



CF/RAD/USAA/DB01/2004-00000004

Expanded Record Number **CF/RAD/USAA/DB01/2004-00000004**

External Reference

Record Title

Girl Scout Leader -[BW] Issue dedicated to the International Year of the Child, November- December 1978 -Black & White version - see also color cover or

Date Created 02/10/2004 Date Registered 02/10/2004 Date Closed

Primary Contact
 Owner Location Record & Archive Manage Related Functions=80669443
 Home Location Record & Archive Manage Related Functions=80669443
 Current Location Record & Archive Manage Related Functions=80669443

Field 1
 Field 2
 Field 3

Container Record
 Container Record (Title)

Number 1 32 Number 2 0 Number 3 0

Full Uncompressed Plan Number

Date 1 Date 2 Date 3 Priority

If Doc Series?:

Record Type A03r Doc Item: CF-RAD-Research-Repository-not-CF

Electronic Details No Document DOS File Name

Alt Bar code = RAMP-TRIM Record Numb : **CF/RAD/USAA/DB01/2004-00000004**

Notes

Print Name of Person Submit Images

Signature of Person Submit

Number of images without cover

A. Koz

A. Koz

3.0

Remark

Break of

Cover

for

of Sided Sent



**International Year
of the Child - 1979**



*Let's try
Good second*



The old-time adventure serial. (To be continued on "Big Blue Marble" this season.)

To give youngsters something new, we've gone back to something old.

We're reviving the kind of cliffhangers that once made Saturday afternoon movies so very special.

One example: "My Seventeenth Summer," an original adventure we've filmed with some of the good folks (and bad folks) you see here.

But there's lots more than serials on "Big

Blue Marble" this season.

Our Emmy and Peabody award-winning children's television series is growing up, right along with our audience.

With features for young people that even adults will find fascinating.

We'll still be looking at how children around the world live, play and work.

But now, we'll explore their lives in a little more depth.

And with the vehicle

you see here—our Blue Marble Mobile—we'll travel across America.

With a young reporter doing interviews—on the road.

This is the fifth year that "Big Blue Marble" is being presented by the people of ITT. Once again, as a public service.

Because we think the better children get to know each other as children, the better they'll understand each other as adults.

Check your newspaper for local TV station and time.



The best ideas are the ideas that help people. ITT

Girl Scout Leader

"We all provide leadership for the Girl Scout Movement,"
Gloria D. Scott



**GIRL SCOUTS
OF THE U.S.A.**

GLORIA D. SCOTT
President

FRANCES R. HESSELBEIN
National Executive Director

RUTH R. BOYD
Assistant National Executive
Director for Educational
Services

EDITORIAL ADVISORY BOARD

JANE MORRISON
Membership & Management
Development Services

CORINNE M. MURPHY
Educational Services/Program

LAURA PRESTON
Educational Services/
Public Information

NEVA STROM
Bergen County Council/
Paramus, New Jersey

MARGE VANCE
Field Services

**PAT ZIELINSKI
and JOAN GRIFFITH**
Greater New York Council/
New York, New York

JOAN F. MYERS
Editor

CAROL BOTT
Associate Editor

MYRA L. GORDON
Art Director

TERRENCE EDWARDS
Designer

LINO MILLEVOI
Assistant Art Director

ANN USHER
Circulation Director

JUDY SCHAEFER
Production Director

MARIAN VALCHAR
Production Assistant

MURIEL STONE
Marketing Director

WALTER PETERSON
Eastern Advertising Manager

BART BURNS
Western Advertising Manager

MARJORY HARDY
Advertising Business Manager

JOHN J. FREY
Publisher

SPECIAL FEATURES

- 4 INTERNATIONAL YEAR OF THE CHILD:
OUR CHALLENGE** Jane C. Freeman
Celebrating the gift of hope and growth that
is in every child.
- 6 GIRL SCOUTS AND THE INTERNATIONAL
YEAR OF THE CHILD**
Dr. Estefania Aldaba-Lim
Girl Scouting's special contribution to the attainment
of IYC objectives.
- 8 THE ARTISTIC GIFT IN EVERY CHILD**
Corinne M. Murphy
Exposure to the arts and encouragement help
uncover the gift.
- 11 PRESIDENT'S MESSAGE/MEET THE
NATIONAL BOARD OF DIRECTORS**
Gloria D. Scott
They represent the rich diversity of our membership
and bring a wide variety of skills, experiences, and
capabilities to the important job of managing the
largest nationwide organization for girls.
- 14 YOU, YOUR TROOP, AND IYC**
Suggestions for finding special ways to celebrate the
International Year of the Child.
- 16 RIGHTS OF THE CHILD**
Tool for thoughtful discussion, planning for action,
creative expression during the International Year
of the Child.
- 20 GIRLS WITH SPECIAL NEEDS
HAVE RIGHTS** Elizabeth Munz
Making a special effort to further extend our membership
to girls with disabilities.
- 26 FROM DREAMS TO REALITY FOR CADETTES
AND SENIORS** Mary Gilmore
Introducing the four parts of this career exploration
project for 12- to 17-year-olds.
- 30 THE BATTLE AGAINST HUNGER:
HUMANITY'S WAR OF LIBERATION**
Elizabeth Munz
Activities designed to help girls understand the concepts
of good nutrition and its impact upon their lives and
those of others.

“Uniting with our sister
Girl Guides and Girl
Scouts around the world,
we can contribute to a
better quality of life for
all children.”

See page 4



See page 6

REGULAR FEATURES

- 7 LEAD-INS FOR LEADERS—AMERICAN GIRL**
- 10 LEAD-INS FOR LEADERS—DAISY**
- 29 PROGRAM SHARING**

DEPARTMENTS

- 18 AUTHOR! AUTHOR!**
- 22 BULLETIN BOARD**

“The National Board of
Directors serves to
reaffirm our belief that
the strength of the Girl
Scout movement rests in
the voluntary leadership
of our adult members.”

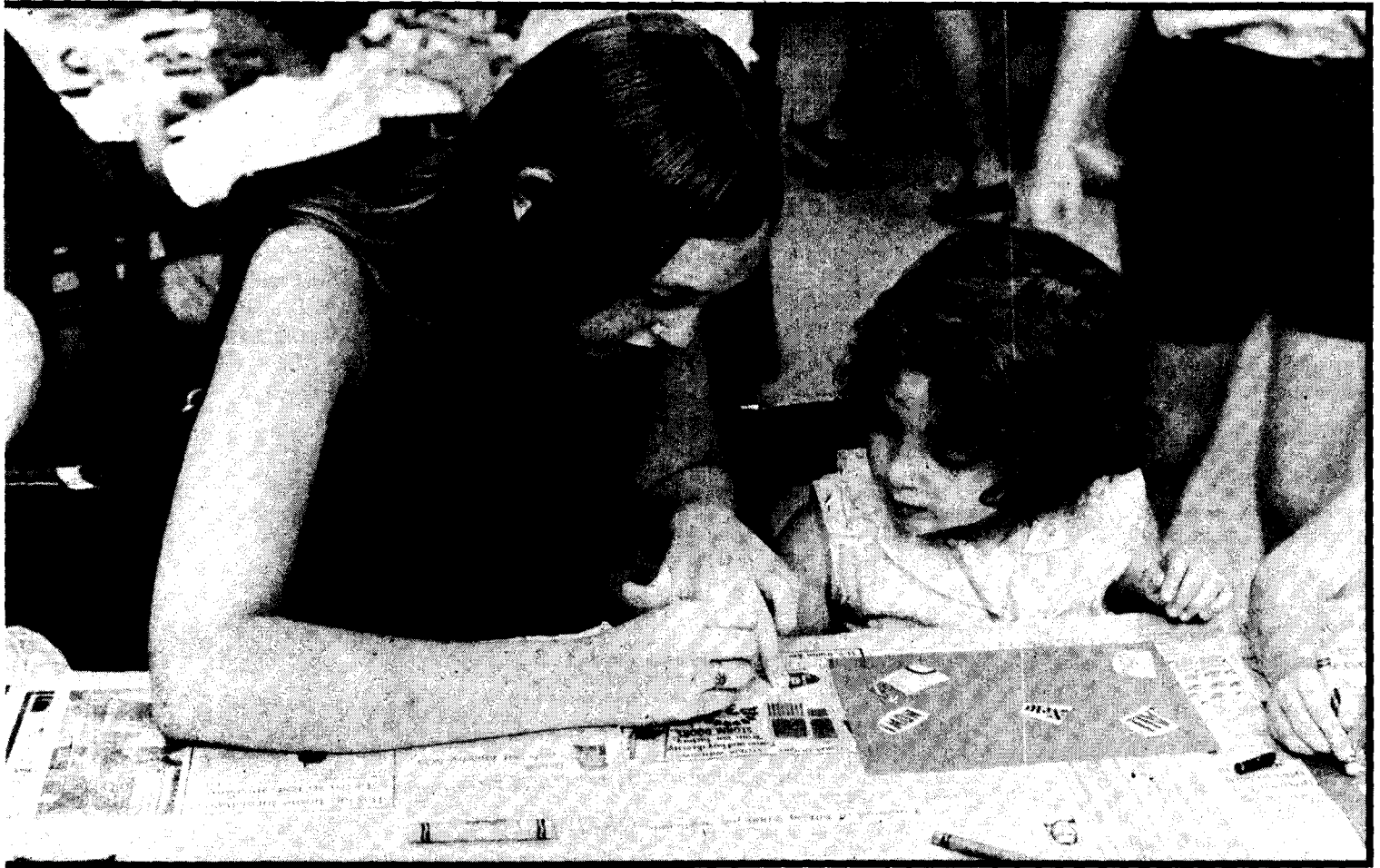
See page 11

Cover photo taken in Colombia by UNICEF.
Other photo and illustration credits: 5—Top: Lorain Journal,
courtesy of Erie Shores Girl Scout Council. 8—Artwork by Girl
Scouts. 9—Top: *Worlds to Explore: Handbook for Brownie and
Junior Girl Scouts*. 12—Don Soucy. 13—Top: Robert Wendlinger.
All others: Don Soucy. 20-21—*Worlds to Explore*. 30—Department
for Human Resources, Public Information Section, Common-
wealth of Kentucky.

GIRL SCOUT LEADER (ISSN 0017-0577) published six times each year: September, October,
November/December, January/February, March/April, May/June by Girl Scouts of the U.S.A., 830
Third Avenue, New York, New York 10022. Copyright 1978 © by Girl Scouts of the U.S.A. Second
Class postage paid at New York, N.Y. and at additional mailing offices.

SUBSCRIPTION PRICE: \$2.00 for one year (6 issues). Add \$1.00 for all destinations outside U.S.
and possessions. CHANGE OF ADDRESS: Send change of address to GIRL SCOUT LEADER, 830
THIRD AVENUE, NEW YORK, NEW YORK 10022. Be sure to give both old and new address, includ-
ing zip codes, as well as Council, Troop, and Identification Number. Allow eight weeks for change.
Vol. 55, No. 6, November/December 1978.

International Year of the



by Jane C. Freeman

What could be more fitting for the Decade for Women than to have the International Year of the Child fall right in the middle? No matter how much progress is made on the status of women, ERA, and the many options open to women today, we cannot and will not avoid our biological destiny . . . the preservation of the species.

In 1979, it will be 20 years since the United Nations unanimously accepted the Declaration of the Rights of the Child. Today, the world is challenged to see how far we have come in 20 years for the benefit of children. Where is the child today . . . what is his or her place in society . . . and what is his future?

Diverse as we may be around the world, different in race and faith and culture, we share an inherent love for our children and invest our hope in them. While patterns of childhood differ from country to country, its meaning is universal as the beginning of life, hope, and faith in the future and the continuity of mankind.

What is it like to be a child? Our literature and art have immortalized a beautiful stereotype of childhood, yet 360 million children in our world do not know what it means to be cared for, to play, to go to school, or to fall asleep free from the pangs of hunger. Many of these children are within our reach. Some are within our own communities.

Lucky is the wanted child who has parents concerned with creating a family unit for his or her full development. Every child is fully dependent for his health and welfare on the "climate" and services available to him and his parents. This "climate" was defined twenty years ago by the United Nations in terms of the ten Rights of the Child. We must thoughtfully consider these Rights in preparation for the International Year of the Child. Do the children we know and care about enjoy these rights as fully as they might? And what of the children we don't know, in distant countries or in our own communities, whose lives may have been stunted by poverty, racism, misfortune? The most basic Right of all, survival, is in question for far too many chil-

dren in our world.

Thinking of the more fortunate of our children, can we say that the disruptions in our society, of which drug use, child abuse, and delinquency are symptoms, do not threaten them? How can we assist each child to develop into a loving, confident, and contributing human being? How can we be sure each child does, indeed, have the chance to develop to his or her fullest potential?

That is what Girl Scouting is all about, helping each girl to find the potential within herself and then to expand this, developing strengths and forming values as she grows and contributes to a better world. It is this central mission of Girl Scouting that will be the special emphasis Girl Scouts of the U.S.A. will carry out for IYC . . . to celebrate.

THE GIFT IN EVERY CHILD

All children are gifted. Leaders will enjoy helping each girl find the gift in herself and developing her special talents to share with others. Joy will be realized when very unusual and unlikely ways are found to discover gifts and ways they

Child: Our Challenge

can be shared. This International Year of the Child can serve as a motivating force to all of us for new imagination and energy. Most important of all, let us, as members of a worldwide movement, commit ourselves to all the world's children to offer them our love, our understanding, and our help, celebrating the gift of hope and growth that is in each and every child. Uniting with our sister Girl Guides and Girl Scouts around the world, we can contribute to a better quality of life for all children. This is our challenge in the International Year of the Child and for years to come.

CHARACTERISTICS OF IYC

—Child Helping Child

As leaders, we will listen to what each girl, from the youngest Brownie, can tell us about the Rights of the Child. Let's help her find a way to help another child. This help of one child for another is twice blest . . . a giving and receiving for both parties. No one, no matter how small, fails to grow taller when she is able to help someone else, or when she learns to accept gracefully the assistance and participation of others in her life.

—Looking Wide

There are two facets to remember about International Year of the Child: the need to help *the child nearby* . . . those we may or may not know but whose lives are inextricably related to our society and *the child abroad* . . . those whose lives are coming closer and closer to our own in this interrelated world.

Through the International Year of the Child, girls can be helped to become aware of all children and their needs . . . finding ways in which these needs might be answered.

It is not easy to help children become aware of those in other environments and to channel this awareness into constructive attitudes, increasing our perspective and deepening our understanding of the meaning of "gifts."

—Collaboration

Joining with others in the community—churches, synagogues, PTA's, service clubs, government agencies, and other groups—broadens our resources for exploring the needs of children and acting together to meet those needs. We can offer our services and pool our efforts with community organizations, including those which do not have young people as members.



As you study the Rights of the Child on page 16, you will find that Girl Scouting fits into most of them in some way and that, as leaders, you have been reinforcing these Rights. Now, let's deepen and broaden our reach for IYC so that our contribution to the future is more substantive.

