

7-1-1957

# The history and significance of the Student Cooperative Association in Virginia

Mercer Weldon Kay

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**THE HISTORY AND SIGNIFICANCE  
OF THE  
STUDENT COOPERATIVE ASSOCIATION  
IN VIRGINIA**

**A Thesis  
Presented to  
The Graduate Faculty  
of  
The University of Richmond**

**In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science in Education**

**by  
Mercer Weldon Kay**

**August 1957**

## ACKNOWLEDGMENT

The assistance of the writer's adviser, Dr. Edward Franklin Overton, Professor of Education and Dean of the Summer School, University of Richmond, is gratefully acknowledged.

Appreciation is also extended to Miss Elizabeth V. Lloyd, Executive Secretary, Student Cooperative Association, her staff, and all others who have contributed to the success of this study.

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## CHAPTER I

### INTRODUCTION

For a number of years it had been the hope of the headquarters staff of the Student Cooperative Association that a study be made of the history of the organization. The Student Cooperative Association is an outgrowth of the Cooperative Education Association which was organized in Virginia in 1905. There were a number of fragmentary and scattered references made to the work of the Student Cooperative Association and its predecessor, the Junior Community League. The majority of these articles were written in appraisal of an individual chapter or community accomplishment, with little or no reference made to a statewide organization.

#### I. THE PROBLEM

Statement of the problem. It was the purpose of this study (1) to trace the development of the Student Cooperative Association in Virginia in such a manner as to provide a chronological background of the organization from its incep-

tion, and (2) to ascertain the significance of the Association's contribution to public school life.

Importance of the study. The Student Cooperative Association, and its predecessor, for many years have indicated their contributions to the lives of white public school children in Virginia through various scattered sources. However, no significant attempt had been made to unify its accomplishments or indicate its present status. This study was undertaken in an attempt to (1) provide a source for this information; and (2) provide a basis for future study of the organization.

## II. PROCEDURES AND TECHNIQUES

Information on which this study was based was obtained largely from original sources. Periodicals, particularly those published by the organizations mentioned above, newspapers, reports of the Virginia Superintendent of Public Instruction, personal interviews, observations, and conversations with educators who are familiar with the Cooperative Education Association movement in Virginia were all utilized in preparing this study. An earnest attempt was made to

assimilate all available data and interpret it in terms of the organization.

### III. SUMMARY

The Student Cooperative Association found in the public schools in Virginia today had its beginnings shortly after the turn of the century as a facet of the Cooperative Education Association. Through its efforts, tangible contributions have been made to the lives of public school children.

This study was undertaken in the interests of contributing to the general knowledge of the Association, and of providing bases for future research in its behalf.

## CHAPTER II

### THE ORIGIN OF THE JUNIOR COMMUNITY LEAGUE

The Junior Community League contained the first seeds of the Student Cooperative Association. This League in turn had its beginning in the early activities of the Cooperative Education Association.

On March 28-29, 1904, a conference of educators met in Richmond at the State Capitol to see what could be done to improve educational facilities for the children of Virginia. Some of the important members of this conference were Governor A. J. Montague, Dr. J. D. Eggleston, Dr. S. C. Mitchell, Attorney-General Anderson, and Mrs. E. C. Minor. At this conference the Cooperative Education Association was organized for the purpose of stimulating and motivating this interest in educational facilities.

The following account of this conference is given:

Only about one-half of the children of public school age are enrolled in the public schools. Only one-third are in daily attendance in the public schools. Children in attendance are in school, on an average, about five and one-half months of the year. (Five and one-half in and six and one-half out.) Allowing as we gladly do for the excellent work being done by numerous

private schools, we yet submit that the above statement is sufficient to make every citizen active in the work of advancing our schools.<sup>1</sup>

Intent upon a forceful program to carry out their desires, the group agreed upon the following commandments of the movement for better education:<sup>2</sup>

1. A nine-months school for every child.
2. A high school within reasonable distance of every child.
3. Well trained teachers for all public schools.
4. Efficient supervision of schools.
5. The introduction of agricultural and industrial training into the schools.
6. The promotion of libraries and correlation of public libraries and public schools.
7. Schools for the defective and dependent classes.
8. The organization of a Community League in every county and city.

As will be observed later in this study, it is fitting to note that the objective to establish a Community League in

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<sup>1</sup>Unsigned report, Virginia School Journal, 13:100-101, April, 1904.

<sup>2</sup>S. C. Mitchell, Aftermath of Appomattox. (Atlanta: National Library Binding Company, 1954), p. 81.

every community led to the development of community and school groups by encouraging actual participation of parents and students.

Dr. S. C. Mitchell was elected first president of the new organization. It was he who called the first statewide conference of the Association to meet in Norfolk on November 29, 1904.

The conference requested Governor A. J. Montague and Dr. E. A. Alderman, President of the University of Virginia, to tour the state in May, 1905, in the interest of better education. Dr. S. C. Mitchell, president of the Association, related in his account of the trip back to Richmond that it was suggested to Governor Montague that a campaign of greater magnitude might be more helpful.<sup>3</sup> This suggestion by Dr. Mitchell met with immediate approval on the part of Governor Montague. The idea of a speaking tour gathered such magnitude that a "30 day campaign in May" was the resultant slogan. The more formal name for the movement was the May Educational Campaign.

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<sup>3</sup>Ibid., p. 83.

One of the main objectives of the campaign was to extend throughout the state the work of organizing local associations. These local organizations were to be purposeful and permanent and their activities directed toward a more effective program of education. The magnitude of the May Campaign is shown by the following quotation:

A hundred of our ablest speakers enlisted in the campaign. Popular meetings were held in 94 counties. Altogether there were 108 of these meetings, and more than 300 addresses were delivered.<sup>4</sup>

A letter concerning the League<sup>5</sup> mentions that such a group of speakers called at the community of Alberene in Albemarle County. Mr. T. S. Settle, principal of the school at Alberene in 1905, says that Mrs. B. B. Munford, Charles G. Maupin, Examiner, and the county superintendent of schools came to Alberene, made some very impressive speeches, and organized a Community League. He states further than Alberene was a mining town where soapstone was quarried and made into

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<sup>4</sup>Cooperative Education Association of Virginia, Proceedings of Annual Meeting of 1905 (Meeting held in Lynchburg. Richmond: Cooperative Education Association of Virginia, 1905), p. 15.

<sup>5</sup>T. S. Settle, Letter to Mrs. Leslie Fox Keyser, March 12, 1955, p. 1.

laundry tubs, electrical and other equipment. At that time "the Company" owned all property within a radius of a mile of its plant including a new school in a centrally located wooded area.

The men worked from 6 A.M. to 6 P.M. and the women were too busy with their household duties to carry out any program suggested by the state headquarters. As a result the local League did very little.

But the teachers and pupils soon realized that we had plenty of talent in the School Building. Boys and girls in H. S. education as least as good as their parents. So we organized a Junior League with the usual officers, Pres., V. P., Sec., and Treas.<sup>6</sup>

Two of the first objectives of the Alberene Junior League were to grub up the stumps in the school yard, making a basketball court, and to make a reproduction of the school to scale out of soapstone. This soapstone school house later became an exhibit from Albemarle County at the Jamestown Exposition in 1907.<sup>7</sup>

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<sup>6</sup>Ibid., p. 1.

<sup>7</sup>Ibid., p. 1.



