and is out Emery Valley Road, so not very far from here. But perhaps 20 years ago Camp Fire sold it to the city and it’s now pretty exclusive housing development. But it was a beautiful camp and Girl Scouts had.. what was the camp on the west end? There was a big fight when Girl Scouts sold it.
MP: I know there was a Mary Ijams camp? I don’t know if that was somewhere but,

PC: No this would have been in, I think Ijams is where Ijams is now.

MP: Okay I think yeah

PC: What was that Girl Scout camp? I think Joyce Maienschien almost went to jail over it.
It may come to me.

MP: Did you hear a lot about the Manhattan Project or anything when you were living in Oak Ridge?

DK: Not openly. And my husband kept his mouth shut. I didn’t know what he was doing and that kind of spilled over into peaceful times too. He couldn’t tell me so I didn’t ask and it got to be a habit. It wasn’t “Oh you must have had a hard day at work today you aren’t real smiley, and blah blah. Tell me about it.” He couldn’t, so we never talked about his work.

MP: I think that’s most of the questions. How do you think being a Girl Scout influenced your life?

DK: Well it is a beautiful pattern that should help you in every phase of your living. I don’t know does that say it pretty much?

PC: Well I think it does, but I think of you and me so much of what even our social life revolved around, revolves around our Girl Scout community. And lifelong friends and lifelong commitments. And I really wish I could remember the name of that camp.

DK: My daughter was asked for several, when she was in high school to help with day camp. And basically she was an aide to whoever was running the camp and I knew that she drove that person’s car at her instructions and so forth and she was quite thrilled when she walked downtown in Oak Ridge and the kids in camp pulled on their mother’s sleeve and said “This is our camp aide” and introduced her and came up and put their arms around her and made a big
fuss. She thought it was the greatest thing in the world. And said “So I can see why you like being a leader.” But you do have the adulation from the kids.

**MP:** I think that’s all the questions I had. But thank you.

**PC:** And this is not Dot but my mother is just recently passed away and she’s a little bit younger than Dot and she talked about she grew up in Pennsylvania and was going to college during the war years and she had to take the train up to Massachusetts where she went to college and she said every time she took that train that there were young men on there who were being shipped overseas and she got so many invitations, young men asking her to marry them. It’s just so poignant to me in some way. You had that relationship writing back and forth to your husband but they wanted someone I guess to be able to communicate with.

**DK:** Well of course I went back to Columbus when he went overseas and right outside of Columbus is Lock airbase. And the only entertainment they had was coming into Columbus and the YWCA in Columbus had one night a week that they entertained. And they invited the girls in but we found out because I was chaperoning, that they preferred the older women. Maybe they could, I don’t know but I always had two or three of them talking to me. The girls were available to talk to but that was it.

**PC:** Did you have rationing and all?

**DK:** Oh yeah. I got lucky. My grandmother did not need shoes. Since she had all the shoes she needs she gave me all her shoe coupons. I think that was the hardest for me was not being able to have shoes that really fit my feet. I had crazy feet. And go to the foot doctor and he says well you’ve got all wrong shoes. Well you did not have coupons to go out and buy six pairs of shoes let alone if you had the money. Or even two pair. One for work and one for play. You just did
without. And of course sugar was also rationed. And I think meat but it seems to me there were more red coupons. I can’t think what else it would be for. I imagine along with some of the, all these letters that I’ve got are these coupon books.

PC: I remember my mother again talking that when she would leave home to go up to college that my grandmother would send her with a little bag of sugar. My mom liked a teaspoon full in her coffee.

DK: And of course my grandmother made wine. Which takes sugar. And so every so often she’d snitch a half a cup of sugar from my mother’s sugar supply and save it up. She saved it up, so she’d have enough sugar she’d make some wine.

**Did she make pretty good wine?**

Oh yeah. Yeah she made what I call dessert wine. And I didn’t know the difference between that and dry wine for a long time. And I remember when a friend of ours. We served him wine and of course it was my grandmother’s sweet wine and he said “Does she make a dry wine?” And I said “Well what’s a dry wine?” He said “Well it’s not sweet.” And I said “Well no, not on purpose.” I remember that answer.

PC: I like that, not on purpose.

MP: I think that’s all.

DK: And there were jobs for just about everybody. I worked in the courthouse. The Franklin County courthouse. And I counted stamps, they were sales stamps. We had a 3%, I don’t remember what the percent is now. But we had to pay that on various items on everything we bought for whatever and you could turn them in if you had so many thousand of them. You could
turn them in for cash or whatever. But only soldier groups and like church groups. They would turn in as a group and they would get money for their group.

PC: Oh really?

DK: They were never a whole lot. A very very small percentage. But that’s where I worked, I counted those stamps.

PC: And that’s completely different from those green stamps or something my mom collected? But this is a different thing?

DK: Well it’s very similar.

PC: Oh, it is.

DK: Cause you get the, I know I got Charles a baseball glove. And he had confused me. He threw right-handed, but he did everything else left-handed and I think I remember getting him a glove and it wasn’t the right one. I had to take it back and exchange it, a2nd I got it all for stamps.
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