The Rights of the Child serve as an excellent tool for thoughtful discussion, planning for action, and creative expression in your troop. Encourage parent or family involvement in activities the girls

choose to do individually or as a troop.

In Girl Scouting, our mission is to build with the next generation, and the next and the next, qualities of leadership, decision-making, and social responsibility. Through our program, we have the privilege of choice on what we do and when, and how we use our resources. The child cannot wait . . . tomorrow is too late. They are the future: our challenge. ■

For a note about the author, see page 18.



Girl Scouts and the International Year of the Child



by Dr. Estefania Aldaba-Lim

Assistant Secretary-General of the United Nations and Special Representative for the International Year of the Child

On the eve of the International Year of the Child, I am delighted to address this message to the Girl Scouts of the U.S.A., whose aspirations and ideals so fittingly support the objectives of IYC.

In proclaiming 1979 as the Year of the Child, the UN General Assembly sought to focus global attention and concern on the needs of children everywhere, especially in the developing countries, with the aim of stimulating immediate and long-term improvements in their situation. Happily the Year has already inspired considerable preparatory action by countries and the United Nations system, designed to strengthen national and global commitment to the well-being of children and translate it into concrete action that would more effectively meet the basic needs of children on a more lasting and progressively higher basis.

As IYC coincides with the 20th anniversary of the Declaration of the Rights of the Child, it also serves as a timely opportunity to review the extent of its application and renew our collective efforts to implement it.

Activities inspired by the Year reflect national problems and priorities. Developed countries are paying particular attention to the needs of children subjected to abuse, physically and mentally handicapped children, children exposed to the dangers of drugs and criminal behavior, children of migrant workers and refugees, and parent education in child rearing.

Special attention will be focused on the plight of 400 million extremely-deprived children in the developing world—many do not survive beyond their fifth year, while those who do survive may suffer irreparable damage resulting from malnutrition and disease. A fundamental concern of IYC, therefore, is to provide such children with adequate nutrition, basic health care, water, education, shelter.

As Special Representative of IYC, it is my responsibility and inspiring challenge to encourage governments of rich and poor countries alike to review legislation, policies, and programs for children; determine the outreach of existing services for children; initiate or upgrade programs benefiting children, not for just the Year but on a more lasting basis. IYC will thus promote its objectives through national action, in lieu of an international conference. The role of decision-makers in governments, the various specialized agencies of the UN system, non-governmental organizations such as the Girl Scouts, and the media is, therefore, critical to IYC's success.

Thus, we welcome most warmly your wholehearted and enthusiastic cooperation in support of IYC. My long years of association with the Girl Scout movement convince me that it has a special contribution to make to the progressive attainment of IYC objectives, not only during 1979 but in the years to come. As

a matter of fact, there already exist in many GS organizations all over the world any number of community projects directly concerned with enhancing the well-being of children in the developing world, as well as disadvantaged children in developed countries. An immediate possibility that comes to mind is the expansion of fund-raising activities for the benefit of such children. In some developed countries, annual campaigns undertaken by Girl Scouts generate impressive resources for projects serving children in poorer countries. Through imaginative strategies such as "twinning," Girl Scouts in Scandinavian countries are carrying out projects to support Girl Guides in some African countries, through the financing of materials or other needs that would allow them to be operative in specific programs for children.

By seeking new ways of collaborating on projects, the Girl Scouts also could multiply their effectiveness. An innovative example of the multiplier effect of multi-NGO cooperation is a project supplying water to fourteen communities in Kenya with the support of a large number of NGOs and women's committees. Possibilities of extending such a collaborative approach to other regions or types of activities are worth exploring. In this context, IYC also can help strengthen solidarity among children—an objective which the Girl Scout movement is well suited to support. With your continued support, we look forward to long-term action on behalf of children in the years beyond 1979. ■

For a note about the author, see page 18.

lead-ins for leaders

AMERICAN GIRL



December is the holiday month, filled with good cheer and good will. The December issue of AG shares this feeling with its 2,800,000 readers. There are easy-to-sew party clothes, easy-to-bake cookies—all kinds of things that are fun.

Also in December—an interview with Jean Young on the goals of the International Year of the Child—with comments from her teen daughter, Paula (former AG cover girl!), on how teens can help.

"'78 Revisited" is a roundup of sports activities. Page after page of coverage document the growing interest of girls in competitive sports.

GIRL SCOUTS IN ACTION focuses on one of the most exciting events ever planned by the Girl Scout Council of Bergen County in New Jersey. Cadette and Senior Girl Scouts volunteer as ball girls, ticket takers, baby sitters for one of the biggest tennis events ever—some of the proceeds went to the Council! These are just some of the exciting articles in the December AG! ■

SALLY STRUTHERS TALKS ABOUT HER CHILD.



"Her name is Marites. She lives in the Philippines. And she's the special child I sponsor.

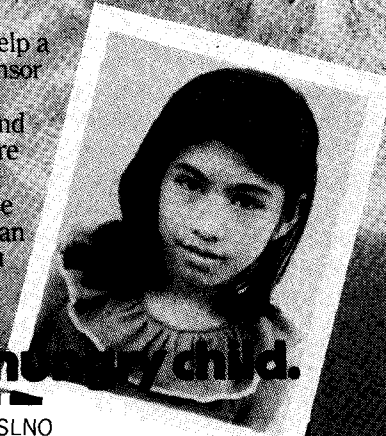
"Four years ago Marites' father died, leaving her sickly mother as the only means of support for six children. Extreme poverty forced eight-year-old Marites and her two older sisters to go to work just to survive.

"Then thanks to the Christian Children's Fund I was able to sponsor her. To help give her food, clothing and a chance to go to school without taking her away from the family she loves.

"Marites and I got to know each other, and now we share a very personal affection for each other.

"For just \$15 a month, you too can help a child like Marites. You can become a sponsor in the Christian Children's Fund.

"Don't send any money now. Just send the coupon. We'll send you a child's picture and background information, and explain how you can write to the child and receive very special letters in return. Then you can decide if you want to help. Please send in your coupon today. Because these kids are all in our family—yours and mine."



...of a hungry child.

Dr. Verent J. Mills
CHRISTIAN CHILDREN'S FUND, Inc.
Box 26511, Richmond, Va. 23261

QGSLNO

I wish to sponsor a boy girl. Choose any child who needs help.

Please send my information package today.

I want to learn more about the child assigned to me. If I accept the child,

I'll send my first sponsorship payment of \$15 within 10 days. Or I'll return the photograph and other material so you can ask someone else to help.

I prefer to send my first payment now, and I enclose my first monthly payment of \$15.

I cannot sponsor a child now but would like to contribute \$ _____

Name _____

Address _____

City _____

State _____

Zip _____

Member of American Council of Voluntary Agencies for Foreign Service, Inc.

Gifts are tax deductible. Canadians: Write 1407 Yonge St., Toronto, Ontario M4T 1Y8.

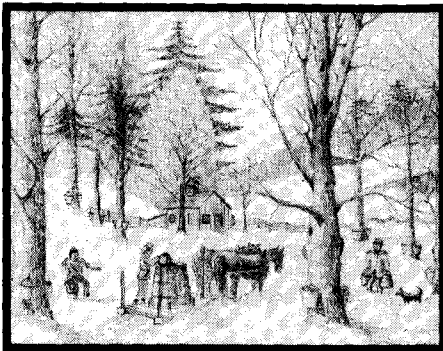
Statement of income and expenses available on request.

Christian Children's Fund, Inc.

The Artistic Gift in Every

by Corinne M. Murphy

It has always been my firm belief that every human being is born with an inherent desire to create something of beauty. This theory is borne out by the study of early civilizations, such as the images on rock surfaces in the caves of Lascaux, France and Altamira, Spain and the art of the Sythians. One has only to marvel at the incredible beauty of their art and study something about their way of life to learn that even in a life devoted almost exclusively to survival—food, shelter, warmth, protection against enemies, the desire to create something of beauty somehow enabled people to find time to create works of lasting esthetic value.

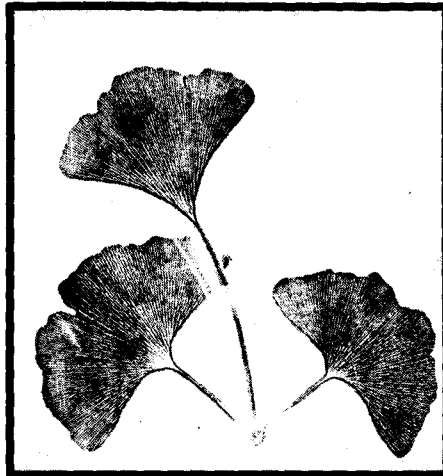


In working with children over the years, I have always assumed that each child had an inherent artistic gift. It is the challenging responsibility of the adults who work with children to help them find this gift. I have never been disappointed. Sometimes the gift comes out in surprising and unexpected ways; sometimes it takes years, but it's there, somewhere, if you continue the search.

The process is basically one of exposure. No one expects a Girl Scout troop to be an art workshop or a leader to be a teacher skilled in all areas of the visual, musical, and dramatic arts. But all of us can provide exposure to the arts. Exposure is often enough to help a children or adolescent discover the gift in herself.

At the present time, art education is suffering in many school systems. Art, music, and the dramatic arts are generally among the first to go when budgets are cut. We, in Girl Scouting, can serve a very needed and important part in the enrichment of girls' lives by providing opportunities for exposure to some things the schools do not provide.

Well, OK, so far—a good theory, but



how do I, as a busy leader, take on such a noble cause, you may ask. Girl Scout leaders, by and large, are very busy people, often involved in jobs, other community affairs, church, home, school. So how can I, in the very few hours a week that are available to me, plan to do all this marvelous enrichment? It will take a little more time, there's no question about that, but the satisfaction of a job well done will be more than worth it. Planning is the key. Here's one way to go about planning. Make a list of a wide variety of arts, such as:

- drawing and painting—pen and ink or felt pens, pastels, tempera, water color, acrylics, oils;
- prints—stencil, linoleum, woodblock, etching;
- textiles—weaving, embroidery, batik;
- wood—carving, carpentry;
- leather;
- metal;
- paper;
- instrumental and vocal music—singing a capella or with instruments, folk music, choral works;
- dramatics—plays, choral readings, dramatic readings, mime, puppetry;
- dance.

Make your list in the form of a record chart. Use it in a meeting and get ideas for the arts that girls indicate they would like to try first. Plan a time to work them into a troop meeting, a camping trip or special event. Then, make a plan to see how many other arts you can work in throughout the year. Aim for as much variety as possible. Introduce arts that the girls normally might not be exposed to. If you know, for example, that no textile arts are included in the local schools, one of your first plans might be an hour devoted to creating something

beautiful in simple weaving or stitchery. You could bring, to the troop meeting, as many varieties of textile arts as you can find as an exhibit and introduction. Weaving, stitchery of many kinds, lace, knitting, crochet, quilting, textile printing, batik, tie dye, etc.—all of these relate to using fabric, thread, and yarns to create something of beauty. Have something simple, small, easy to accomplish as part of the learning for that meeting.

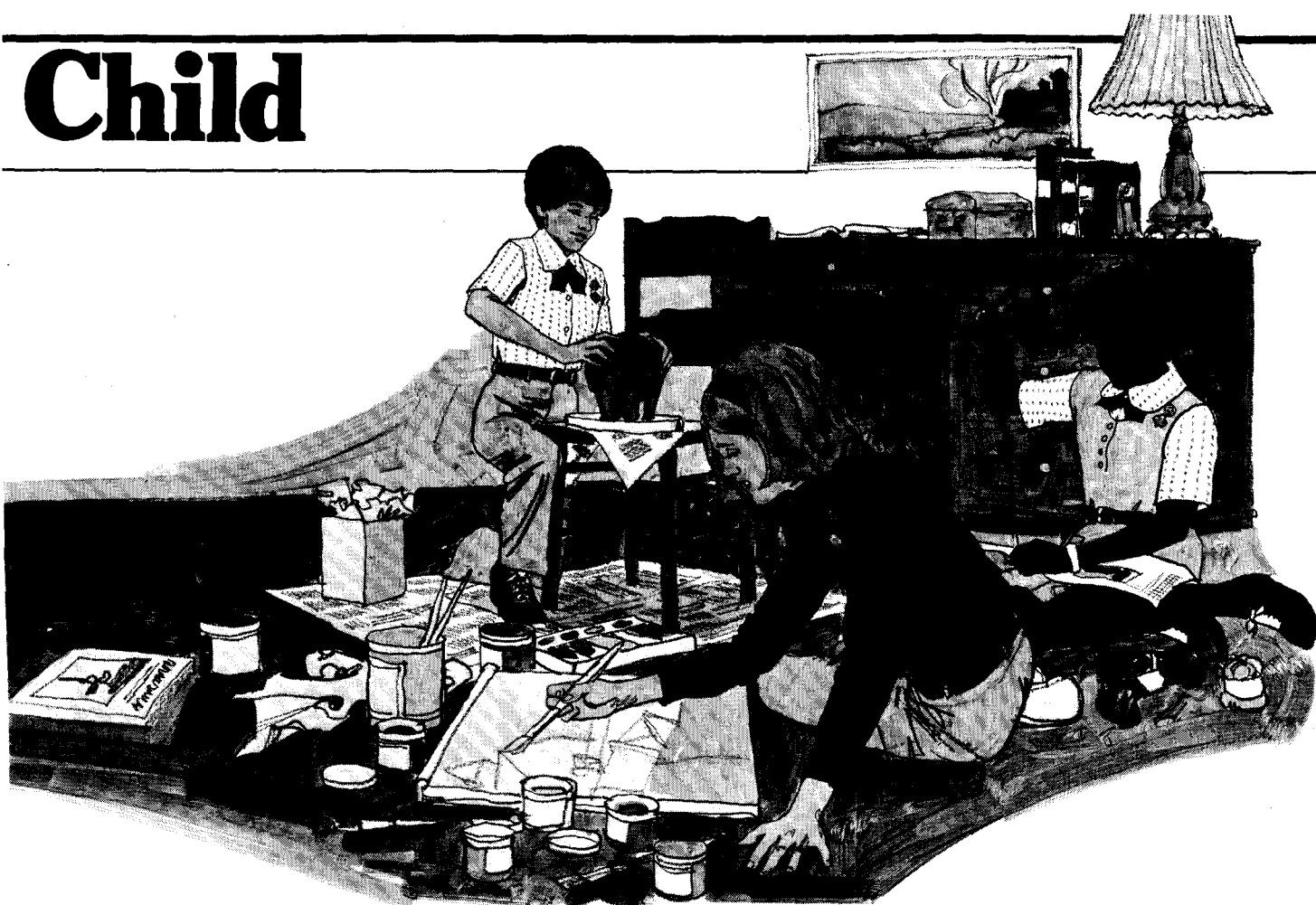
If some girls enjoyed the textile meeting, did a particularly nice job, and expressed interest, you're on your way to uncovering gifts. Encourage those girls to do more. They can expand their knowledge and pursue their interest by working on more textile arts and trying different kinds. You can help by finding a consultant who can work with them either as an interest group during meetings or at other times. You also can help girls find resources, books, and exhibits in the community.