Mr. Settle also stated that the Alberene Junior League never thought they had started anything unusual, but that perhaps Mrs. Munford and Mr. Binford and others were probably glad to learn of an organization that was not afraid of hard work.<sup>8</sup>

The second annual state-wide meeting of the Cooperative Education Association was held in Lynchburg, Virginia, on November 29, 1905. This was shortly after the May campaign of that same year. In an address before the association, Lieutenant C. P. Shaw related in his discussion that:

. . . Mr. Wilson L. Gill of Philadelphia had been awarded the Cresson Gold Medal from Franklin Institute of Philadelphia for the invention of School City. The school is a city given a charter by the school authorities and within its limits discipline is maintained by the scholars to the infinite relief of the teachers and benefit of the school.<sup>9</sup>

The words of Lieutenant Shaw are among the first references, as far as can be determined, of any form of student government organization being discussed in the ranks of the Cooperative Education Association. Later activities proved

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<sup>8</sup> Ibid., pp. 1-2.

<sup>9</sup> Cooperative Education Association of Virginia, op. cit., pp. 107-109.

that his remarks fell upon an Association fully capable of appreciating their merit. Thus the seeds for developing student government in the public schools of the state were sown in the early days of the Association. The idea of students aiding teachers in maintaining discipline fell upon receptive minds.

Scattered reports of other Junior League organizations began to appear in the Virginia Journal of Education in 1908. Only those reports that seem to be representative of the years 1908-1910 will be presented here.

The first of these reports comes from Scottsville Graded School in Albemarle County, dated February, 1908:

The Scottsville graded school has just installed a thorough system of heating and ventilation, costing \$650.00. The junior and senior leagues of the school are busily at work improving the grounds around the building, planting trees, flowers and hedges, and in addition, preparing for a fine sod to cover the entire seven and one-half acres.<sup>10</sup>

A second representative report, dated June, 1909, comes from Drakes Branch School in Charlotte County:

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<sup>10</sup>Unsigned Report, Virginia Journal of Education, 1:38, February, 1908.

We organized our society the first week in January. The following officers were elected: Marian Chalkey, President, Elizabeth Pettus, Secretary, Merrit Pettus, Treasurer. We have 21 members. The amount made through monthly dues and work by the society was \$13.00; \$8.64 of which was spent for shades. We are going to buy a cooler for our room and give the rest to the library. The monthly dues amounted to \$2.15. We made \$1.50 making bed-quilt squares. From a rummage sale \$7.60 was made. We decided to call our league "The Drakes Branch High School Junior League". We hope all of the schools will organize a league and do still better than we did.<sup>11</sup>

The preceding reports indicate a rapid spread of Junior League work in these early years of its existence. In April, 1910, the instructions to school leagues (the adult organization) carried reminders to persuade teachers to organize pupils into Junior Leagues.

Mr. C. W. Dickinson, Jr., superintendent of schools in Cumberland and Goochland Counties in 1910 reported:

Student clubs were organized in 26 schools in Cumberland and 28 schools in Goochland. The Students elected their officers and decided upon the amount of dues to be paid-varying from 1¢ to 5¢ per month. The teachers in these schools appointed committees in the

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<sup>11</sup>Louise Morgan, "Report of Drakes Branch High School Junior League," Virginia Journal of Education, 2:33, July, 1909.

clubs to aid in securing regular attendance, gentlemanly conduct, neatness of buildings, furniture and books, and attractive grounds.<sup>12</sup>

Summary. Organization of the Cooperative Education Association brought about considerable interest in the improvement of education in Virginia. One evidence of that interest was the May Campaign of 1905, an effort by dedicated educators and citizens to help raise the status of education. The organization of the first Junior Community League in Virginia was at Alberene School in Albemarle County in 1905. Other Junior Leagues were organized in 1908, 1909, and 1910. Senior League publications began to encourage teachers to organize Junior Leagues and in 1910 the first report appeared concerning the organization of a whole school division. During this period the interest of outstanding educators was evidenced in the community league movement. These individuals and countless other unnamed persons gave unstintingly of their time, thought and energy toward the founding of the parent

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<sup>12</sup>Unsigned report, "New Work In Cumberland and Goochland During 1909-1910," Virginia Journal of Education, 3:638, July, 1910.

organization. In a similar manner and with like devotion,  
the Junior Community League came into being.

our rural schools to organize such a club. It will promote school spirit and enable teachers and pupils to get together on a basis of friendship. Through such an organization we can create a greater interest in beautifying the school, in athletics, in the features commonly incorporated in literary societies and, in fact, all those incidental things of school life that go to develop the personality of pupils.<sup>2</sup>

This first pamphlet, entitled School Clubs for Virginia Boys and Girls, previously mentioned in Mrs. Munford's report, contained an outline of the organization, including a sample constitution, a description of the league button with the motto: "The Best for Our School," and the obligation which it was recommended that each member memorize. Aims and purposes described in this early pamphlet centered around the love of country, home and school, and self-improvement. As these early aims and purposes are observed, it is evident that the main objective of the Junior League was to train students for citizenship.

By 1913 Junior League work had gained in importance to such an extent that at least sixty-seven organizations were

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<sup>2</sup>J. H. Binford, "School Clubs," Virginia Journal of Education, 5:55, November, 1911.

functioning in Virginia public schools. Their work and worth were attested to by the following quotation of Mrs. Munford:

The junior leagues constitute a guard of honor for the school. They lead members to take a pride in its beauty, its cleanliness and sanitary condition; they make the boy and girl realize a definite responsibility for the well-being of the school, and that is a pretty good realization, if you please, when it leads, as it must, to better citizenship in the individual. The need in the state is the need in the school, and the wise teacher is the first to recognize the importance of making good citizens of her small democracy. The agency of a junior league is the very best agency known to compass this end, and we have seen results already.<sup>3</sup>

Reports in 1915 indicate that over 500 Junior Leagues had been organized since the Cooperative Education Association issued the first bulletin outlining organizational procedures. One feature attracting attention in the reports was the interest shown in the reading course. A club member reading the required number of four books was entitled to a handsome certificate.<sup>4</sup> Well over one thousand members completed the course in 1915.

In order to work out a plan of cooperation for the student organization, the Cooperative Education Association in

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<sup>3</sup>Cooperative Education Association of Virginia, School and Civic League Bulletin (Richmond: Cooperative Education Association of Virginia, 1913), p. 20.

<sup>4</sup>See Appendix, p. 72.

1916 changed the name of Junior League work to the High or Elementary School Cooperative League. Other changes, also made in 1916, included the employment of a secretary and the first annual report of the student organization. Miss J. Douglas Wright had been working in the Cooperative Education Association office since 1911 and was familiar with the work of the Junior Leagues; so she was designated as secretary of this work. The first coordinated report of the High or Elementary School Cooperative League showed that there were 198 organizations with 4,155 members in the state.<sup>5</sup>

Just as the work of the High or Elementary School Cooperative League seemed to be showing satisfactory progress, 1917 brought changes that upset this trend. The United States was drawn into World War I in the spring. It was during this same year that Miss Wright left to marry Mr. Randolph Maynard. During the war years, the work of the Cooperative Education Association was centered around the war effort. While this meant temporary cessation of certain phases of school work,

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<sup>5</sup> Commonwealth of Virginia, State Board of Education, Annual Report of Superintendent of Public Instruction 1916-1917 (Richmond: Commonwealth of Virginia, State Board of Education, 1917), p. 194.



TABLE I  
MEMBERSHIP IN THE JUNIOR COMMUNITY  
LEAGUE FROM 1916-1936

YEAR	MEMBERSHIP
1916	4,155
1922	6,020
1923	15,467
1924	25,468
1925	22,015
1926	37,313
1927	39,296
1928	39,623
1929	39,077
1930	48,021
1931	58,169
1932	58,574
1933	75,545
1934	83,090
1935	89,296
1936	87,038

it did not mean the losing of the cooperative effort and spirit by the adult or student groups. These groups united to perform patriotic duties for their country in time of its peril. High and Elementary School Cooperative league efforts included the sale of war savings stamps, distribution of junior red cross pledge cards, food production and conservation, campaigns to save coal, and numerous other emergency programs.