As the troop year continues, check off on your record chart those arts you have touched on. Then, you can think through ways to include some others in plans the troop has made. Troop camping affords good opportunities for including exposure to new art forms. I will never forget the evening camp fire with a Junior troop, when I discovered that the troop troublemaker had a beautiful singing voice. Up to that point, she had not been interested in anything we



had been doing in the troop and had been making life miserable for everyone. Her voice was so beautiful and she knew so many songs that her talent was recognized by all the girls immediately. I realized that it was the first time we had sung together as a troop. From then on, she ceased being a problem and

Child



was my right-hand musical helper. We sang more often, she taught songs, and I tried to find ways to introduce her to a wide variety of musical forms. I hope, in the years to come, she has more opportunity to use and develop this artistic gift.

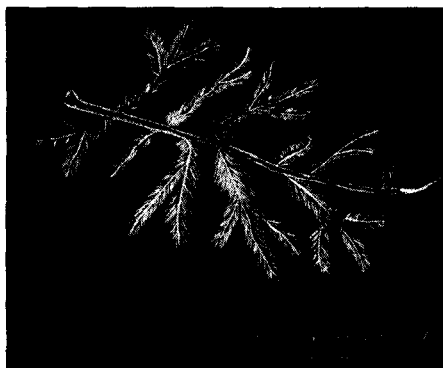
You need to remind yourself not to get discouraged. All girls are not going to like everything and sometimes the gift is not uncovered until a much later date. During one trip to a museum, for example, a part of the troop I was with acted bored. Yet, at the troop's awards ceremony in June, one of the girls who had appeared most bored remembered it as the best experience of the year and even recalled a painting that had been especially memorable to her.

Some girls respond most favorably to two-dimensional art—drawing and painting; others will find something three-dimensional more interesting. There are a wide variety of craft media, textiles, metal, leather and some girls enjoy the challenge of combining these into new and creative forms. There are girls who are almost naturally creative, others who can master techniques but need to follow someone else's design.

There are girls whose gift is not the visual arts, but uncover their talents in music, dramatics, or writing. One girl may react to a percussion instrument rather than strings, or enjoy singing

more than instrumental music, or discover that she prefers dramatics or writing poetry. First, they have to try it to know whether they like it. A very wise teacher friend of mine once told me: people like what they know—and it has proved to be true over and over again.

Exposure and encouragement lead to enrichment. Let these be your key words for uncovering the gifts the girls in your troop have. Expose girls to a variety of experiences, and give them time to express their reactions to these experiences in creative ways. Let a girl specialize if she wants to. Girl Scouting may be the only place where she can practice artistic pursuits. Praise a girl for her efforts. Her painting may not look like the scene you see, but encourage expressions of individuality in art. Sometimes it's necessary to daydream a bit to get the inspiration for a creative



effort. Don't be afraid to allow this. "Doing" reinforces learning, but looking and listening also are skills to be developed. Part of the exposure is introducing girls (in small doses at first)



to the wonderful World of the Arts. There is nothing to be compared with seeing an original work of art; hearing a symphony concert, a chamber music group, an opera; watching a ballet; attending a live theater production. Whenever it is possible, introduce these pleasures to girls. After all, those girls who meet with you Tuesday afternoon may not all grow up to be members of an orchestra—but they certainly can all be audiences of the future! ■

The author, Corinne M. Murphy, is Director of the Program Design Unit. She wrote the World of the Arts chapter in *Worlds to Explore: Handbook for Brownie and Junior Girl Scouts*.

For a good night's sleep, Super Plus Tampax tampons



Nightgown by Christian Dior

If you've ever needed extra protection overnight... or on days when your flow is heavy, you'll think Super Plus Tampax tampons were designed just for you. And they were.

Super Plus Tampax tampons give you longer-lasting protection because they're far more absorbent than the average super. Yet they're still surprisingly slim and comfortable. A rounded tip and smooth, highly polished applicator make them extra easy to insert, too.

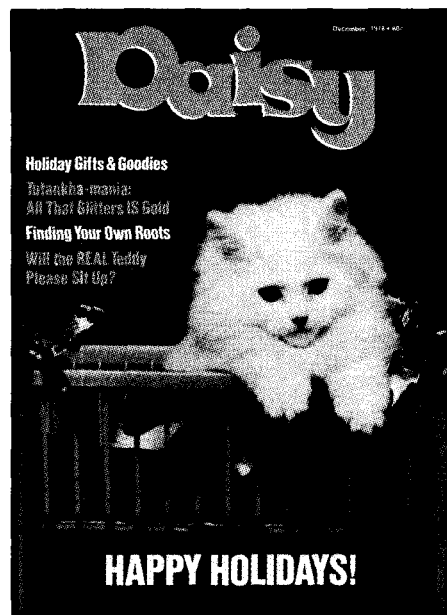
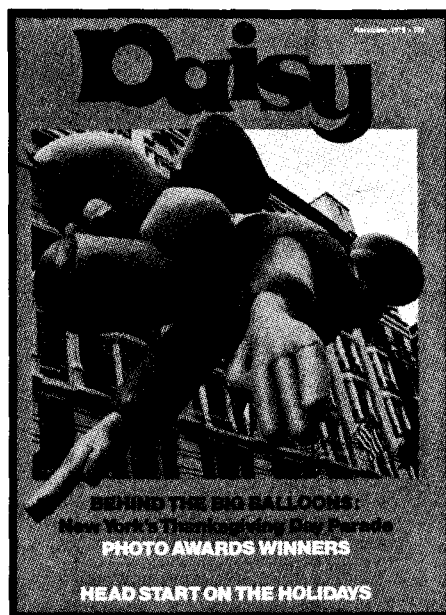
Now, when you need something more, or when you can't change tampons as readily as you like, switch to Super Plus Tampax tampons. You'll feel more secure during the day. And overnight, too.

The feminine protection more women trust

TAMPAX
tampons

MADE ONLY BY TAMPAX INCORPORATED, PALMER, MASS.

lead-ins for leaders



Holidays are coming—and DAISY, too, to help your troop work on exciting holiday projects of many kinds!

Making holiday cards is the opening feature in November. How-to's for several print-making techniques are explored. Use these to make greeting cards and notepaper year-round... to print fabrics... to help Juniors earn the Prints badge.

"The Happiest Season" tells of Christmastime in Venezuela, and why an early start on the season is needed. A major part of the article is a how-to for the nativity scene, a central feature of Hispanic Christmas celebrations. A how-to for making simple Hispanic rhythm instruments also is included.

The start of IYC is welcomed in the November DAISY with a beautiful pull-out poster on the Rights of the Child. In a project paralleling a suggestion in this issue of LEADER (see page 14), DAISY invites readers to submit art and writing about their feelings on these Rights. Project results will be reported in the Summer DAISY.

The real-life adventures of Troop 114 (Las Vegas, Nevada) continue with the girls' weaving project and a service project. An accompanying weaving how-to puts readers right in the scene!

Everything you ever needed to know about planning a troop open house is explained in a double feature: a detailed

report from a Florida Junior troop, and a group of simple (delicious) recipes for foods that can be prepared in advance.

Look ahead to the December DAISY for more holiday how-to's. The cover story—on kittens and cats—gives sound advice for all young feline fanciers.

"Finding Your Own Roots" shows readers how to explore and record family history. They'll learn to see themselves as part of the world community, as well as a family community. This could make an excellent troop project!

Special exhibits at the Metropolitan Museum of Art are featured for readers all over the country. A report on the fabulous King Tut exhibit is illustrated in full color, as is a second one on the Treasures of the Dresden Museums. Readers will gain insight into ways of life in earlier days, as well as understanding of the enjoyment and learning that can result from museum visits.

How-to's for making holiday gifts and decorations from inexpensive materials also are included in the December DAISY. Try these with your troop. Then add to all your holiday joys by giving the results to a community agency that serves young children or the elderly.

Look forward to your January/February LEADER, coming in late December, with **more news about ways DAISY can help you and your troop enjoy Girl Scouting!** ■

Meet the National Board of Directors

Three times a year, the President of Girl Scouts of the U.S.A., standing before an assembled group of 65 women and men, raps her gavel. A meeting of the National Girl Scout Board of Directors is called to order.

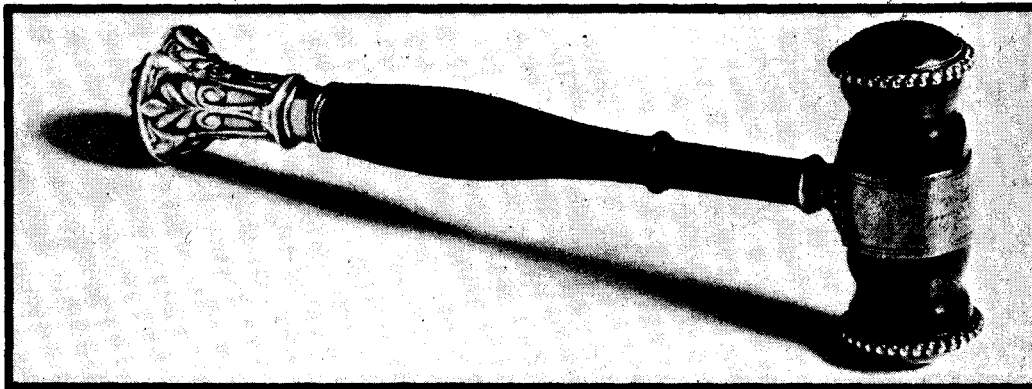
Who are these people who have been entrusted with guiding and directing the Girl Scout movement in the United States? They are concerned and caring people, like you, committed to Girl Scouting's growth and progress. Many can trace their involvement in Girl Scouting back to rewarding experiences as girl members, adult leaders, or parents of Girl Scouts.

They are specialists in such fields as education, human relations, health and science, creative arts, social services, finance, public relations. They are lawyers, accountants, management consultants, ecologists, behavioral scientists, media specialists, government administrators, community leaders.

From urban, suburban, and rural areas, they represent the rich diversity of our membership and bring a wide variety of skills, experiences, and capabilities to the important job of managing the largest nationwide organization for girls. They are aware of and responsive to the needs and interests of girls and the many future options open to them as resourceful women.

Of the 65 members:

- 58 are women, 7 are men;
- 14, or 21.5 per cent, are minority people;
- 23 have served as Girl Scout Council presidents;
- 35 have had other kinds of Girl Scout experience (girl members, leaders, consultants, organizers, trainers, day camp directors, Council executive staff members) or are currently involved in local Girl Scout activities;
- 11 are educators and/or professional consultants;
- three are certified public accountants;
- nine hold doctorate degrees;
- five have law degrees;
- one is a graduate student;
- six hold executive positions in federal or state government offices;
- five are public relations executives;



- one is a labor union officer;
- one is a retired bank vice-president;
- nine own or are affiliated with business or professional organizations.

The members of the National Board are all volunteers, giving of their time, energy, expertise, and talent. They represent 28 states, the District of Columbia, and Puerto Rico. On the Board are seven officers (President, four Vice Presidents, Secretary, and Treasurer), six Regional Chairmen, 51 members-at-large, and the Chairman of the National Nominating Committee. They are elected every three years at a meeting of the National Council, which consists of delegates from every Girl Scout Council in the country.

The Constitution of Girl Scouts of the U.S.A. mandates the National Board of Directors with managing the affairs of the corporation on behalf of the National Council to which it is accountable. As the keystone of the corporation's structure, the National Board is charged with promoting Girl Scouting in the United States, with directing and coordinating the movement, with providing and administering the Girl Scout program, with establishing corporate goals. The Board establishes broad policy and policy statements governing the work of the National Organization. It approves plans for achieving the corporate goals and the budget to implement those plans. It also reviews progress in carrying out the plans.

The National Board establishes volunteer Committees, each concerned with a particular area of work. These Committees research and study issues, pro-

vide a broad base of information needed for planning and policy formulation, and recommend actions to be taken by the National Board.

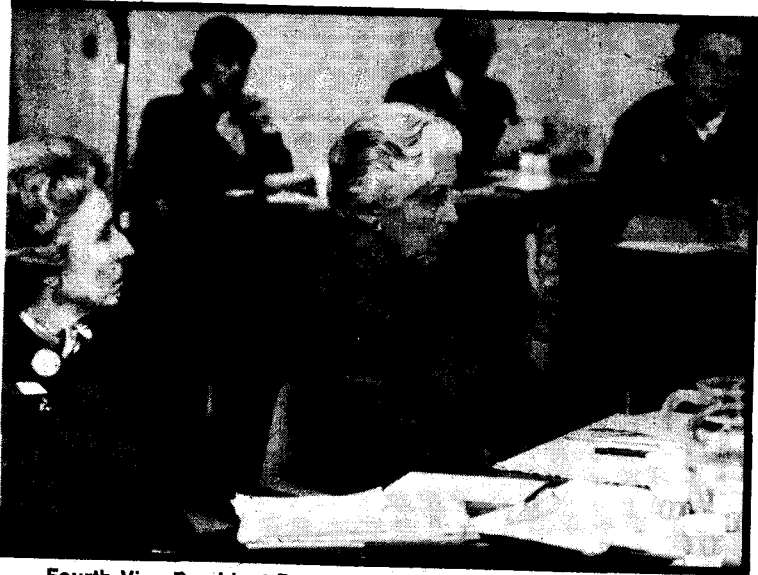
Board referrals are usually made to the one Standing Committee that has major responsibility for the piece of work being referred. Each Standing Committee Chairman takes initiative to secure input from all appropriate groups on recommendations being prepared for the Board.

There are non-Board members on all groups supporting the work of the Board. Since May of 1970, Senior Girl Scouts and young adults have participated on a regular basis in the planning and decision-making of three standing Board Committees—Communications, Evaluation and Planning, and Program. Other Board Committees and task groups also meet with Senior Girl Scouts when agenda items require the viewpoint of young people.

During the past triennium, nine Standing Committees have assisted the Board in fulfilling its responsibilities. A new organizational approach with five Standing Committees will go into effect after the National Council Session in October. The current Committees and their areas of work are:

- *Basic Documents and Policies*—Congressional Charter; Constitution and Bylaws; Policies, Standards, and Positions; Credentials; Official Insignia; Copyrights and Trademarks; Archives; the *Blue Book of Basic Documents*.
- *Communications*—relationships with

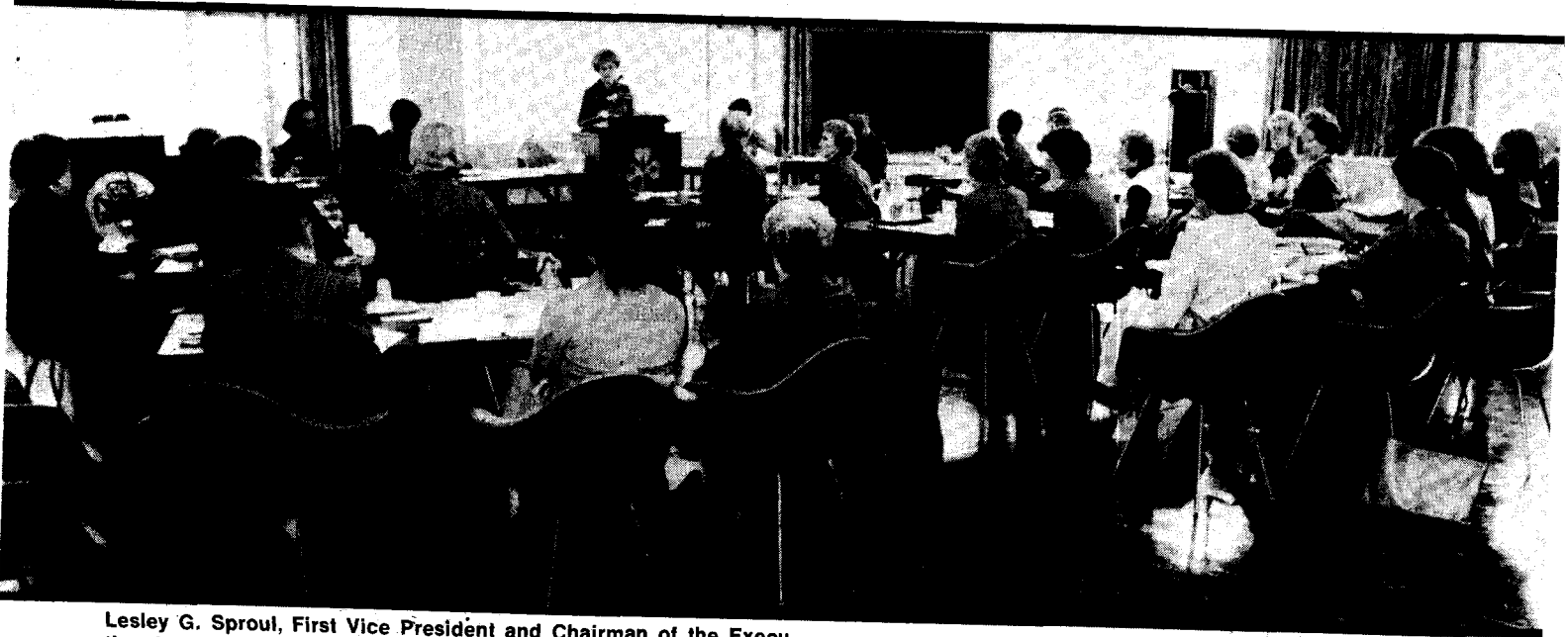
Meet the National



Fourth Vice President Dorsy Lou Warr listens as Audrey Finkelstein, Second Vice President, clarifies a point.



International Commissioner Jane C. Freeman (center) comments on a Committee report. Also shown: Dr. Nancy G. Feldman, Frieda Weinberg.



Lesley G. Sproul, First Vice President and Chairman of the Executive Committee, presides at a meeting of the Executive Committee.

- other national and international organizations; nationwide communications through public media; organization-wide communications; printed and audio-visual materials.
- *Councils*—Council charters and other credentials; evaluation of Council performance and effectiveness; national service to Councils; Troops on Foreign Soil. (This Committee serves as a link between Girl Scouts Councils and the National Board of Directors.)
- *Evaluation and Planning*—corporate goals; organization-wide planning and evaluation process/system.

- *Finance*—all financial aspects of the National Organization; Council financing and trends; royalty agreements.
- *Human Resources*—recruitment, development, and effective utilization of the organization's total human resource potential; extension and retention of a totally representative membership; adult education program for staff and volunteers.
- *National Development*—seeks sources of financial support for GSUSA, including individuals, corporations, and foundations; recognition of gifts made to GSUSA.

- *National Properties*—development, maintenance, management, and use of nationally-owned and nationally-leased properties; guidance to Councils on acquisition, development, management, and use of owned and leased properties.
- *Program*—development, maintenance, and promotion of program to meet the needs and interests of today's girl (education; environment; moral, physical, and spiritual development); national and international opportunities for girls; program aspects of product sales and uniforms.

Board of Directors



GSUSA officers, members of the Board of Directors, and staff members arrive at the United Nations for Girl Scouts' 66th birthday luncheon.



Dr. Gloria D. Scott, then Chairman of the Program and Training Committee, with Senior Girl Scout member Denise Smith in 1972.



Mary B. Lowman (right) asks a question during a Board discussion. Also shown: Ann Brooks, Pam Ellis, Esther L. Hulsing.

Frequently, the need arises for special attention to a particular program or area of work. To perform these necessary functions, the Board establishes special or ad hoc Committees and task groups. Examples of such Committees include the Public Issues Committee, Special Committee on Minority Presence, and Convention Committees.

With the magnitude and scope of the Board's responsibility, it is necessary to delegate some of the decision-making. This the Board does to the Executive Committee, which takes action on essential matters needing attention be-

tween regular meetings of the Board. The Executive Committee is comprised of the officers, Chairmen of the Standing Committees, Regional Chairmen, and a few Board members-at-large. During the past triennium, it has met six times a year. Following the National Council Session in October, the Executive Committee will meet three times a year.

The Executive Committee considers matters emanating from Committees before deliberation by the Board in effecting policy decisions and direction for the Girl Scout movement. While some

decisions are left to the discretion of the Executive Committee, only the Board may approve the budget, adopt or amend national policies, and determine proposals and reports to be submitted to the National Council. In an emergency situation, however, the Executive Committee may so act. All actions taken by the Executive Committee must be reported to and ratified by the Board.

The National Board of Directors serves to reaffirm our belief that the strength of the Girl Scout movement rests in the voluntary leadership of its adult members. ■

You, Your Troop, and IYC

"I'm excited about the possibility of accomplishing the goals of IYC. Your own enthusiasm will reverberate throughout the nation and we will discover a lot of wonderful things can happen. We will discover we are a better people and I hope we will have made the world a little better place for children everywhere."

**—Mrs. Andrew Young, Chairperson
U.S. National Commission for
International Year of the Child**

1979, the International Year of the Child, is both a time to celebrate children and all that they mean to the world and a time to find new ways to meet the needs of children everywhere. The child—her gifts and her growth—is what Girl Scouting has always been about.

What special ways will you and your troop find to celebrate this International Year of the Child? It can be an exciting year as you work together to highlight the contributions and the needs of children near and far.

FINDING THE GIFT IN EVERY CHILD

Explore this idea with your troop. Ask each girl to think about what it is that makes her and every other person a unique individual, with unique gifts to share.

- Discuss what each girl likes to do best: using her hands in making things, being with people, helping younger children, being at home, going to school, learning new things.
- Encourage each girl to think about her own heritage and how her family has shaped her individuality.
- Talk about how children develop as they grow and what families do to help make this happen. Girls may want to make comparisons with growth in young animals or seedlings.
- Learn as much as possible about children's lives in many parts of the world. For Brownies and Juniors, refer to sections of the *Worlds to Explore Handbook* on World of Well-Being and World of People. Brownies might work on Brownie B activities as friendmaker and ready helper.

THE RIGHTS OF THE CHILD

Talk about the Rights of the Child. Give each girl a chance to interpret them in her own words. Here's a game, sug-

gested by UNICEF, you might try:

You will need ten thin socks or cloth bags with tie strings and ten objects, representing the Rights of the Child. You may think of others, but here are some examples: a heart-shaped object for love and understanding; rice, beans, or a piece of fruit for nutrition; a thermometer or stethoscope for medical care; a small book or pencils for education; tennis ball or jacks for play and recreation; a small flag for name and nationality; a pair of glasses for special care, if handicapped; a band-aid for relief in times of disaster; a hammer or artist's paintbrush for learning to be a useful member of society and developing individual abilities; a small toy house for shelter; a doll's shirt for clothing. Place the objects into separate socks or cloth bags, so girls can handle the objects without seeing them. With the girls in a circle, distribute the objects. One at a time, have the girls feel an object, describe it, and identify it. When an object has been identified, see if the girls can associate it with a common, everyday need. When all the objects have been discussed, go over each need in relation to children's Rights.

Here are some activities to follow-up on your discussions:

- Have girls express in art, poetry, photography, etc., what the Rights of the Child mean to them. Select the best ones and send them to: Rights of the Child, GIRL SCOUT LEADER, 830 Third Avenue, New York, New York 10022.
- Have an International Year of the Child poster exhibit in your local community center, library, town hall.
- Organize a photography exhibit on "The Child's View of the World."
- Make a wall chart, using illustrations from magazines, to show how a child grows, develops, and learns.
- Discover people in your community who help make it a better place for children—teachers, policemen and women, nurses—and find a way to do something for them.

CHILD HELPING CHILD

As your troop talks about the Rights of the Child, the girls will realize that some children right in their own neighbor-

hood, as well as others in the larger community, do not enjoy all these Rights. This could lead to some meaningful discussions about what concrete things they could do to benefit others in their community. How can the girls in your troop reach out to someone else? Could they...

- Adopt a child who needs a big sister? Include her on a trip to the zoo or other place of interest.
- Organize and present a fun day for children in a foster home or hospital?
- Develop interpretative trails for children with special needs, such as: Braille signs for the trail; handrails of rope to define trail or to warn of danger areas; pre-recorded messages that can be placed at specific places along the trail?
- Create and share a book of cartoon drawings for use by younger children on what's important to know about: energy and water conservation, being a parent, nutrition, drug use and abuse?
- Equip a children's room at a social service agency (with stuffed animals, toys, and simple furnishings)? How about offering to paint?
- Make surprise boxes for children in hospitals, including puzzles, crayons, games?
- Prepare educational kits for use with children who need help in developing verbal, reading and/or number skills? Kits can include games, reading materials, puppets, flash cards, etc., all of which can be handmade.
- Make "discovery kits" for children with disabilities, if they can't go to museum exhibits, the zoo, etc? Include such things as pictures, games, puzzles and objects, or drawings troop members have made.
- Teach younger children some outdoor skills, such as bicycling, rooftop gardening, orienteering? Plan the time, prepare the learning activities, act as teachers/helpers/consultants.
- Provide arts and crafts supplies, for emergency shelters and group homes, including games, painting and coloring supplies, construction paper, discarded wallpaper books, and pattern books? These could be provided as a result of a one- or two-day money-earning event, such as a car wash.

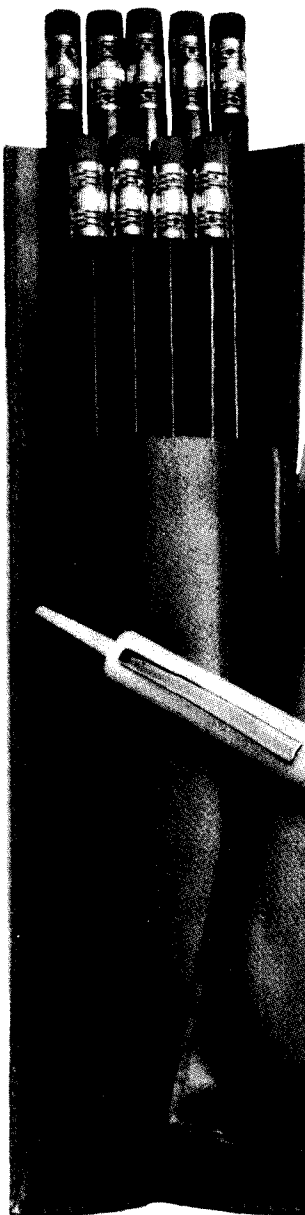
Continued on page 19

50% PROFIT THE FAST, EASY WAY!

Sell a selection of Money Making products
everybody needs and wants

**No Risk. No Order Taking.
Pay After Drive Is Over.**

It's so easy. Just show your assortment of pen and pencil pouches (each tote contains an assortment of pouches). You often make multiple sales, earning \$2-3 a call. And you don't pay until 45 days from shipment.



A Real Value at \$1.00. Each pouch sells for \$1.00. You'll find it easy to raise big \$'s when offering high quality products selling for much more at retail. These are items you'll be proud to sell. We are. And we've been selling them for over 20 years.

No Heavy, Bulky Packages to Carry. 20 assorted pouches come packed in a strong, lightweight vinyl tote bag. There is **no order taking** and **nothing to spoil**. We even pay the freight. A full 50% profit. Also, any unsold pouches are returnable for full credit. Your order is shipped 1-3 days after receipt.

Easiest Program To Run. Free step-by-step Chairperson's Manual. Quickly and simply explains all you need to know. Plus, lots of helpful hints to excite your group and maximize profits. And you get money envelopes, scripts, record-keeping forms ... everything needed to guarantee your success.

GET STARTED RIGHT NOW. Fill in the coupon or call us collect at: **914-834-7787**

One vinyl tote per member is usual.

Red Vinyl Pouches Contain:

- 9 hex pencils ... #2 lead
- 5 stick pens with SPILL-PROOF cap. Blue ink.
- 4 retractable ball pens. Blue ink.
- 1 multi-color ball pen ... writes in red, green and blue ink ... a \$1.49 retail value

**EACH SELLS FOR \$1.00.
YOU KEEP 50c.**

Mail this no-risk coupon today

Fund Raising-made-easy

5 Railroad Way Larchmont, N.Y. 10538

I'm ready to get started now. Please send:

- 200 pouches to raise \$100
- 400 pouches to raise \$200
- 600 pouches to raise \$300
- _____ pouches to raise \$_____

Ship to Name: _____ Age: _____
(authorized agent—please print) (if under 21)

Address: _____ # active members _____

City _____ State _____ Zip _____

Troop: _____

My title _____

home phone _____ please send more information

(name and telephone of additional authorized adult officer)

GS-3

Clear all money-earning plans with your Council Finance Committee or Lone Troop Committee

**The right to affection,
ing. The right to adequ
ical care. The right t
right to full opportunit
tion. The right to a nan
right to special care
right to be among the
times of disaster. The
useful member of soc
dividual abilities. The
in a spirit of peace a
hood. The right to enjo
less of race, color, se
social origin.**

UN Decla

love, and understand-
ate nutrition and med-
o free education. The
y for play and recrea-
ie and nationality. The
if handicapped. The
irst to receive relief in
right to learn to be a
ety and to develop in-
right to be brought up
nd universal brother-
y these rights, regard-
z, religion, national, or

ation of the . . . *Rights Of The Child*

GUARANTEED PROFITS FOR YOUR GROUP

Abigail Martin's

Crystal Etchings™
ORNAMENTS



These striking Crystal Etchings will earn your group \$93 - \$2315 in just two weeks. Cast from the highest quality optical acrylic, they gleam like fine crystal. Featured in four distinctive prism shapes, each with its own year 'round design, Crystal Etchings are impressively displayed in individual gift boxes. They're fast sellers, so start earning money now — place your order today.