In the early years of the Cooperative Education Association, the Virginia School Journal, which later became the Virginia Journal of Education, carried many of the happenings and general interest articles of the Cooperative Education Association and the Junior Leagues. The State Board of Education had sponsored its publication during this period but decided to discontinue sponsorship on July 1, 1918, and delegated responsibility for publication to the teachers of the state. The idea of a self-supporting periodical had already come to the attention of the Cooperative Education Association in November, 1917, at the annual meeting in Roanoke. Mr. J. H. Montgomery, Executive Secretary of the Cooperative Education Association, reported that there had been a long recognized

need for a publication that would reach a large percent of the League workers on a regular basis. The delegates passed, by a unanimous vote, a resolution to issue a monthly paper. The name of this publication was The Community League News, the first issue of which came out on January 10, 1918.<sup>6</sup> Published in Richmond, the subscription charge was twenty-five cents per year. The need for such a paper was quite evident. An organization of such state-wide magnitude needed a medium to keep in touch with local groups. Both weak and strong Leagues needed to compare their work and learn how to improve their programs. This publication had some early subscription problems but never failed to meet its monthly schedule.

The name High or Elementary School Cooperative League seems to have been a casualty of the war because the later references are in terms of the Junior League or the Junior Civic League. One of the first references to "Junior League" work in The Community League News was in September, 1918, when Mr. J. H. Montgomery stated that the Junior League work needed

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<sup>6</sup>J. H. Montgomery, "A Step Forward," The Community League News, 1:1, January, 1918.

to be re-established in the sixth and seventh grades and the junior and senior high schools.<sup>7</sup> Scattered reports covering the next two years indicated that Junior League work was still going on despite the lack of a coordinated state program. There were several reports that stood out in this period by showing superior work on the local level. The leadership that guided those Leagues through the difficult years seemed of the highest type.

One important factor, during this period after the termination of hostilities, was the appointment of Mrs. Randolph Maynard to the board of directors of the Cooperative Education Association. Mrs. Maynard (the former Miss J. Douglas Wright) had maintained her interest in the Junior League effort and was constantly at work behind the scenes to give guidance and direction to the youth group. During 1919, 1920, and 1921, Mrs. Maynard recognized the outstanding accomplishments of Junior League work in Page County. The success there was due to the guidance of Miss M. Frieda Koontz, county president of the leagues. The work of these two persons

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<sup>7</sup>J. H. Montgomery, "Editorial," The Community League News, 2:3, September, 1918.

stands out in this difficult period of Junior League history.

The following are typical reports of certain local Junior Leagues during the period 1911-1921. They clearly reveal some of the difficulties and successes encountered wherever league work was undertaken.

I have just succeeded in organizing a Junior League in my school at Cedarville. I had to do considerable engineering to get it organized, as we have a few old chronic kickers in this community who talk against everything you try to do. Their kicking does not discourage me; but it does make it hard to keep the children in line. I read several of your letters from the Journal and finally got them interested.<sup>8</sup>

Reliance, Va.  
Dec. 23, 1911  
J. C. Beaty, Prin.

We have a civic league in the Whitmell School which takes care of all students. This league is reorganized each year soon after school opens, and new officers are elected to carry on the work. The president of the league appoints the chairmen of the various committees to assist him in the details and they in turn appoint their committees. A civic league creed has been drawn up by the officers and chairmen and adopted by the school. It outlines the conduct of each student. The ten points of emphasis are: cleanliness, neatness, courtesy,

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<sup>8</sup>J. C. Beaty, "Junior Leagues," Virginia Journal of Education, 5:175, January, 1912.

honesty, punctuality, trustworthiness, loyalty, thrift, friendliness, and school spirit.<sup>9</sup>

Whitmell School  
February, 1920

Summary. In 1911 Junior League work was first officially recognized by its parent organization. The Cooperative Education Association issued the first pamphlet outlining a program for Junior League organization on the local level. During the next few years, Junior League work continued to spread and by 1915 over 500 groups had been organized. There was need for permanent guidance and help, so in 1918 a secretary was assigned to work with the Junior Leagues.

The United States became involved in World War I and the various individual leagues were occupied with patriotic duties. In 1918 establishment of the first Cooperative Education Association periodical, The Community League News, took place. This monthly publication became a vital part of

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<sup>9</sup> Landon Fuller, "What We Hope To Accomplish In Our Junior Civic League," The Community League News, 3:2, February, 1920.

league work and helped to unify the Association in the difficult post-war period.

## CHAPTER IV

### THE JUNIOR COMMUNITY LEAGUE 1922-1936

The beginning of the 1922-1936 era in Junior Community League work manifest a growing enthusiasm in the youth organization. The following was a typical expression: "Many schools would not have been built and many educational goals would not have been attained but for the cooperative."<sup>1</sup> The "cooperative," which was the Cooperative Education Association, worked hard not only for school growth and progress, but for Junior Community growth and progress.

Early in January, 1922, Mrs. B. B. Munford, association president, was aware of the need for additional secretarial help to carry on Junior Community League work. Immediately the problem arose as to where to secure financial support to meet the needs of the expanded program. To the resourceful Mrs. Munford this was a challenge. She wrote to her friend, Chief Justice William H. Taft, in Washington, outlining the plan to help boys and girls experience the duties of citizens

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<sup>1</sup> Editorial in The Richmond News Leader, January 7, 1922.



in a democracy. Mr. Taft considered the plan a good one and forwarded his recommendation to Mr. Elihu Root, who was president of the Carnegie Foundation. This Foundation existed "for the advancement and diffusion of knowledge and understanding among the people of the United States."<sup>2</sup> In February, 1922, the Carnegie Board acted favorably upon the request and granted the Cooperative Education Association five thousand dollars annually, for a period of three years. With this favorable action by the Carnegie Board, Mrs. Munford set out to implement the plan for an expanded Junior League program. It was not difficult to recognize the outstanding work that had been performed in Page County in the period immediately following World War I. The eyes of the leaders at once fell upon the president of the Page County Community Leagues, Miss M. Frieda Koontz. Thus it was no surprise that the Community League News of March, 1922, carried the announcement of Miss Koontz' appointment as Junior League secretary. She began her new duties in April.

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<sup>2</sup>John M. Mitchell, "Carnegie Trusts," Encyclopaedia Britannica (14th ed.), IV, 895.

Miss Koontz brought a wide experience and an enriched background to her new post. Having received her masters degree from the Richmond Woman's College, she had taught and served as principal in the Page County Schools. She had served as censor of a Junior League since graduation from college. Just prior to her appointment to the Junior League position she served as president of the Page County Federation of Leagues.<sup>3</sup>

Immediately upon assuming her duties as Junior Community League secretary, Miss Koontz began to exert her influence by publishing the First Rank Banner Junior League requirements.<sup>4</sup> In August, 1922, Miss Koontz began gathering information for the Junior Community League Bulletin. This bulletin contained valuable information on League work, and included a number of personal letters of commendation and approval of the Junior League program. To illustrate, the following letters are included:

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<sup>3</sup> Unsigned report, The Community League News, 5:1, April, 1922.

<sup>4</sup> See Appendix, p. 73.

Commonwealth of Virginia  
Governor's Office

Richmond, Va.  
August 25, 1922.

It appears to me there could be no higher end than that aimed at by the Co-Operative Education Association of Virginia, and I regard it as a pleasant privilege to place the seal of my unqualified approbation upon the movement.

The love of country and of home, honor to the flag, respect for constituted authority, reverence for truth, purity in living, such principles should be instilled in the early life of every child if the United States is to maintain her leadership among the nations.

The aims and purposes of the Co-Operative Education Association are such, in part, as I have enumerated above. They speak for themselves, and need no laudation from me. It is, however, with pleasure that I embrace this occasion to announce publicly the real interest I experience in the statewide success of a movement which, I am convinced, is making for the real welfare of the whole people.