Sell for \$3.00 each
Four designs, three of each in a kit

Your cost per kit: 1 to 4, \$26.40; 5 to 14, \$25.20; 15 to 29, \$24.00; 30 kits or more, \$22.80

ORDER 1 KIT FOR EACH MEMBER SELLING
NO RISK • 30 DAYS CREDIT

Six Shipping Centers for Speedy Service:
Atlanta, Boston, Detroit, New York, Oakland, St. Louis

Abigail Martin, 1113 Washington, Dept. N145K, St. Louis, MO 63101

To: Abigail Martin, 1113 Washington, Dept. N145K, St. Louis, MO 63101

So that we may start our drive immediately, please send: _____ sales kits of Crystal Etchings Ornaments.
(No. of kits) _____ Date needed _____

Please send one "on approval" sales kit of 12 Crystal Etchings Ornaments to show my group (If we do not go ahead, we may return this kit at your expense).

My Name _____

My Title _____

No. of Members _____ Phone _____

Address* _____

City _____ State _____ Zip _____

Signature _____

*Do not use P.O. Box or R.F.D. Order subject to verification

MOVING?

YOUR GETTING IN TOUCH WITH US CUTS GSUSA'S COST OF POSTAL FEES

Send your Troop, Council and ID#'s along with new and old addresses.

New
Name _____

Address _____

City _____

State _____ Zip _____

Troop _____ ID # _____

Council _____

Old
Name _____

Address _____

City _____

State _____ Zip _____

Troop _____ ID # _____

Council _____

Please attach address label here.
If unavailable, print in old address,
also Troop, Council and ID#'s.

MAIL TO: **Girl Scout Leader**
830 Third Avenue New York, NY 10022

author! author!



"Girl Scouts and the International Year of the Child" is discussed by **Dr. Estefania Aldaba-Lim**, Special Representative for the International Year of the Child with the rank of Assistant Secretary-General of the United Nations. Dr. Lim was formerly President of the Girl Scouts of the Philippines and Secretary of the Philippine Government's Department of Social Services and Development. Dr. Lim, who has six children of her own, has had a deep interest in programs for women and children for many years. She began her career in the fields of mental health, education, and social welfare some 25 years ago. She was a founding member and past president of the Philippine Mental Health Association and also has been actively involved in the work of a number of other organizations concerned with child psychology, family life, and human relations. Until recently, Dr. Lim was Chairman of the Council for the Welfare of Children and of the Population Commission in the Philippines. She holds a Ph.D. in Clinical Psychology from the University of Michigan and is the author of books on human relations and juvenile delinquency. She also has published more than 100 scientific research papers and articles on a wide variety of subjects, including many dealing with children's problems. In recognition of her contribution to both the academic and civic community, Dr. Lim has received many awards including "Most Outstanding Achievement Award" from the University of Michigan and the "Silver Bell Award" of the Philippine Mental Health Association.



Jane C. Freeman, International Commissioner and Third Vice President, is the author of "International Year of the Child: Our Challenge." Mrs. Freeman is nominee for President of Girl Scouts of the U.S.A. Recently, she was named to the U.S. National Commission for International Year of the Child by President Jimmy Carter. As GSUSA International Commissioner since 1972, Mrs. Freeman has served as U.S. Delegate to the

World Conference of Girl Scout International Commissioners in Ghana, the Western Hemisphere Conference of Girl Scouts in Peru, the 21st World Conference of WAGGGS in Canada, the 22nd World Conference in England, and the 23rd World Conference in Iran. A girl member in North Carolina, Mrs. Freeman has been a board member of two Girl Scout Councils—Greater Minneapolis Girl Scout Council and Girl Scout Council of the Nation's Capital. Since her election to the National Board of Directors in 1966, she has served as a member of the Public Relations Committee, Task Group on National Center West, Human Resources and Services Committee, and the Executive Committee. She also was chairman of the National Properties Committee and is currently a member of the Program Committee. Her long-time involvement with international concerns also is reflected in other activities. Mrs. Freeman was U.S. Delegate to the United Nations Freedom from Hunger Conferences in Rome and is now on the board of the New York Committee for UNICEF and a member of the Hospitality Committee for the United Nations. Her husband, Orville, was three-times Governor of Minnesota and former Secretary of Agriculture. He is now President and Chief Executive Officer of Business International Corporation. The Freemans have two grown children—Constance is a Congressional staffer, Michael is a lawyer.



Mary Gilmore, author of "From Dreams to Reality for Cadettes and Seniors," is a Program Specialist who has spent the last two years on the

team that developed these career exploration materials. Prior to coming to Girl Scouts of the U.S.A. in 1976, Miss Gilmore worked on national, state, and local career education projects. A girl member in Queens, New York, she also worked with troops in the Nassau Council of Girl Scouts as a volunteer. Miss Gilmore has her bachelor's and master's degree from Cornell University. She is currently studying for a doctorate in Organizational and Administrative Studies at New York University, where she is a student representative to the Long Range Planning Committee of the School of Education.

You, Your Troop, and IYC

Continued from page 14

- Plan a community-wide children's fair run by the girls?
- Share in a project with mentally retarded girls?
- Assemble a list of free services for children—vision testing centers, library story hours, summer recreation programs—in your community and distribute it?

COLLABORATION AND COOPERATION

Service clubs, educational groups, religious groups, professional associations throughout the United States have pledged themselves to a special effort for IYC. 1979 is a wonderful year for Cadette and Senior Girl Scouts to work with other organizations on joint projects serving children.

- Plan a symposium with other agencies to analyze special problems children face in your community.
- Join with those organizations to act on the problem, using the talents and skills of girls.
- Explore agencies involved in conservation and the environment. One of the most important global issues today's children and their children will be facing is the wise use of our world's resources. Why not consider an energy conservation campaign, a recycling project, a family education project on water resources?
- Join with your local public health services and the American Red Cross to assist in the nationwide childhood immunization project against diphtheria, whooping cough, tetanus, measles, polio, tuberculosis. (See January/February issue of LEADER.)
- Invite a police officer, firefighter, doctor, nurse, paramedic, or Red Cross aide to talk with your troop about emergencies and first aid. Or, visit them in their place of work. Then, learn how your troop can help in case a fire burns out the homes of several families, a flood rips through your town, a hurricane or tornado ravages your city.
- Organize a safety campaign with children in your neighborhood, working with the police or fire department and local businesses. Have a bicycle registration and safety day, with a "road test" and safety check-up. Map fire escape routes for the girls'

homes or buildings that children frequent.

- Join with other service agencies to work with troubled youth, through advocacy programs or projects providing good reading materials and interpretative posters for community centers.

LOOKING WIDE

The world of people begins at home, but it stretches around the globe. Your troop may want to talk about the diversity of children's lives around the world.

- Find out about the daily life of children in other countries in DAISY Magazine for Brownie and Junior Girl Scouts, at your public library, from UNICEF or people in your community. Watch the "Big Blue Marble" TV series—leaders can send for free resource material to plan troop tie-ins. Write to: "Big Blue Marble" Information Service (c/o Burson-Marsteller, 866 Third Avenue, New York, New York 10022).
- Learn about Girl Scouting/Girl Guiding in other countries and about their service projects. (See *Trefoil Round the World* and *Council Fire* magazine.)
- Get to know an international student in your community. Maybe she can tell you about some special gifts of children in her country. She can share her culture through songs, games, folk dances, questions and answers.
- Help newly-arrived people to this country. Girl Scouts have reached out to Vietnamese girls in this country by inviting them to join troops, tutoring them in English, helping them adjust to new schools through a buddy system.
- Send discarded eyeglasses to: New Eyes for the Needy, Inc. (549 Millburn Avenue, Short Hills, New Jersey 07078). Plastic frames are redistributed to hospitals and welfare agencies as requested in Africa, Asia, and Latin America. Other glasses are redeemed for cash, which is used to purchase eyeglasses for residents of the U.S.A.

AND WIDER STILL

It can seem difficult to help a child far away, and results are harder to see. Try to find ways to make this help seem more real to your troop by involving

people in the community and helping the girls actually experience in sharing in some way.

- Grow food, sell it to neighbors, and use the money to send seeds and tools through UNICEF or CARE to help children in other countries. This can be a way to share food with someone who is hungry thousands of miles away.
- Have a handiwork sale or a tag sale and use the money for UNESCO Gift Coupon Program (United Nations Headquarters, New York, New York 10017). These coupons can be sent to the World Bureau of Girl Guides and Girl Scouts (132 Ebury Street, London, SW1W 9QQ, England) to help in continuing projects run by the Girl Guides in Associate member countries.
- Have a book fair and use the profits to send literacy materials to children overseas through a local mission or other source.
- Girl Scout troops may wish to designate funds from their own treasury for a particular project to help Girl Guides and children in developing countries.
- Find agencies who are working with people around the world. Learn about their programs, find ways to help. You might be interested in:
Operacion Niños (Pan American Development Foundation, Inc., 1625 I Street N.W., Washington, D.C. 20006), which provides a way for individuals and groups to play a meaningful role in the social and economic growth of Latin America. Projects for children link them with children their own age.
CARE, Inc. (660 First Avenue, New York, New York 10016) provides kits which can be purchased and sent to the country of the donor's choice.
Watch the LEADER Magazine and GSUSA's *Post Box Academy* in months to come for more ideas and resources for the International Year of the Child. The greatest resource, though, will be the ideas you and your troop will have. They will stimulate an awareness of ways Girl Scouting can fulfill the Declaration of the Rights of the Child for children everywhere. Be sure to send your good ideas to us, so we can share them with others. ■

Girls with Special

by Elizabeth Munz

Girl Scouting is open to all girls, six to seventeen, who want to belong. This is a statement about which we can be very proud, *but are we really open to every girl who wants to belong?*

Many more disabled children are now being mainstreamed into the regular school system as a result of recent federal legislation on their behalf. Girls with disabilities attending schools with classmates who are Girl Scouts are going to want to be members. This will result in an increase in girl members with disabilities and will increase the possibility of each troop having a disabled girl(s) as a member. Will these girls be turned away because of lack of leaders willing to take on the extra responsibility this will mean?

During the International Year of the Child, which places emphasis on the needs of children everywhere, we are being asked to join others around the world to "think children." Since its earliest years, Girl Scouting has been in the business of "thinking children" and it seems very appropriate at this time to make a special effort to *further* extend our membership to girls with disabilities. It's their right to belong. Are we prepared to welcome them to Girl Scouting or will they be denied their right?

For many leaders, the mainstreaming (or integrating) of disabled girls within their Girl Scout troops is already a reality. Like other leaders, they enjoy giving of themselves and have agreed to work in partnership with girls as they join together as a group to have fun and explore the many worlds of Girl Scouting. Most of these leaders have received very little special training and seem to accept naturally that activities might need to be adapted occasionally for the girl with a disability. They recognize that Girl Scout program was developed with the needs and interests of all girls in mind, but that adaptations for individual abilities and limitations is part of the normal course of events in any troop made up of individuals.

These leaders are able to see how much more a girl with a disability is *like the other troop members than different from them*. They were probably apprehensive about whether they could handle the task when they were asked and they still experience doubts from time to time. They sometimes wonder if they are doing all they can do and whether they

are doing things the "right way." But most of the time, they seem to be able to focus on each girl's strengths and try to maximize them by building on each step along the way. They seem to know deep inside that it's really not a polished technique that makes all those intangible things happen within each girl and the group, but their own personalized way of showing that they care about people and recognize the precious specialness of each troop member.

Girl Scouting offers girls with disabilities some of the best opportunities for developing independence and a positive, healthy self-identity. It gives these girls with special needs a chance to work and play side by side with girls their own age, to gain skills needed for everyday living, to broaden their horizons, and to learn by trial and error in a supportive environment. A Girl Scout leader can be an important influence in a disabled girl's life and can help her deepen her self-awareness, develop her values, relate to others, and contribute to society. A disabled girl also can be an important influence on a leader's life. Won't you consider working with disabled girls when you are asked by your Council or when you hear of someone who would love to become a member of the troop you are working with? Accepting the challenge is worth the rewards it can bring to each girl, the troop as a group—and to you.

Tips For Working With Girls With Special Needs (Apply these tips to the *entire* troop where applicable.)

1. Don't hesitate to ask the girl herself the best way for her to do something. She probably knows.
2. Offer help in small doses. Girls often need less help than you think.
3. Look at each child separately. Get to know her as well as you can: observe her; talk to her, her family, her teacher.
4. Understand each child's limitations, special medication, equipment. Contact the agency dealing with her disability for free information.
5. Learn to improvise: the more you do it, the easier it becomes. Girl Scout program often becomes richer when it is adapted and personalized.
6. Talk directly to each girl, not through someone else.
7. Make sure each child is situated comfortably; arrange supplies to be easily used.



8. Prepare ahead of time for new situations: discuss, role play, trial run with girls.
9. Don't let the girl develop negative feelings about herself. Make her feel she's an important member of the group.
10. Set the tone with your own attitude: focus on what each girl can do. Your positive attitude will rub off on

Needs Have Rights



other people.

11. Break down each activity into steps for girls. Go over steps in your own mind ahead of time to think through any adaptation that may be necessary.

12. Make full use of the buddy system when special help is needed. Rotate buddies so everyone benefits.

13. Watch for signs of fatigue. Some

disabled children tire more easily.

14. Simulate disabilities yourself and with the girls in the troop to gain a better understanding. (Use wheelchair, tie back a limb, blindfold, ear plugs, etc.)

15. Involve the disabled girl's parent.

16. Share your successes with other leaders. Ask to observe their troops for tips. Share resources.

17. Encourage girls to ask and answer questions about disabilities freely.

For more specific information on Girl Scouting for girls with disabilities consult: *Handicapped Girls and Girl Scouting: Guide for Leaders*, by Marion Barnett (GSUSA, Catalog No. 26-108, \$2.50). You will find the information in this small guide helpful and up-to-date. Don't be fooled by the illustrations, which are the only parts of the book not current.

Information Sources:

- Closer Look
National Information Center of the Handicapped
P.O. Box 1492
Washington, D.C. 20013
Parents' organization acting as a mail service information clearinghouse. Has packets of 15 handicapping conditions.
- National Association for Retarded Citizens
2709 Avenue E East
Arlington, Texas 76011
State and local chapters offer parent-teacher materials.
- National Association of the Deaf
814 Thayer Avenue
Silver Spring, Maryland 20910
Provides information on total communication and signing.
- American Foundation for the Blind
15 West 16th Street
New York, New York 10011
Information dissemination group offering pamphlets.
- Information Center
National Easter Seal Society
2023 W. Ogden Avenue
Chicago, Illinois 60612
Offers resources materials on counseling, housing and traveling, daily living, self-help, and educational activities.
- Muscular Dystrophy Association
810 Seventh Avenue
New York, New York 10019
Has brochures, will set up personal meetings with experts or refer to other agencies or publications.
- Epilepsy Foundation of America
1828 L Street, N.W., Suite 406
Washington, D.C. 20036
Offers a school alert kit (free in single quantities). Publications catalog upon request. ■

The author, Elizabeth Munz, is a Program Specialist in the Program Department.

bulletin board

Program datelines: November/December

November 1-30—National Retarded Citizens Month
November 1-December 31—Christmas Seal Campaign
November 3—World Community Day
November 7—General Election Day
November 11—Veterans Day
November 12-18—American Education Week
November 13-19—National Children's Book Week; Youth Appreciation Week
November 17-23—National Farm-City Week
November 19-25—Latin America Week
November 23—Thanksgiving Day
December 2—Pan American Health Day
December 10—Human Rights Day
December 10-17—Human Rights Week
December 15—Bill of Rights Day
December 22—Winter begins
December 25—Christmas
December 25-January 1, 1979—Chanukah, Feast of Lights
December 31—New Year's Eve

IYC resources

The following resources are available for the International Year of the Child from the U.S. Committee for UNICEF:

Rights of the Child Teacher's Kit—Relates human rights to the child's own experience and sense of justice. For elementary and junior high level. Available for \$2.00 from the U.S. Committee for UNICEF, 331 East 38th Street, New York, New York 10016.