That principle of the Association, which is applied, primarily to its Junior Leagues, of help and honor to father and mother; appears to me to be more wholesome and most appropriate. In the sanctity of the home rests the safety of the State; it is the foundation stone of the great temple of our national life.<sup>5</sup>

(signed) E. Lee Trinkle  
Governor of Virginia

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<sup>5</sup>Cooperative Education Association of Virginia, Letter of Commendation from E. Lee Trinkle (Junior Community League Bulletin Richmond: Cooperative Education Association of Virginia, 1922), p. 4.

Commonwealth of Virginia  
State Board of Education

Richmond

The Junior Community League will serve to emphasize many of the fundamental teachings of the school. Instruction in patriotism as the basis for citizenship, and the cultivation of a proper school spirit as the preparation for a responsible member of society, can be greatly emphasized through an organization paralleling the work of the school. The attention which the Junior League will naturally direct toward individual health and public sanitation must serve in no uncertain way to emphasize the lessons which the school attempts to teach. The Junior League, which in a voluntary and less formal manner imbues its members with those lessons more formally presented in the school, will add impetus and pleasure to the instruction.

The Junior League will also assuredly point the way whereby students may cooperate in school government, thus rendering discipline less tedious and routine, less exacting. In the care of the building and the improvement of its environs, the Junior League will find an inviting field of usefulness.

(signed) Harris Hart  
Superintendent of Public  
Instruction

With the approval of such leaders as the Governor of Virginia and the Superintendent of Public Instruction, it was evident that the Junior League program was approved, not only by the parents and teachers of the schools but by high

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<sup>6</sup>Ibid., p. 5.

Governmental officials.

The bulletin was distributed throughout the state in the fall of 1922. The good effects of this bulletin were shown in the annual report of 1923 of the Cooperative Education Association made by Mrs. B. B. Munford, association president. Just eighteen months after the employment of the Junior League Secretary this same report indicated that there were 15,467 Junior League members enrolled in 404 Junior Leagues.<sup>7</sup> This phenomenal development was indicative of the leadership and enthusiasm of Miss Koontz.

These Junior League members were distributed in schools of all sizes from the smallest to the largest. Enthusiastic reports indicated that the thing often referred to as "school spirit" was alive in all Junior Leagues. Some of the outstanding activities included demonstrations at county and state fairs, care for the school house, beautification of school grounds; participating in athletic contests and publication of school newspapers.<sup>8</sup>

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<sup>7</sup>Cooperative Education Association of Virginia, Annual Report (Richmond: Cooperative Education Association of Virginia, 1923), p. 1.

<sup>8</sup>Ibid., pp.6-7.

Chief Justice W. H. Taft wrote the following opinion of the Junior Community League, bulletin, and the annual report of the Cooperative Education Association in Virginia shortly after their publication: "I think you are doing a great work. Really, if you keep it up it will regenerate our citizenship and in such movements lies the hope of our future."<sup>9</sup>

The Clarke County Courier, dated May 10, 1923, carried an account of the Clarke County Fair and picnic, which took place May 5th. This all-day program centered around a costume parade, school exhibits, athletic events, and scholastic accomplishments all related to the Junior League work done in the nineteen schools of the county. It appears that Clarke County was the first Virginia county to organize a Junior League in every school. This was accomplished in 1922.<sup>10</sup>

Miss Koontz spent part of the summer months traveling over the state of Virginia visiting the State Teachers

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<sup>9</sup>William H. Taft, Letter to Mrs. B. B. Munford (Copy), March 12, 1923, p. 1.

<sup>10</sup>Cooperative Education Association of Virginia, Annual Report (Richmond: Cooperative Education Association of Virginia, 1924), p. 21.

Colleges where she gave lectures on the Junior League program. These lectures included talks on general school improvement, better health conditions, and how Junior Leagues helped to teach citizenship. This method of publicizing the program of the Junior League was made possible through the interest and hospitality of the University of Virginia, the College of William and Mary, and the institutions now known as Madison College, Radford College, Mary Washington College, and Longwood College.

During the period 1922-1936 the Community League News devoted at least a full page of each issue to the Junior Community League. It was through this medium that the Junior League secretary was able to place before the public the real work of the Junior League.

Essay writing contests were encouraged by the Virginia Highway Commission to obtain information from pupils on good roads. An announcement carried in the Richmond Times-Dispatch March 2, 1924, offered prizes ranging from five to fifteen dollars for Junior League essays. Suggested topics included "Why We Should Improve the Roads in My Community" and "How

Good Roads Have Benefited My Community."<sup>11</sup> Also, essay contests were sponsored in the Junior Community League by the National Tuberculosis Association. The Junior Community League annual health report indicated a wide range of activities in this area. These ranged from weighing and measuring pupils to an interest in the hot lunch program.<sup>12</sup> Reading certificates were granted to children for reading a required number of books.

In 1927 the Cooperative Education Association distributed a new Junior Community League Handbook. The Chairman of the Handbook Committee was Mr. James Hurst, Superintendent of Schools in Norfolk County. This seventy-two page handbook contained many revisions and additions and included the following (1) Slogan: The Best for Our Community; (2) Colors: Green and White; (3) Emblem: Flaming Torch; (4) Flower: Dogwood.<sup>13</sup> Added features included information on 4-H Clubs; Virginia High School Literary and Athletic League; National

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<sup>11</sup>See Appendix, pp. 74-75.

<sup>12</sup>See Appendix, pp. 76-77.

<sup>13</sup>Cooperative Education Association of Virginia, Junior League Handbook (Richmond: Cooperative Education Association of Virginia, 1927), p. 10.



Honor Society; membership certificate for Junior League organizations, and a number of references for most phases of extra-curricular activities.

In 1929 several important changes occurred in the Community League News. In January the publication was changed in size to allow for an increase in space for printed matter of approximately twenty per cent.

At the twenty-fifth annual meeting of the Cooperative Education Association, the Executive Committee felt that it would be appropriate to revise the objectives. Included in the revised objectives was the following statement about Junior Leagues:

To encourage training in citizenship, and give opportunity for developing cooperation in school, health, civic, club, recreational and other activities among our boys and girls. We shall endeavor to have a well-established Junior League for the pupils in every school.<sup>14</sup>

With the objective clearly stated the Junior League program assumed a greater role of importance. Pages fifteen and sixteen of the Community League News were devoted to the

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<sup>14</sup>Cooperative Education Association of Virginia, Annual Report (Richmond: Cooperative Education Association of Virginia, 1929), p. 11.

Junior Community League organization.

Annual State Meetings had been a custom of the Cooperative Education Association since 1904. Usually their meetings were held during Thanksgiving week. In 1922 the Junior Community Leagues sent fifty-three delegates to attend the first Junior League State Meeting which was held in the same city and at the same time as the adult meeting. These annual meetings increased in popularity until the number of Junior League delegates rose to 1,306 in 1936 for the annual meeting at Bristol, Virginia. These annual meetings had grown to the extent that the adults and junior held separate sessions and the high and elementary schools had separate programs.

It is interesting to note that the railroad companies favored the Junior Leaguers by issuing certificates that would entitle the delegates to purchase reduced round-trip tickets to the annual meeting. These certificates were distributed by the Junior League Secretary.<sup>15</sup>

District meetings began for Junior Leagues in much the same way as the state meeting. Adult district meetings

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<sup>15</sup>M. Frieda Koontz, "Send for Certificates for Reduced Railroad Tickets," The Community League News, 12:16, November, 1929.

gradually grew and the Juniors began to attend these meetings and have a part on the program. Separate meetings began to be more desirable and in 1929 the first series of twelve district meetings for Junior Leagues were held with their officers presiding. Attendance increased to 8,486 in 1936. This method of meeting together brought local school representatives in closer contact with their fellow district members and the state officers. The increased number of participants was also quite valuable.