"Children at Play"—UNICEF News, March 1978 issue. Recognizes the importance of early mental stimulation in the total development of the child. In this collection of articles on play, each author reinforces the concept that play is the first and greatest educator of us all. Single copies available for \$1.00 from the U.S. Committee for UNICEF.

Global Nutrition Kit—Presents a global overview of malnutrition in developing countries. It also describes UNICEF's efforts to help governments utilize their own national resources to combat serious dietary deficiencies and improve the health of mothers and children. Included is a collection of informational materials, plus a photo wall-sheet, interesting stories, and nutrition-related activities for all ages. The Kit is free and limited to one per group. An accompanying slide set on nutrition, with 20 color slides, is available at a cost of \$3.00.

In addition to these resources from the U.S. Committee for UNICEF, a film produced by Church Women United is available for rent. "It's All Us" is a 16-mm color film on the experiences of third grade children in Berkeley, California, as they learn about the Yoruba people of Africa. The children compare their own way of living with the Yoruba culture. As they begin to understand their likenesses and differences, they discover that all people, although different, are alike. The film emphasizes the universality of human needs, hopes, and desires.

The film, which is 28-minutes long, is available for rent at \$20.00 from Mass Media Ministries, 2116 North Charles Street, Baltimore, Maryland 21218. A comprehensive 40-page film guide accompanies each film.

New holiday gifts

They're here! Your GS Catalog is offering the best in great gift ideas. Shop now for family and friends at your nearest GS Department.

Girl Scouts who keep up with their correspondence will appreciate the new GS stationery, featuring "Girl Scouts" in bold letters. Yellow with green lettering and lines; 24 sheets, 5 $\frac{3}{4}$ " by 7 $\frac{1}{4}$ ", 12 envelopes. All in a plastic folder (Catalog No. 11-105, \$1.35). Can't write without a pen! The new GS two-color pen writes in blue or red. It's like having two pens in one! Goldtone case with trefoil (Catalog No. 11-104, \$2.15).

For Girl Scouts on-the-go, the new GS "Tidy" tote is ideal. Two inside pouches hold clean-up gear and cartoon critters are featured on the outside of the green and yellow vinyl tote. Snaps closed to 8 $\frac{1}{4}$ " by 9 $\frac{1}{4}$ " (Catalog No. 15-245, \$3.25).

See a smile on a Brownie Girl Scout's face when you give the new Brownie wallet or pencil case. The wallet holds bills in a fold and change in a gusseted purse. Orange vinyl with a yellow, black, brown, and white design (Catalog No. 11-668, \$1.25). Brownie pencil case has a gusseted change purse and a space for the girl's name. Yellow vinyl with white and brown trim, 7 $\frac{3}{4}$ " by 4 $\frac{3}{4}$ " (Catalog No. 11-101, \$1.60).

Delicate jewelry makes a delightful gift. New trapeze trefoil pendant has three trefoils on curved wire supported by a chain. Goldplate (Catalog No. 12-203, \$2.40).

Let's all sing along

During the holidays, don't be surprised if even the quietest Girl Scout participates in a sing-along. Don't be caught "songless" at troop celebrations, keep the following resources on hand.

Sing Together—A Girl Scout Songbook (Catalog No. 20-206, \$2.50) contains more than 140 old and loved GS favorites, plus songs for special holidays such as "Thanksgiving Canon" and "Rock of Ages" (often sung as a Chanukah hymn). Includes blues, jazz, contemporary folk, and popular songs. Features guitar chords and a glossary of terms and instruments. Available through your Girl Scout Department.

For leaders who need to help with "song leading," there's the *Sing Together Sampler* (Catalog No. 26-811, \$4.00). It's a two-track, 40-minute cassette tape that demonstrates harmony through rounds, songs with descantes, and part singing. Available directly from the National Equipment Service, Girl Scouts of the U.S.A., 830 Third Avenue, New York, New York 10022.

For Seniors and First Class Cadettes

The following invitation for Senior Girl Scouts and First Class Cadettes has been received from Israel:

"We, the Israeli Boy and Girl Scouts, stretch our hands in warm friendship across thousands of miles to extend a personal invitation to come to Israel during the Summer of 1979. Here we will meet you personally. You will camp with us; visit one of our Boy and Girl Scout Kibbutzim; enjoy our home hospitality; be at our Boy and Girl Scout House in Tel Aviv.

"You will swim, climb mountains, dance the Hora, and sing. You will travel throughout our country—see Roman ruins, the Turkish influence, Islamic relics, the Great Mosque of Omar. You will experience the miracles of yesterday where modern religions began—Judaism, Christianity Moslem, Druse. You will see a modern world—a way of capturing solar energy. You will see the caves of Beit Shemeck, the archeological digs at the Western Wall. You might even go on one and discover an ancient relic—a reminder of more than 2,000 years of history.

"And you will make new friends. We hope to see you in July of 1979 for a glorious month in Israel."

Continued on page 25

Earn as much money as you need!

**Sell a Pen-Pac for \$1
Keep 50¢ PROFIT!**

Make Big Profits for your school, church, team or civic organization. Here's the easiest money-earning program around:

- Full 50% profit!
- Free step-by-step manual.
- No call backs, no order taking, no paperwork!
- Nothing to spoil!
- No heavy bulky packages to carry!
- No hidden costs — we even pay postage!
- NO RISK—Pay only after your drive is over AND return any leftover Pen-Pacs for full credit!

Pen-Pacs are a real value!

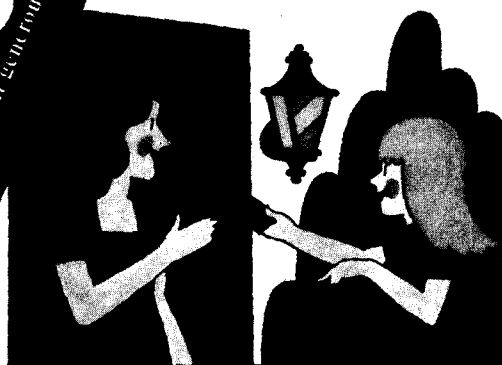
5 high quality ball-point pens with long-lasting ink supplies and effective ink erasers make up a Pen-Pac. Outside, its handsome blue & white design states, "Thank You for your generous help." It would sell for \$1.45 in any store. You sell a Pen-Pac for \$1.00 and keep 50¢ profit. Since everyone needs and uses pens, your funds really add up fast!

You Don't Risk a CENT!

Unlike other programs that give you just 40% or less, YOU KEEP 50% of what you've collected. You pay us AFTER your drive is completed. We even pay the cost of shipping your order to you AND you can return any leftover Pen-Pacs at our expense. You risk nothing. **Mail the coupon NOW!**



**Full
50%
Profit!**



Everything You Need is Included!

25 Pen-Pacs come packaged in a lightweight carrying carton. Order 1 carton per member. Also included are contribution envelopes, a "how-to" manual, record-keeping forms, even press releases . . . all designed to guarantee your success.

Take advantage of our Know-How!

U.S. Pen Company is a division of one of America's leading manufacturers of writing instruments. These are pens you can be proud of. We are. And we'll stand behind them with over 50 years' experience.

Make BIG Profits — Order Today!

For extra fast service, call toll free 800-631-1068 from anywhere in the continental U.S.A. or mail the coupon below. N.J. residents call 201-227-5100 collect. Do it today.

CALL TODAY or MAIL THIS COUPON now!

We need to earn	<input type="checkbox"/> \$100	<input type="checkbox"/> \$300	<input type="checkbox"/> \$500	<input type="checkbox"/> \$1000
Please send Pen-Pacs . . .	200	600	1000	2000
Ship to:				
My Name _____	(please print)			
Organization _____				
Address _____				
City _____	State _____	Zip _____		
My Title _____				
Signature _____				
Telephone _____	<input type="checkbox"/> Please send more information.			
Available in Canada too! Write for information.				
U.S. PEN COMPANY				A subsidiary of Cadence Industries Corporation
Dept. FR213 W. Caldwell, N.J. 07006				

Dancing Doll



\$17 plus \$1.95 p&h
In Gold or Silver **\$18**

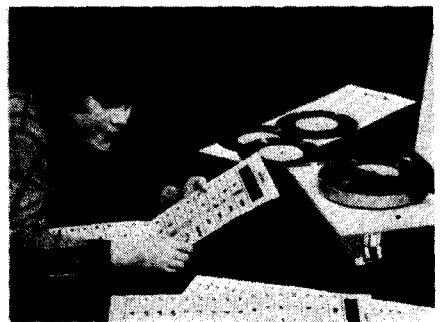
Glove-soft genuine leather with foam padding for a light step. Elasticized throat, adj. buckle strap, leather sole and 1 1/4" heel. YELLOW, LT. BLUE, PINK, WHITE, BONE or BLACK. Comb. sizes 6-10 1/2 N, 5-10 1/2 M.

Vicki Wayne
Dept. GSND
600 S. Country Club, Tucson, AZ 85716
Send \$1 for our latest Fashion Catalogue (refundable with first purchase)

NEED IDEAS to make your parties jump? ...to entertain large and small groups? ...to keep children busy? Two books supply the ideas: "GAMES ADULTS ENJOY" and "USEFUL CRAFTS AND ARTWORK FOR SCHOOL-CHILDREN". \$2.00 each; both for \$3.50.
Easy Pak (SL), Clear Lake, MN 55319.

**Thanks to you
it works...
FOR ALL OF US
United Way**

Please mention
Girl Scout Leader
when writing to advertisers



If your poor reader knew the sounds of letters—he'd know how to READ!

That's why poor readers catch up so quickly with The Sound Way to Easy Reading. Records and charts drill your child in the sounds of the letters in the alphabet—the 123 phonics sounds that make up 85% of the words in our language. Sounds he's never taught by the look-and-say method used today. Parents and teachers report children gain up to a full year's grade in oral reading in six weeks with this phonics course. Try it FREE for 2 weeks! Write today!

**Bremner-Davis, Dept. P-149-HM
1512 Jarvis, Chicago, IL 60626**

the
leader
shop



YOU'LL BE SURE-FOOTED AND WARM in the Sierra. Fleece lining and comfort-padding combine with genuine leather and suede for warmth. Add a Lug sole for a sure step and you're ready for winter walking. In new earth/rust or black/black. Full sizes: 5-10M. \$33 plus \$1.95 shpg. Old Pueblo Traders, Dept. GSNRR, 600 S. Country Club, Tucson, AZ 85716.

SCHOOL PICTURES MATTE CO.
940 15th PLACE N.E.
MASON CITY IOWA 50401



ALSO AVAILABLE AS FUND RAISER

1 or 2 = \$1.35 each 3 or More = \$1.00 each

ENCLOSED IS \$ _____ FOR _____ MATTES

NAME _____

ADDRESS _____

CITY _____

STATE _____ ZIP _____

GIANT MURAL-SIZE FRAMED COLOR PORTRAIT

Your favorite photo enlarged 800% In Full-Color only \$2.98

Including 'Wood Print' Frame



Now you can have a full-color portrait ENLARGED to a size rarely made by any photographic house or photographer.

A new, scientific break-through makes it possible to enlarge with absolute fidelity and clarity, any photo, transparency or negative, to this new, mural size. You get all the beauty, all the vibrant colors so exactly that the fabulous portrait seems actually *better than the original!*

Any photo — color or black-and-white — can be used, and will be returned to you in perfect condition. Even a tiny 1 1/4 x 1" slide becomes a large 16" x 13" framed portrait, ready to hang, like a painting or art print, in a place of honor on your wall — or set on a table.

We'll even mail these handsome framed portraits for you to any list of people you want to send us. Please be sure to *print plainly* complete names and addresses of each person to whom a portrait is to be sent and print your own name and address on back of each original photo to be returned to you.

Bennett Graf, Inc. 1450 NE123 St. N. Miami, Fla.

We guarantee prompt shipment and complete satisfaction.

**BENNETT-GRAF, INC. Dept. 3580
1450 NE. 123 St. No. Miami, Fla. 33161**

Please send _____ (qty) New Mural Portrait(s) enlarged from the photo(s) enclosed. (When ordering Portraits to be sent to more than one person, enclose list of names and addresses on separate sheet.)

I enclose payment of \$2.98 ea. plus 70¢ ea. to help defray postage and handling costs.

Total payment enclosed \$ _____ (Fla. residents, add sales tax)

SEND TO: (NAME) _____

STREET _____

CITY _____

STATE _____ ZIP _____

bulletin board

Continued from page 22

For information and applications for Summer Girl Scouting in Israel, write David Shochat, U.S. Representative, Israel Boy and Girl Scout Federation, 817 Broadway, New York, New York 10003 or to National Jewish Girl Scout Committee, Synagogue Council of America, 432 Park Avenue South, New York, New York 10016.

Cooking good

Food! Everyone loves it, especially during the holiday season. So, when trying to think of the perfect gift, why not give a GS cookbook?

Planning a troop or holiday get-together? Be sure to have *Feeding a Crowd* on hand (Catalog No. 19-977, 35¢). Helpful hints include shopping tips and outlines for planning and organizing large group entertaining. Illustrations and some recipes included.

Teach cooking and nutrition at the same time? *Happily Appley* (Catalog No. 19-995, \$2.50) is a guide to good eating habits, attitudes, and nutrition. Includes ideas for easy-to-make edible and non-edible apple treats that can be

adapted to other foods as well. (The books are available through your Girl Scout Department.)

For 7- to 12-year-olds who enjoy experimenting in the kitchen, *The Beginner's Cookbook* (Catalog No. 26-114, 95¢) has a variety of easy-to-follow recipes. Features more than 200 kitchen-tested recipes, a measuring guide, kitchen safety rules, a glossary of terms, and helpful illustrations. Order direct from NES.

Who's who in IYC

UNICEF (United Nations Children's Fund) has been designated as the lead agency in the United Nations system responsible for coordinating the International Year of the Child.

Dr. Estefania Aldaba-Lim has been appointed Special Representative for the International Year of the Child with the rank of Assistant Secretary-General of the United Nations. Dr. Lim's responsibility is to provide leadership to IYC activities. In order to take this position, she resigned as President of the Girl Scouts of the Philippines.

The NGO/IYC Committee is a volunteer committee of representatives of international non-governmental agencies that work with UNICEF. The World Association of Girl Guides and Girl Scouts

is a member of this committee.