State offices of the Cooperative Education Association were located in the State Capitol, the State Office Building, and the Central National Bank Building at various times during the early life of the organization. In July, 1932, the State Office was located in the Moore Building, Room 202-203 at 16-1/2 North Ninth Street, Richmond, Virginia. These more permanent and spacious offices were sorely needed and have served the Association until the present.

Another change that occurred in July, 1932, was a new name for the monthly publication. Action by the board of managers of the Cooperative Education Association was as follows: "As our monthly paper is for all our organizations,

adult and junior, it was decided to change the name to The League News instead of The Community League News.<sup>16</sup> In June, 1933, the publication of The League News was discontinued for the months of July and August in the interest of economy.

The Virginia Branch of the National Congress of Parents and Teachers was formed in 1921. Chief interests of this organization were child study, parent-teacher relationship, and the responsibility of the adult generation to the younger one. For a number of years the Parent-Teacher organization and the Cooperative Education Association seemed to parallel each other in their overall interest and purpose. Finally, in 1933, definite proposals were formulated for the merger of the two organizations. The proposals concerning the Junior League program were as follows:

The Junior Community Leagues shall continue to be carried on as at present under the Cooperative Education Association.

The United Organization shall maintain a central

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<sup>16</sup>J. H. Montgomery, "Executive Committee Meeting," The Community League News, 15:3, July, 1932.

the new organization was The Cooperative Education Association, Virginia Branch of the National Congress of Parents and Teachers.<sup>18</sup> Dr. W. T. Sanger was elected President.<sup>19</sup>

Junior League work continued as it had in the past and in February, 1934, Dr. Sanger wrote in The League News that Miss M. Frieda Koontz would continue as Junior League Secretary. He also stated that it was the plan of the new and stronger organization to promote the Junior League movement in an aggressive manner.<sup>20</sup> Mr. James Hurst was elected Junior League Committee Chairman by the Board of Managers, January 15, 1934. There were seven others named to the Board with Mr. Hurst.

Another change in the name of the monthly publication of the Cooperative Education Association was made in January when it was voted to change the name to the Virginia Bulletin.

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<sup>18</sup>J. H. Montgomery, "Annual Meeting and Union," The League News, 16:4, December, 1933.

<sup>19</sup>Joint Convention of The Cooperative Education Association and the Virginia Congress of Parents and Teachers, Minutes (Richmond: Joint Convention of The Cooperative Education Association and the Virginia Congress of Parents and Teachers, 1933), pp. 1-2.

<sup>20</sup>W. T. Sanger, "A Message from Our President," The League News, 17:10, February, 1934.

The size and general makeup of the new publication were practically the same as The League News. Pages 10, 11, and 12 were set up for Junior League space to be edited by Miss Koontz. April 1, 1935, was the date of publication of the first Virginia Bulletin.<sup>21</sup>

#### SUMMARY

Junior Community League work in Virginia passed several important landmarks and gained by a number of changes which took place in the period 1922-1936. Early in this period the need of coordinating Junior Community League effort on a state-wide basis was seen by the head of the Cooperative Education Association. This led to the establishment of State Headquarters and appointment of Miss M. Frieda Koontz, the first fulltime Junior League Secretary. During these years the Junior Community League program received impetus through grants from the Carnegie Foundation and through approval of

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<sup>21</sup>Board of Managers Cooperative Education Association, Virginia Branch of National Congress of Parents and Teachers, Minutes (Richmond: Board of Managers Cooperative Education Association, Virginia Branch of National Congress of Parents and Teachers, 1935), p. 1.

State and National officials. By wise and enthusiastic leadership the Junior Community League enjoyed expansion in number of individuals reached. The gain was from 6,020 in 1922 to 87,038 in 1936.

Junior League work was unaffected by the merger in 1933 of the Cooperative Education Association and the Virginia Branch of the National Parent-Teacher Association.

## CHAPTER V

### THE STUDENT COOPERATIVE ASSOCIATION 1937-1957

This period of growth in Junior League history was characterized by several problems needing attention in order to perfect a more clearly defined type of organization. One of the problems was the selection of a name other than Junior Community League, one that would indicate the real purposes of the organization and not be so easily confused with other organizations. Another problem was the need for a better method for the exchange of ideas. On January 21, 1937, Mr. James Hurst, chairman of the State Junior League Committee, reported several possibilities for a new name to the Board of Managers of the Cooperative Education Association. After considerable discussion, the Junior Community League was changed to Student Cooperative Association.<sup>1</sup>

Since the Annual Report was made in February, the new name was not evident until March, 1937. The new name

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<sup>1</sup>Board of Managers Cooperative Education Association Virginia Branch of National Congress of Parents and Teachers, Minutes (Richmond: Board of Managers Cooperative Education Association Virginia Branch of National Congress of Parents and Teachers, 1937), p. 2.



definitely established the student membership of the organization and also suggested the organization's keynote purpose, namely, cooperation. Then, too, Student Cooperative Association was not confused with the large number of organizations using the terms "junior" or "league" in their name. All references and communications from the State Office have used the name "Student Cooperative Association" since. Local organizations were still able to operate under their own constitution and name. However, the new name seemed to meet with wide approval, particularly in the abbreviated form "SCA."

A new Student Cooperative Association Guidebook was published in 1939. Members of the SCA Advisory Committee helped with the contents of the 115 page guidebook. Dr. Edward Alvey, Jr., Dean of Mary Washington College, served as Chairman of the Guidebook Committee. This publication contained inspiring messages from Dr. S. C. Mitchell, Dr. W. T. Sanger and Dr. Sidney B. Hall, the Superintendent of Public Instruction. The statement of the aims, purposes, obligation, and philosophy of the Student Cooperative Association preceded the main chapters. These chapters were as follows: Organization; Activities; Programs; Evaluation; Suggestions for

Developing Some Typical SCA Activities; and, Services Offered by Cooperating Agencies and Institutions.<sup>2</sup>

It may be pointed out at this time that the successes of the Student Cooperative Association had not gone unnoticed by the public. The Richmond Times-Dispatch of May 7, 1939, carried an article outlining the work of the SCA and praising its accomplishments. The article referred to the activities of Alberene School students in 1905 as being the first cooperative student venture,<sup>3</sup> and traced the development of the SCA from that point to the date of the article. A description of the make-up of the SCA advisory committee was also reported as follows:

The SCA Advisory Committee is a group of adults which serves as a steering committee and makes recommendations to the Board of Managers of the Co-operative Education Association for the development of the SCA activities. Its membership consists of a representative from each of the 20 SCA Districts, from the State Board of Education and from the following institutions: University of Virginia, College of William and Mary, Farmville State Teachers College,

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<sup>2</sup>Student Cooperative Association, Guidebook (Richmond: Student Cooperative Association, 1939).

<sup>3</sup>Supra, p. 7.

Mary Washington College, Madison College, Radford State Teachers College and the SCA State Secretary.<sup>4</sup>

The important SCA Advisory Committee was established when the merger took place in 1933. There were eight members on the original committee but the number had increased in 1937 to seventeen, and by 1939 to twenty-eight.

With the advent of World War II the Student Cooperative Association went on a curtailed schedule. While state and district meetings were canceled, local organizations carried on, utilizing such slogans as "Back the Attack" and "Buy a Jeep." Included in the war activities of the SCA were first aid training, defense stamp and savings bond campaigns, scrap metal and scrap rubber drives, Red Cross drives, knitting clubs and general support of the High School Victory Corps.

Student Cooperative Association activities began to revive in the post-war period and in 1945 district meetings were held. The state convention was revived in 1946. Membership in the organization continued to expand<sup>5</sup> and the post-war

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<sup>4</sup>Allyn Tunis, "Student Cooperative Has Grown To Powerful Influence in State," The Richmond Times-Dispatch, May 7, 1939, Section IV, p. 3.

<sup>5</sup>See Table II.

TABLE II  
MEMBERSHIP IN THE STUDENT COOPERATIVE ASSOCIATION  
FROM 1937-1957

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Year	Membership
1937	90,290
1938-39	75,170
1939-40	77,991
1940-41	72,882
1941-42	73,841
1942-43	73,221
1943-44	71,333
1944-45	73,777
1945-46	76,576
1946-47	79,273
1947-48	91,664
1948-49	91,719
1949-50	91,679
1950-51	96,496
1951-52	159,043
1955-56	225,000

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adjustment seemed to be nearing completion when Miss Koontz became ill. After a prolonged illness she succumbed on March 3, 1950. In October, 1950, the Virginia Congress of Parents and Teachers established an annual scholarship fund of \$300.00 as a fitting memorial to her many years of devoted service.<sup>6</sup>

Mrs. Leslie Fox Keyser was chairman of the Student Co-operative Association Advisory Board at the time of Miss Koontz's death. It was she who carried on Miss Koontz's work for several months with the help of the other board members.

A special committee was set up in May, 1950, by the Virginia Congress of Parents and Teachers to study the proper place of the Student Cooperative Association. The committee considered such questions as the proper sponsorship for the organization, the justification of the SCA at all and possible changes in the general set-up. The conclusions reached indicated that the SCA had definite value in the development of young people and its program justified its existence. The

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<sup>6</sup> Board of Managers of the Virginia Congress of Parents and Teachers, Minutes (Hotel Chamberlain: Richmond: Board of Managers of the Virginia Congress of Parents and Teachers, 1950), p. 4.

Committee felt that the general plan and organization, as followed, under P.T.A. sponsorship, were satisfactory, but that more clearly defined individual and group responsibility should be indicated. Finally, the Committee recommended that the State SCA Advisory Committee select the individual for the position of SCA Executive Secretary.<sup>7</sup>

The report was adopted and in November, 1950, Miss Elizabeth V. Lloyd was elected State SCA Executive Secretary. Miss Lloyd had graduated from Randolph-Macon Womans College in 1941 and taught in Virginia public schools prior to 1950. Miss Lloyd has continued in the capacity of State SCA Executive Secretary until the present.

During the period of the illness and death of Miss Koontz, the High School SCA State Convention was not held. This practice of holding the annual convention was revived in March, 1952. Since this time annual conventions have been held each spring at various colleges in the state. General planning and management of these conventions has been under the direction of special committees in consultation with the SCA

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<sup>7</sup>Ibid., p. 3.

Executive Secretary. Schools sent delegates to the convention on the basis of their grouping in the Virginia High School League.<sup>8</sup> Each Group I school was entitled to four delegates, each Group II school three delegates, and each Group III school two delegates.<sup>9</sup> Annual dues of schools desiring to send delegates to the convention were required to be paid before December fifteenth of each school year.<sup>10</sup> These convention practices are currently being used by the organization.

The SCA State Convention on March 21 and 22, 1952, marked the first meeting of a board of directors on which students were represented.<sup>11</sup> A new procedure for the election of state Student officers was also approved at this meeting.<sup>12</sup>

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<sup>8</sup> See Appendix, pp. 78-79.

<sup>9</sup> Student Cooperative Association, SCA Procedures (Richmond: Student Cooperative Association, 1952), p. 6.

<sup>10</sup> See Appendix, p. 80.

<sup>11</sup> Student Cooperative Association, State Board of Directors Minutes (Longwood College Farmville: Student Cooperative Association State Board of Directors, 1952), p. 1.

<sup>12</sup> Ibid., pp. 1-2.

A new and interesting feature of SCA work was started in February, 1953, when Miller and Rhoads, a Richmond department store, and the Student Cooperative Association sponsored the first High School Forum. The audience was opened to senior high school students whose SCAs were members of the State SCA for 1953. The forum was actually an outgrowth of the New York Herald Tribune Forum held in New York City annually since 1947. Approximately thirty high school students from about twenty-five foreign countries were brought to New York City each year by the New York Herald Tribune. They visited the homes of American citizens and attended regular high school classes. Two weeks of the ten-week stay were set aside for group trips, including a journey to Richmond. The Richmond portion of the trip included panel discussions between Virginia SCAers and the visiting foreign students on such topics as: "Social Customs and Habits of the Various Cultures of the World in Comparison and Contrast," "How Can We Bring About Better Understanding Between the People of



Different Nations of the World?"<sup>13</sup> and comments by foreign students about their impression of America. So successful was this initial forum that it has become an annual event.

Another important "first" in SCA history came in July, 1953, when the first SCA Summer Workshop was held. Approximately fifty high and elementary school SCA sponsors attended this four-day conference at Longwood College. This was the first time that an opportunity had been given for those interested in SCA work to get together on a state-wide basis to discuss SCA problems of mutual interest. Two days were devoted to discussion groups, one day for those working in elementary schools and the other for those in high schools. On the last day of the conference the two groups met to hear the reports from the various discussion groups, recommend changes or additions in the reports, and adopt them as a group report. The two groups then came together for a closing general session.

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<sup>13</sup>Board of Managers of the Virginia Congress of Parents and Teachers, Report of the SCA Executive Secretary (Richmond: Board of Managers of the Virginia Congress of Parents and Teachers, 1953), p. 1.

Results of the first SCA Workshop were so encouraging that a second SCA Workshop was held in 1954 at Madison College. High school students were included in the second workshop group as well as high and elementary school sponsors. Such conferences as these have become an annual event in the SCA program. The fifth annual SCA Workshop was held at Mary Washington College in the latter part of this summer.

New Student Cooperative Association Achievement Awards and Emblems were adopted by the SCA Board of Directors in 1954 to replace the felt banner awards mentioned previously. An achievement award certificate<sup>14</sup> was approved for member organizations meeting the new requirements.<sup>15</sup> An SCA meeting those requirements could then purchase the new achievement award plaque<sup>16</sup> to which yearly plates could be added. This official plaque could be hung in an appropriate place in the school as a record of achievement of that SCA through the years. An official kelly green felt emblem<sup>17</sup> with design embroidered

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<sup>14</sup>See Appendix, p. 81.

<sup>15</sup>See Appendix, pp. 82-85.

<sup>16</sup>See Appendix, pp. 86-87.

<sup>17</sup>See Appendix, p. 88.

on it in white was adopted for elementary and junior high schools. The official pin adopted in 1953 for high schools was not changed.<sup>18</sup>

Two new guidebooks, one each for elementary and high school associations, were issued in January, 1956. Each of the guidebooks was an outgrowth of the information found in the set of SCA procedures formulated in 1952. These guidebooks represent the work of numerous committees of sponsors, principals and high school students who attended the annual summer SCA workshops. The elementary guidebook was the first such effort at that level. By the publication of two guidebooks, the guidebook for high school SCAs was able to deal more specifically with the high school program where student activities occupy a very important place in the total school curriculum. Both publications were dedicated to Miss M. Frieda Koontz.

There are presently two larger organizations to which Student Cooperative Associations in Virginia can belong. They are the Southern Association of Student Councils and the Nation-

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<sup>18</sup> See Appendix, p. 89.

al Association of Student Councils. Membership in the Southern Association of Student Councils is made up of the senior high school student councils in fourteen southern states, including Virginia. Annual conventions are held each fall at one of the member schools, with member schools being allowed to send three student delegates, a sponsor and principal.<sup>19</sup>

The National Association of Student Councils is an organization sponsored by the National Association of Secondary School Principals. In 1954 there were "some 6,300 high school student councils located in every state of the Union, in the United States possessions and in many foreign countries."<sup>20</sup> represented in the organization. The annual convention is held in June. The 1957 convention was held at Roswell, New Mexico, from June 23 through June 27. Three SCA members from Virginia accompanied by a sponsor and Miss Elizabeth Lloyd, State SCA Executive Secretary, attended the conference.