A U.S. National Commission for International Year of the Child has been appointed by President Jimmy Carter. Chaired by Mrs. Andrew Young, the Commission includes 24 other outstanding Americans who are knowledgeable about children's issues through their professional or volunteer experience, plus two members of the House of Representatives and two members of the United States Senate. Our International Commissioner, Jane C. Freeman, is a member of this Commission. Dr. Gloria D. Scott, National President, serves as an honorary member. The Commission's responsibility is to plan for and promote the national observance of 1979 as the International Year of the Child, coordinating its efforts with local, state, national, and international organizations.

The U.S. Committee for UNICEF has been designated as the non-governmental agency in the United States responsible for collection and dissemination of information on IYC. It coordinates the National Organization Advisory Council for IYC, made up of some 200 voluntary organizations in the service, civic, health, education, and religious fields, including Girl Scouts of the U.S.A. ■

The Holmes Stereoscope

Invented in 1859 by Oliver Wendell Holmes, our **hand-crafted Stereoscope** is a handsome reproduction of his famous instrument.

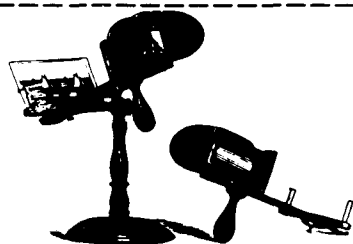
It is superbly made of **solid wood**, with a rich walnut finish. All fittings are **solid brass** and a silk screened design embellishes the velvet-edged, brass hood. The Holmes Stereoscope makes a decorative addition to any home.

This Victorian Masterpiece is your window on the past. You, your family and guests will enjoy **62 lifelike 3-D pictures** taken between 1859 and 1920. See gold miners on the Chilkoot Pass, Times Square in 1859, visit the Paris World's Fair, see the Cardiff Giant, the San Francisco earthquake, Buffalo Bill, peek at Victorian risqué, and **MUCH, MUCH MORE!**

You may use additional views which you may find in dusty attics, cellars and antique shops.

The optional pedestal display base has a spun brass pedestal, a wood base with a felt bottom and a museum-type brass plate which says:

The Holmes Stereoscope
Invented 1859
by Oliver Wendell Holmes



A full supply of the Holmes Stereoscopes, the most popular form of instrument, with the improvements which have been added by Mr. Bates the manufacturer, will always be for sale at wholesale and at retail.

These Stereoscopes, originally suggested by Dr. Oliver Wendell Holmes, and highly recommended by him, are unequalled for seeing Stereoscopic Pictures to the best advantage. The shade for the eyes excludes all external and surrounding light, and the sliding rest allows an adjustment to any focal distance required, by near or far sighted persons. (U.S. Pat. 1868)

In your stereoscope set you get: 1. The hand-crafted Stereoscope, 2. 62 old-time 3-D views, and 3. The 20-page illustrated booklet, "The Story of the Stereoscope". **ALL FOR \$19.95** plus \$1.50 postage and handling.

The optional pedestal display base is only \$6.95.

P.S. If you already have a stereoscope, the 62 views and the booklet alone are only \$6.95 plus \$1.00 pstg & hdlg.

NO RISK! You love it or your money back!

WE BUY old stereoscopes, views and stereo cameras. Restoration parts available.

Payment enclosed Charge my: Master Charge Visa/Bank Americard

Name _____ Acct. No. _____

Address _____

City _____ State _____ Zip _____ Exp. Date _____

Signature (required for charge card orders) _____

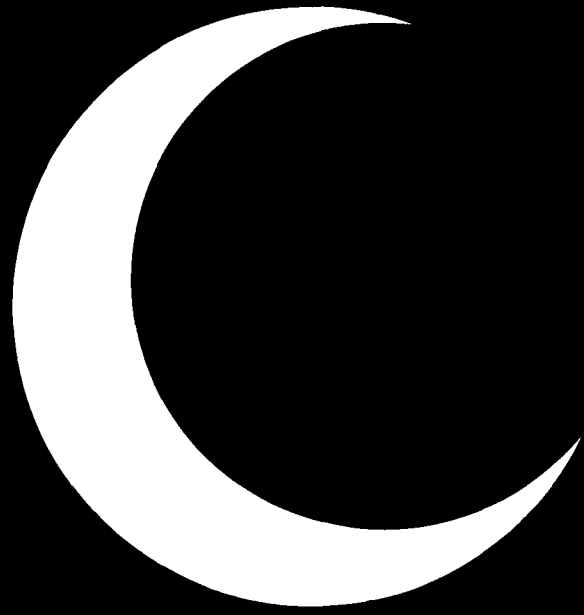
24 HOUR SERVICE —
for Master Chg, Visa/Bank Amer., or C.O.D.
CALL NOW, TOLL FREE— 800-824-7888
Ask for Operator No. 19—GS-10
In California — 800-852-7777
In Alaska and Hawaii — 800-233-7919

OR: Fill out this coupon and send it with your check, money order, or Master Charge or Visa/Bank Americard account number.

YOU LOVE IT OR YOUR MONEY BACK!

STEREO CLASSICS STUDIOS
145 Algonquin Parkway- GS-10
Whippany, New Jersey 07981

	\$
Sub-total	
Sales tax, where applicable	
TOTAL	\$



A large white circle is centered on the page. Inside the circle, the text is arranged as follows: 'From' in a cursive font, 'Dreams' in a cursive font, 'to Reality' in a sans-serif font, a horizontal line, 'for Cadettes' in a sans-serif font, 'and Seniors' in a sans-serif font, and 'by Mary Gilmore' in a small sans-serif font. On either side of the circle, there are several horizontal black bars of varying lengths, creating a striped effect that suggests a sunset or sunrise.

*From
Dreams*

to Reality

for Cadettes
and Seniors

by Mary Gilmore

You've heard about it. You've waited for it. If you are a member of one of thirty-five Girl Scout Councils across the country, you may even have had a sneak preview of it. What's been so long awaited, you ask? *From Dreams to Reality*, a career exploration program for 12- to 17-year olds in Girl Scouting. And now—at last!—*From Dreams to Reality* is here to get your Cadettes and Seniors off to an exciting start this Fall.

From Dreams to Reality has four parts: an activity book called *Adventures in Careers*; a deck of *Career Cards*, featuring interviews with women representing a variety of careers; a *Leaders' Guide* that will answer your questions about the program and suggest ways to get started using *From Dreams to Reality* in your group; a *Council Guide* written for Council staff members, suggesting ways that they may expand or enhance the activities of leaders and group members. Each book uses the striking graphic design featured with this article. It was chosen to symbolize young

women awakening to new career and life possibilities as they explore the *From Dreams to Reality* materials in their group or on their own.

The Activity Book

The activity book, *Adventures in Careers*, is packed with activities for girls to do in meetings as a total group, in small groups, or individually. The book has four major sections, each with its own special purpose.

Insights, the first section of the book, gives girls the opportunity to explore their interests, values, and abilities as they relate to careers and begin to understand how these affect career choice.

Close-Ups, section two, encourages girls to look at careers closely—what's involved, good points and bad. Because career applies to both paid and unpaid work, girls explore not only salaried jobs that they may or may not have known about before, but also volunteer opportunities—and learn how to effectively combine both these roles with family responsibilities.

Now that girls are familiar with their preferences and ready to consider a variety of career directions, it's time for them to go out and explore firsthand through *Tryouts* (short-term activities) and *Pilots* (longer term projects). These sections encourage girls to talk with people about their careers, observe people "on the job," and experience what it feels like to do a number of job-related tasks. Here, girls will have the kinds of in-depth experiences that will help them to make appropriate career decisions and plan for their futures. Here's what's in store for girls involved in *Tryouts* and *Pilots*.

One of the best ways to learn about a career is to talk to a representative of the career one is considering on a one-to-one or small group basis. Both *Tryouts* and *Pilots* give girls ample oppor-

tunity to meet and discuss career ideas with career representatives from their local community. This is the time for teenagers to find out what is involved in a particular job and how the career representative feels about her/his work—the ups and downs, the ins and outs. Girls can ask about job preparation and advancement and find out how women career representatives balance the demands made upon them by family, parents, friends, co-workers, and supervisors.

While these interviews can take place as part of group meetings, they are made into a richer experience when coupled with the opportunity for girls to visit the actual work site. Then, girls can get a feeling for the work environment and begin to ask themselves whether this "habitat" would be compatible with their personal needs and desires.

Talking and looking are important aspects of career exploration, but, for girls, doing is the best. *Tryouts* and *Pilots* offer ample opportunities to do career-related tasks. For *Tryouts*, girls can choose to run a sports event (playing all the necessary career roles from announcer to scorekeeper), conduct a community career fair, or set up a career resource center available to the whole community. As part of their *Pilot* experiences, girls are encouraged to shadow a career consultant for a period of time through a career internship, set up trips and speakers projects (to look at careers in one of Girl Scouting's worlds of interest from every angle), start their own business, or get a paying job. One crucial aspect in selecting these activities is the willingness of girls to share their experiences and feelings about these *Pilots* with their group members so that all can benefit and grow in knowledge of careers and of self. With these real life experiences in the world of careers, girls will have the opportunity to test their career interests before they have spent time and money preparing for them. Furthermore, they will meet people who can help them achieve their career goals by providing encouragement, advising girls on how to get the necessary education and training for a given career, and providing them with the necessary introductions and recommendations that will help girls get and advance in their job.

The Career Cards

Accompanying the activity book (and integral to it) is a deck of *Career Cards*, featuring 80 female representatives of a variety of traditional and non-traditional careers. Through the *Career Cards*, girls will meet everyone from an astronaut to a zookeeper and learn what these women do and feel about their career

From Dreams to Reality

Continued from page 27

choice and their day-to-day life on the job. The back of each *Career Card* provides more general information, including an overall description of job tasks, special qualities one should have to seriously consider this career, education and training necessary, salary range, places of employment, and sources of additional information. The *Career Cards* personalize the career information and provide girls with the knowledge that women from all backgrounds not only can, but are, achieving their career goals in today's society.

The *Career Cards* are used in a variety of ways with many of the activities in the activity book. Blank cards also are provided to encourage the girls to expand and personalize the *Career Card* deck as they meet and speak with career representatives in their own community. With more than 20,000 different careers to choose from now and new careers developing every day, no *Career Card* deck could ever be complete. The deck can continuously be updated to fit girls' expanding interests.

Recognitions

Recognitions have been planned for girls using the program. All girls who complete a specified number of activities (five *Insights*, five *Close-Ups*, and four *Tryouts*) will receive a *From Dreams to Reality* activities recognition certificate and be eligible to purchase an unofficial *From Dreams to Reality* patch that may be worn on jackets, duffel bags, etc. Girls who complete 25 hours of *Pilot* experiences may receive a *From Dreams to Reality Pilots* certificate and purchase a pin. In addition, a letter outlining each girl's *Pilot* experiences will be presented to her. This letter, written by the girl's leader or by the business person working with the girl on her *Pilot*, may be valuable not only as a recognition, but also as a letter of recommendation. It may prove useful to the girl later on as she applies for a job or to an educational institution. The recognition incorporates not only what has meaning to Girl Scouts, but also what has value to those outside Girl Scouting.

Leaders' Guide

While the activity book is written in a direct way and girls can pick it up and use it on their own, we know that leaders will play an important part in using the program with their girls. (We use the terms leader throughout the *From Dreams to Reality* materials for both Cadette leaders and Senior advisers because in career exploration, we feel that advising is only one of the leadership

roles that adults will take with girls.)

The *Leaders' Guide* is designed to help adults get a feeling for the program and give them ideas for ways to get started using the materials with girls. The *Guide* is written in an easy-to-follow question and answer format so that leaders can find answers—and suggestions—to the things that concern them. While the *Leaders' Guide* will be especially helpful to adults at the beginning of the program, it also will be an important reference as girls move from one type of program activity to another.

Council Guide

Because the success of *From Dreams to Reality* relies heavily on community involvement and the use of career resources, Councils can play an important part in the program. This idea was reinforced by Councils that field-tested the materials and provided the initial suggestions that evolved into the *Council Guide to From Dreams to Reality*. This *Guide* is written to give Councils ideas of ways to help increase program effectiveness within their jurisdictions. It gives suggestions on training (a 2½-hour introductory workshop outline is included), identifying and building a bank of community career resources. Also, included in the *Guide* are ideas for promoting the program within the Girl Scout community and to the overall population and working with schools, community organizations, and youth agencies to increase the program's effectiveness and impact. For Councils that are ambitious and resourceful, the *Guide* offers suggestions for establishing a job placement service and centralized career resource center. While it is not essential to offer all these services, it is hoped that the *Council Guide* will spark ideas and stir up the necessary enthusiasm to try some of them in each Council where *From Dreams to Reality* is taking hold.

What's New

While many Councils have been involved in career exploration for many years—through their own career programs and through Service Aide projects, it is hoped that *From Dreams to Reality* will add a new dimension to these programs. At the same time, *From Dreams to Reality* can be an incentive for Councils that have wanted to offer career opportunities to Cadettes and Seniors for a long time but have lacked the necessary resources. During the field testing, girls told us what they particularly liked about *From Dreams to Reality*. Perhaps these selling points will appeal to your group members as well:

- *Career Cards* with all female role models, showing that girls not only can be, but are, everything.

- The informal—yet structural—approach to activities, making it clear how to begin an activity, but leaving opportunities for expanding it as girls choose.

- The hands-on approach to the materials and the program as a whole. Girls don't sit quietly talking about what it would feel like to do something—they do it. Where can girls be found? In the community, in the work place, on the job. Even the activity book and the *Career Cards* have places for girls to record ideas and discoveries about themselves and others.

- The flexibility of the program that can be used steadily or picked up and put down as other parts of the Girl Scout program take over in importance for the girls. It can be used by all girls in a group, a small interest group, or by one girl alone.

- The connection it gives girls to the job application process and the careers available in the community. Girls prepare for careers through reading want ads, interviewing, writing resumes, applying for career internships and jobs, and meeting those important career representatives who will help them in their chosen path to a satisfying career.

No matter what brought a girl to Girl Scouting, the teenage years are an important time to discover and tryout the roles women are playing in society. Program that gives meaning and adds excitement and fun to this trial period can, as many leaders know, not only keep, but attract teenagers to Girl Scouting. The *From Dreams to Reality* program has been designed to bring career exploration to life for the more than 325,000 girls from 12 to 17 in Girl Scouting. One of the leader's comments heard most often during the field testing was: "If only I had had this kind of material when I was a teenager . . ." Well, it's never too late for you or the girls in your group to make your dreams into your reality. And now program materials are there to help you in this exciting process. ■

For a note about the author, see page 18.

Editor's Note: *From Dreams to Reality* materials are available from the National Equipment Service and local GS Departments. They are *From Dreams to Reality: Adventures in Careers* (Catalog No. 20-810, \$2.00); *From Dreams to Reality: Career Cards* (Catalog No. 20-811, \$2.25); *From Dreams to Reality: Leaders' Guide* (Catalog No. 20-812, \$1.00). The *From Dreams to Reality: Council Guide* is available from the Program Department, Girl Scouts of the U.S.A., 830 Third Avenue, New York, New York 10022 at \$1.50 per copy (includes postage and handling). Please send checks only. Address orders attention Mary Gilmore and state "Credit account C110-01-399."

program sharing

by Nancy G. Feldman

I do love to receive—letters from you, phone calls from our children, lots of smiles; and I do love to share—good and bad times, laughter, great music and movies; but giving is the best of all. Perhaps it is best because the act of giving makes you realize that you have something to give and you know that it is good and right.