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<sup>19</sup>Student Cooperative Association of Virginia, High School Guidebook (Richmond: Student Cooperative Association of Virginia, 1956), p. 28.

<sup>20</sup>Paul E. Elicker, Student Council Yearbook (Washington, D. C.: National Association of Secondary-School Principals, 1954), p. 9.

Financially, the SCA is obligated to the Virginia Congress of Parents and Teachers. This organization sponsors the SCA and only receives the dues paid by member schools. Recently the Board of Directors of the Virginia Congress of Parents and Teachers reaffirmed their sponsorship of the SCA. Miss Lloyd's title was changed from SCA Executive Secretary to Assistant Executive Secretary.

So far as the writer can determine, the Student Cooperative Association is the only state level organization of its type in the country. Its closest parallel was found in state associations of Student Councils. The two organizations are similar in that they are both concerned with student government on a statewide basis. However, the activities of Student Councils begin and end with student government, whereas SCAs sponsor many other activities.

Specific evidence of the extent to which Student Cooperative Associations function was shown in a report submitted by 449 of the organizations including 171,121 members, for the 1955-1956 school year. A total of 6,525 activities were listed, under forty-three categories. These activities were open to all students belonging to the SCA. SCA membership was

TABLE III

ACTIVITIES REPORTED BY 449 REPORTING STUDENT COOPERATIVE  
ASSOCIATIONS IN VIRGINIA, 1955-1956

Activity	Times Reported
Buildings and Grounds	347
Safety	347
Program	318
Clean-up	300
School Improvement	272
Citizenship	249
Installation	243
Cafeteria	241
Health	239
Welfare	230
Publicity	223
Junior Red Cross	215
Library	207
Recreation	205
Hall Patrols	202
Objectives	201
Social	199
American Education Week	165
Community Cooperation	157
Exhibits	147
Monitors	139
Ways and Means	139
Newspapers	133
Open House	133
School Savings	113
May Day	112
Glee Club	103
Orientation	99
Leadership Training	96
Handbook	87

TABLE III (continued)

Activity	Times Reported
Athletic Club	75
Evaluation	74
Self-Evaluation	71
Art Club	65
Yearbook	65
Dramatic Club	57
Merit System	48
Future Teachers	46
Pep Club	45
Career Day	40
Civil Defense	34
Vocational Understanding	23
Debating Club	21
Total	6,525

generally open to all students in each school. The figures above are broken down more fully in Table III.

#### SUMMARY

Early in the period 1937-1957 the Junior Community League was given a new name, the Student Cooperative Association. A new guidebook of 115 pages was issued by the Student Cooperative Association in 1939. During this period, students served with adults on the SCA Board of Directors for the first time.

The advent of World War II caused the Student Cooperative Association to curtail its peace-time activities to do war work. War effort was greatly stimulated by the enthusiastic service rendered by student organizations.

One of the greatest losses to Student Cooperative Association came at the passing of Miss M. Frieda Koontz, in 1950. A \$300.00 memorial scholarship was established to the memory of Miss Koontz by the Virginia Congress of Parents and Teachers.

Miss Elizabeth V. Lloyd was named the new Executive Secretary of the State Student Cooperative Association, a



position she holds today. Financially, the Student Cooperative Association is obligated to the Virginia Congress of Parents and Teachers which bears the major costs of all services.

In 1953 the Student Cooperative Association held its first SCA summer workshop. This has come to be an annual event.

Continued expansion of the Student Cooperative Association program during the period 1937-1957 was shown by the increase in numbers of students reached: in 1937---90,290 and in 1956---225,000 were enrolled.

Reports submitted to the State Student Cooperative Association office by 449 of the local organizations, including 171,121 members, revealed that these organizations undertook 6,525 activities during the 1955-1956 school year. These activities were generally open to all students.

The Student Cooperative Association was revealed as the only organization of its type in the country. Its closest parallel was found in the various Associations of Student Councils. These are similar in that they both promote student government.

## CHAPTER VI

### GENERAL SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The Student Cooperative Association found in the white public schools of Virginia today had its beginnings shortly after the turn of the century as a facet of the Co-operative Education Association. Organization of the Co-operative Education Association brought about considerable interest in the improvement of education in Virginia. One evidence of that interest was the May Campaign of 1905. The first Junior Community League in Virginia was established at Alberene school in Albemarle County in 1905. Other Junior Community Leagues were organized in 1908, 1909, and 1910. Outstanding educators and civic leaders were interested in the Co-operative Education Association movement and it was they who helped in the formation of the Junior Community League.

In 1911 Junior Community League work was first officially recognized by its parent organization. Local Leagues were encouraged to organize the junior group by the issuance of the first pamphlet outlining the program. During the next few years Junior Community League work continued to expand and in

1916 a secretary was assigned to work with this group. World War I brought curtailment of the program.

The Community League News, a periodical, was established by the Cooperative Education Association in 1918. This monthly publication became a vital part of the Association in the years that followed.

Junior Community League work in Virginia passed several landmarks in the years 1922-1936. It was early recognized by the heads of the Cooperative Education Association that there existed a need for the coordination of Junior League work on a state-wide basis. This realization brought about the appointment of the first Junior Community League executive secretary. Widespread acceptance of the program was evident under the leadership of Miss Koontz by the increase in membership from 6,020 in 1922 to 87,038 in 1936.

Early in the period 1937-1957 the Junior Community League was given a new name, the Student Cooperative Association. Again the activities of student organizations were curtailed by war. This time it was World War II which broke in on the program of the Student Cooperative Association.

A change in the office of executive secretary became

necessary in 1950 when Miss Koontz passed away and Miss Elizabeth V. Lloyd was chosen as her successor. The establishment of such innovations as the SCA Summer Workshop and the High School Forum characterized the recent activities of the organization. The approximately 225,000 SCA members are found in the schools of every section of Virginia.

Reports submitted to the State Student Cooperative Association office by 449 of the local organizations, including 171,121 of its membership, showed that these organizations undertook 6,525 activities during the 1955-1956 school year. These activities were open to all students in the schools represented, subject to local rules. A prime requisite of the Student Cooperative Association movement was that activities be open to all students.

The Student Cooperative Association was revealed as the only organization of its type in the country. Its closest parallel was found in the various Associations of Student Councils. These are similar in that they both promote student government.

## CONCLUSIONS

1. The Student Cooperative Association is an overall student organization for white schools in Virginia, providing training in citizenship of a widespread nature. It emphasizes learning by doing rather than learning by rote.
2. It is state-wide in nature and application.
3. It is an evolving organization.

## RECOMMENDATIONS

Because of the important work which the Student Cooperative Association is doing, it should be given all possible help at both the local and state administrative levels, and seek to expand present programs. These recommendations are offered:

1. An organized attempt should be made to promote SCAs in every public school.
2. Virginia teacher training institutions should include more about SCA work in their programs.
3. Local organizations should seek to orient their programs on a year round basis.

4. It is recommended that SCA activities be re-evaluated, with educators participating in the process, to determine more clearly those areas which complement the curriculum and those which duplicate or overlap curricular offerings.

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**APPENDIX**

THE CO-OPERATIVE EDUCATION ASSOCIATION OF VIRGINIA

Junior Community League Reading Course

Having read the required number of books for the session ending.....192...

.....

is awarded this

READING COURSE CERTIFICATE

Witness my hand this.....day of.....192....