The International Year of the Child will offer each troop and each Girl Scout Council an opportunity to celebrate by *finding the gift in every child*. You can help your girls to find ways of sharing their gifts with their families and friends. Putting all the gifts in your troop together, what could your troop members do that would be unique to their talents and make a difference in the life of another?

This is a wonderful opportunity to give a very special emphasis to this year's troop program—it reaches deep for the potential in every girl and provides unlimited variety, interest, and fun that can be shared widely.

As our ad hoc IYC task group met to explore themes for IYC, we touched on a variety of possibilities. The moment gifts was mentioned, everyone began offering ideas simultaneously. It was clear that this was everyone's choice—and we think you will react the same way.

We thought of the gifts we have, the gifts we need, the gifts we can give to others. And suddenly we were applying each of these gifts to the individual child; the child in the family; the child in the neighborhood, the community, the world.

Our task group included 12-year-old Jill Gibbs from Brooklyn, New York; 15-year-old Denise Wenzel from Evansville, Indiana; Girl Scouts of Greater Philadelphia President Shirley Preston; former National Board member Minnie Finley of New Orleans, Louisiana; Sharon Medlock, a GSUSA Public Issues Committee member from Washington, D.C., and several Board members.

All of us were intrigued with the program possibilities and the many troop



uses of the gift in every child: the opportunity for each child to realize that she herself is a unique and irreplaceable gift and to acquire that self-esteem each of us needs before we can give to others; the opportunity to learn what our community gives to children and how these gifts of health, education, and opportunity are distributed; the opportunity to discover what gifts are needed in the community—what happens to abused and neglected children or to children new to the community; the opportunity to realize the gifts that families have, particularly those from their culture.

Through exploration of the gift in every child, troop members will discover irreplaceable and intangible gifts: of care and concern for other children; of valuing one's own gifts and those of one's family; of learning about other people's gifts and concerns both at home and throughout the world. Think about the gift of becoming a working partner with children all over the world—what important gifts we will receive in return.

The girls on our task group could instantly see how the theme of the gift in every child could be translated into action for their age group—and your girls will do the same. Your role as leader is to help girls identify their own gifts and find imaginative ways to share these gifts. The troop might want to

make the gift of Girl Scouting available to a new girl at school or to a girl who has left out for some reason or other. Inviting her to the next troop meeting might be the start of that good feeling that comes from giving.

Mrs. Andrew Young has been appointed by President Jimmy Carter to chair the U.S. National Commission for International Year of the Child. Girl Scouts of the U.S.A. is especially honored in having our International Commissioner, Jane C. Freeman, named as a member of the Commission and our President, Dr. Gloria D. Scott, made an honorary member.

Jean Young has said: "We will respond with action" and that is just the way you and your troop can respond. Let the girls brainstorm about what you might want to do. If your brainstorming is as much fun as ours, you will be rapidly moving into action items. Watch girls become enthusiastic as they themselves come up with ideas suitable for their own age group. When you have lots of ideas, you can begin winnowing out the impossible ones, the ones that would be too hard. Let the girls make the decisions. This is one time you do not have to come to the troop meeting prepared because the girls should be steering you. What a relief! Let the girls figure out the how and when while you sit back and know you are giving them the gift of leadership.

The UN Declaration of the Rights of the Child will be a springboard for discussion and action. Helping younger children will help the older girls find their own gifts.

You will want to join in some inter-troop or Council-wide projects—but make it long term, not just one event. You may well want to involve many different community organizations—Girl Scouts could be the catalyst for a community-wide year of emphasis on the gifts of children. It could all culminate in one big event.

Yes, you and your troop will want to become part of the Girl Scout effort for this international celebration, a happy celebration emphasizing the wonders of childhood, as well as the needs of children around the world. ■

The Battle Humanity's



by Elizabeth Munz

"The battle against hunger is truly humanity's war of liberation. There is no more important battle on earth or in space. Peace cannot survive in a world half-fed and hungry."—John F. Kennedy.

It is no longer making newspaper headlines, but the world food crisis is not over. Twenty-six countries, with a total population of 230 million people, are currently affected by abnormal food shortages, according to the Food and Agriculture Organization of the United Nations.

The problems caused by hunger are felt by between 400 and 500 million children. Millions are right here in America and they are increasing in number as unemployment and food prices rise. For children, hunger can seriously impair health. Two of the most devastating results are stunted growth and brain damage in very small children whose brains are still undergoing growth. What a child eats affects how she grows, learns, behaves, and, ultimately, develops into a total human being. As an organization serving youth, Girl Scouts can take its place alongside others committed to doing something about hunger during the International Year of the Child and the years that follow.

Many experts, from various disci-

plines, believe that the way in which the earth's resources are used will ultimately determine humanity's survival. We are constantly being reminded of the interdependence of all the world's people. Yet the United States, representing six per cent of the world's population, consumes forty per cent of its primary resources.

In 1974, at the World Food Conference held in Rome, the major role played by women in acquiring and preparing food for themselves and their families was finally recognized. To be prepared to take on this important role and "play it well," girls need to learn the value of a varied diet and the skills of decision-making and money management in food selection. Through education in school and informally, at home and in groups like Girl Scouts, girls can become better prepared to be the agents of change in preventing poor nutrition and can contribute to their own well-being, as well as that of their global partners.

As their Girl Scout leader, you can help girls acquire the many skills that are necessary for them to effectively make decisions for themselves, their future families, and, ultimately, although indirectly, every living creature. The first step is to help girls develop a keen eye for what is important to them and what they feel are essentials for their style of living and to provide a comfortable place

for them to seek out alternatives, discuss the effects their choices have on themselves and others, and reassess their values.

The clothing we wear, our choice of entertainment, the appliances we use, our direct and indirect use of resources, the food we eat, the transportation we use—every aspect of our daily lives in some way plays a part, however small, in the global scheme. If we continue to demand products and services that are bigger, better, faster, easier, less time-consuming, overpackaged, instant, pre-mixed, etc., we must stop to ask, "At whose expense are these choices made?"

To help you introduce girls to the concepts of good nutrition and its impact upon their lives and the lives of countless people everywhere, here are a variety of activities designed for individual and troop use. They can be done singly or together and are suitable for a wide age range. The nutritional background and maturity of the girls themselves will help determine the depth in which they pursue an activity. The activities marked with a double star are more appropriate for Cadette and Senior Girl Scouts. Activities with a single star are suitable for any age level.

★ Without staring, observe people eating in the school cafeteria, in restaurants, at recreational spots, on public transportation, at parties, etc. Note the expressions on their faces, whether they are alone or with others, whether they are holding a pleasant or unpleasant conversation, how fast they eat, the type and amount of food selected, the order in which foods are eaten. Try to draw conclusions about what your observations tell you about each person and her personality.

★ To find out what influences your own eating patterns, keep a diary of everything you eat for three full days. In addition to what you eat, record where you are, the time, whether you were alone or with friends or family, your mood, what you were doing while eating (holding conversation, watching TV, reading, riding bus, telephoning, etc.). See if your diary reveals any trends. Are there changes you'd like to make?

★ Look at the three-day food recall diary done above and check out what

Against Hunger: War of Liberation

you ate by comparing it with recommended servings in the Four Food Groups. Did some foods fit in more than one Food Group? Did some fit in none of the groups? Food Groups are discussed in *Worlds to Explore: Handbook for Brownie and Junior Girl Scouts* on pages 115-118 and in the *Cadette Girl Scout Handbook* on pages 112-113. The Food Groups and recommended servings are:

	9-12 yrs.	12-17
MEAT GROUP	2	2
MILK GROUP	3	4
BREAD-CEREAL GROUP	4	4
VEGETABLE-FRUIT GROUP	4	4

★ Survey the packaged foods in your home. For about a dozen products, try to decide who was responsible for each purchase, what influenced the purchase, how your family feels about the brand, whether it was chosen after comparing it to similar products, and what each choice says about your family's lifestyle.

★ Watch several hours of children's TV programming on a Saturday morning. Count the number and type of food products shown. In what ways do these commercials teach good and/or poor eating habits? What claims are made for the foods advertised? Is a gimmick used to sell the product? To express views on this subject or to get more information, contact: Action for Children's Television, 46 Austin Street, Newtonville, Massachusetts 02160.

★★ If your community runs a Meals on Wheels program, volunteer your services to deliver meals to senior citizens in their homes.

★★ Volunteer to make and serve nutritious refreshments at the next PTA or community meeting. Select and serve a healthy snack that children would like. Have copies of the recipe available to hand out, possibly with other nutritious snack suggestions.

★ Inventory your kitchen to assess how many junk foods are frequently purchased by family members.

★ Take a critical look at a meal you usually order at a fast food restaurant. Figure out the calories. See what other foods might be ordered with the meal or substituted to make it more nutritious. Or figure out a way to balance the miss-

ing nutrients during another meal or snack. Inexpensive pocket-size calorie counter guides are available in drug and variety stores. Or write for "Calories and Weight, the USDA Pocket Guide" from the Superintendent of Documents (the address is at the end of this article). Cost is 50¢.

★★ Help spread information about the United States Food Stamp and WIC (Women, Infants, and Children) Programs. Set up displays and/or information tables in public places, such as area supermarkets. These programs are still underused because people do not realize they are eligible.

★ Experiment with non-meat menus for camping trips. Consider sharing your successful meatless recipes with others. Volunteer to prepare a meatless meal for your family on a regular basis. Discuss how this can contribute to lessening hunger worldwide.

★ Hold a contest for the best snack. Encourage foods in their natural form that are a good buy nutritionally and are packaged ecologically. Keep a permanent record of the ideas you collect for future refreshment ideas.

★ Learn to make yogurt, peanut butter, several types of sprouts, a homemade soup or stew, a salad dressing or sandwich spread, a nutritious quick or yeast bread, and homemade baby food. Teach each other. Tap into community resources—don't overlook senior citizens. Plan to share your new talents with others—mothers, other Girl Scouts, younger brothers and sisters.

★ Plant a community garden. Distribute the food grown to those in the community who need it or arrange to sell your crops and use the proceeds to help those in need of food.

★ Contact a day care center or nursery school and volunteer to prepare and serve a nutritious snack to the children. This could be done once or as an ongoing project.

★ Prepare a fact sheet or design a poster on world hunger and distribute it in the community.

★★ Visit the social services department, the Social Security office, and the local health department. Find out what services are available to families, how many families are served, and who is eligible. Find out the types of careers

available at these agencies.

★ Conduct a trash survey on a camp weekend or other group event. Compute the amount of food per person that is thrown out. Figure out a way to encourage others to reduce the amount of food (and other resources, such as paper goods) they throw out.

Resources:

Your local Dairy Council has excellent nutrition education materials, often available free of cost. Workshops for girls and/or leaders also can be arranged through the Council.

Tupperware Educational Services offers two excellent free-loan films. They are: *To Nourish a Child: Nutrition from Newborn through Teens* and *Be Food-wise: The Basic Four*. Write to Tupperware Educational Services, P.O. Box 2353, Orlando, Florida 32802 for information.

Specific government agencies and offices that offer food, diet, and nutrition information include:

- Food and Drug Administration
Office of Public Affairs
5600 Fischers Lane
Rockville, Maryland 20857
- Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
- U.S. Department of Agriculture
Office of Communications
Washington, D.C. 20250

Two books filled with nutrition-related activities and much information are: *Creative Food Experiences for Children*, by Mary T. Goodwin and Gerry Pollen (\$4.00, Brownie and Junior level) and *Food: Where Nutrition, Politics, and Culture Meet: An Activity Guide for Teachers*, by Deborah Katz and Mary T. Goodwin (\$4.50, Cadette and Senior level). Both are available from: Center for Science in the Public Interest, 1755 S Street, N.W., Washington, D.C. 20009.

Happily Appley: A Leader's Guide to Food Fun With Young Children, by Elizabeth Munz (GSUSA, Catalog No. 19-995, \$2.50). Activity ideas especially suited to Brownies and young Juniors. Basic nutrition information included for leader's background. ■

The author, Elizabeth Munz, is a Program Specialist in the Program Department.

Use this QSP money-planner to chart your Troop's earning power!

From QSP, a Subsidiary of The Reader's Digest Association, Inc.

Heath Super Crunch Heath Enjoy Milk Choc & Peanuts					\$384
Per Bar	\$.60	\$ 1.00	\$.40		
Per Case	\$ 28.80	\$ 48.00	\$ 19.20		
20 Cases	\$576.00	\$960.00	\$384.00		
Heath Toffee-ettes Heath Mint Truffles					\$576
Per Bar	\$.90	\$ 1.50	\$.60		
Per Case	\$ 43.20	\$ 72.00	\$ 28.80		
20 Cases	\$864.00	\$1440.00	\$576.00		
Stuckey's Pecan Log Roll Stuckey's Almond Clusters					\$216
Per Bar	\$.90	\$ 1.50	\$.60		
Per Case	\$ 10.80	\$ 18.00	\$ 7.20		
30 Cases	\$324.00	\$540.00	\$216.00		

Prices subject to change without notice

Guaranteed Income With a Selection of Nationally Advertised Brand Names.

Our product chart, shown above, illustrates the kind of big income your Troop can earn with QSP's proven money-earning plan. It features a selection of Heath and Stuckey's products... recognized everywhere for fine quality, honest-to-goodness rich taste, and fresh flavor. The plan offers a varied range of prices and a flexible product-mix that appeals to all age groups. Your Troop can offer a variety of these best selling candies with something for every member of the family: distinctive Heath Classics and Stuckey's Famous Pecan Log Roll and Luscious Almond Clusters.

Across-the-Board Product Mix Increases Your Money-Earning Power

Your money-earning power, depending on the items and quantities selected, ranges from 40% to 50%. There's no investment necessary because you pay only for the candy sold. Unopened cases may be returned for credit within 40 days from the date of invoice.

QSP Offers Specialized Help and Promotional Aids at no Cost to You

Troop tested training and promotional aids are available with every order, through your QSP Field Manager.

These men and women are part of QSP's unique nationwide network of money planning specialists. They are your personal representatives, helping to bring your Troop the most successful money-earning project ever!

FOR DETAILS ON THE WHOLE INCOME PICTURE MAIL COUPON TODAY!

11GS77

Olin Johnson,
QSP, Inc., PO Box 301, Pleasantville, NY 10570

Please send me information on GS money-earning candy plan.
 I understand my request for literature will not obligate me in any way.

Please have the local QSP Field Manager call me for an appointment to explain in person the details of a GS money-earning plan.

Name _____

Title _____ Phone () _____

Address _____

City _____ State/Zip _____

Unit _____ No. of Members _____

Council _____

Address _____

City _____ State/Zip _____

QSP®

Number one in quality. In service. In performance.

Clear all money-earning plans with your Council Finance Committee or Lone Troop Committee