\_\_\_\_\_  
Junior Community League Secretary

Approved by \_\_\_\_\_  
Teacher

\_\_\_\_\_ School \_\_\_\_\_ County

**FIRST RANK BANNER JUNIOR LEAGUE**

1. At least 8 regular meetings. (Athletic and literary meetings included.)
2. Doing definite work for county, school, home, health and self improvement.
3. Sending in annual report of work done.
4. At least 5 subscribers to the Community League News.
5. Organization of Literary Society and Athletic Association.
6. Payment of annual dues \$1.00, including one subscription to the Community League News.

## HIGHWAY COMMISSION OFFERS PRIZES

### COMMUNITY LEAGUES AND JUNIOR COMMUNITY LEAGUES WORKING FOR IMPROVED ROADS

The State Highway Commission is offering several prizes to our leagues, two of which will go to the Community Leagues. There will be a first prize of \$20.00 and a second prize of \$10.00 for the best report on actual work done by the league for the advancement of good roads. The three Junior League prizes will be distributed as follows: \$15.00 for the best original essay written by a member of a Junior League in the high schools, including the Junior high schools, \$10.00 for a member in the grammar grades, and \$5.00 for the best essay written in a one-room school.

It is desired that all reports and essays be forwarded to the Co-operative Education Association, Richmond, Virginia, as soon after the closing of school as possible. No essay or report received after July 1st will be considered in this contest.

It is hoped that the results obtained and the ideas brought out will be of such value to the Highway Commission as to justify their repeating their offer next year.

The following are the suggested subjects for the Junior League in the high schools---select one: "Why we Should Improve the Road in my Community," and "How Good Roads have Benefited my Community." The suggested subjects for the Junior Leagues in the grammar grades are, "How my Community has Helped in the Good Roads Program," and "The Effect of Good Roads on Churches and Schools in my Community," ---select one. The choice of the topic for the one-room schools is left to the student.

An essay from the high schools should not exceed one thousand words in length; those from the grammar grades should not exceed seven hundred and fifty, and those from the one-room schools five hundred words.



Send six of the best essays from each Junior League  
to the Co-operative Education Association, Richmond, Va.

## JUNIOR COMMUNITY LEAGUE ANNUAL HEALTH REPORT

This blank should be filled out and mailed with the Junior League Annual Report to the Co-operative Education Association, Room 208, State Office Building, Richmond, Virginia.

You should feel responsible for doing your part toward making your school the healthiest school home possible.

Name of School \_\_\_\_\_ County \_\_\_\_\_

1. During physical inspection did your league---  
 Help the teacher to fill out record cards?  
 Help the teacher weigh and measure the pupils?  
 Provide scales?  

(Bought or Borrowed)
2. Has your league done anything to help to secure one hundred per cent vaccination for smallpox?  
 With what results?
3. Do you have physical exercises or games every day for all the pupils?  
 In school room? \_\_\_\_\_ on playground?  
 Are there any pupils who do not play?
4. Did you make any posters to illustrate the two health rules of the State Board of Health?  
 Did you make any other health posters?
5. Were the windows raised every day during exercises or play?  
 Is there a thermometer in each room?  
 Did you regulate the light by means of window shades?  
 Do all the children's feet touch the floor when seated?
6. Have you had the water examined this year by the State Laboratory?  
 How did the league safeguard the water for drinking purposes?

7. Has your school two sanitary toilets? Has the league taken any steps toward securing them?  
What responsibility did the league take in caring for the toilets?
8. What has been done to keep the building and grounds clean and neat?
9. What is the size of the playground?  
Have you any playground equipment?  
What responsibility did the league take in caring for the equipment?
10. Did you serve hot lunch?  
Did you take any responsibility in caring for the dishes?
11. Do you have a Health Committee (Health League)?  
What percentage of the members kept the health habits regularly?

CLASSIFICATION OF HIGH SCHOOLS AS DESIGNATED BY THE  
VIRGINIA HIGH SCHOOL LEAGUE

CLASSIFICATION

1. Purpose-Member schools shall be classified into groups on the basis of membership\* in the high school grades\*\* to equalize opportunities in competitions and activities encouraged by the League.

2. Group I-Group I shall consist of high schools with a membership in the high school\*\* grades of more than 600.

3. Group II-Group II shall consist of high schools with a membership in the high school grades\*\* of from 200 to 600 inclusive.

4. Group III-Group III shall consist of high schools with a membership in the high school grades\*\*\* of less than 200.

\*Membership is defined as the original entries plus re-entries minus withdrawals. Membership in the high school grades for the month of March prior to the submission of application bank, will determine League classification.

Schools in the process of transition from an eleven-grade to a twelve-grade system, when the eight grade is preparatory to the last four grades, shall consider in their membership for purposes of League classification only students enrolled in the ninth, tenth, eleventh, and twelfth grades, provided that no school shall be forced into a lower classification thereby.

\*\*High School Grades are defined as grades 9, 10, 11 and 12 in a four-year high school and grades 10, 11, 12 in a three-year (senior) high school when the school is part of a twelve-year system. High school grades are defined as

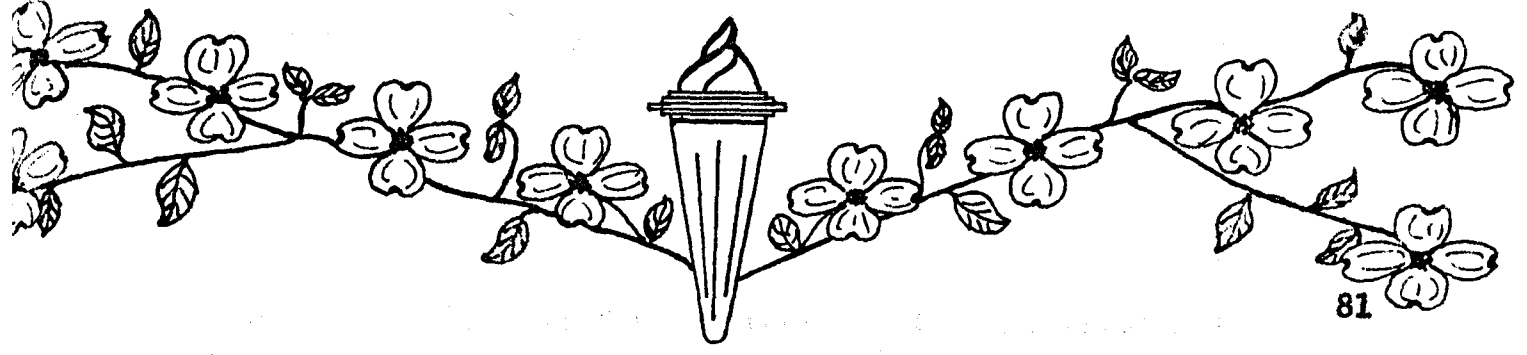
grades 8, 9, 10, and 11 in a four-year high school and grades 9, 10, and 11 in a three-year (senior) high school when the school is a part of an eleven-year system.

## STUDENT COOPERATIVE ASSOCIATION ANNUAL DUES

### DUES

Annual dues to the State Association are due and payable on or before December 1 for the current school year. In order for junior and senior high school organizations to be eligible for participation in the State Convention, dues must be paid not later than December 15. In order for any organization to be eligible for a banner award, dues must be paid in advance of or accompany the annual report. In the schedule of dues which follows the division into groups of the high schools corresponds with the grouping used by the Virginia High School League. Upon the payment of dues each organization will receive copies of the Virginia Bulletin as indicated in the column below.

High School	Amount of Dues	No. of Subscriptions to the Virginia Bulletin
Group I	\$10.00	4
Group II	5.00	3
Group III	3.00	2
Junior High School	5.00	3
<b>Elementary</b>		
<b>No. of Teachers</b>		
25 or more	7.50	3
10 through 24	5.00	3
5 through 9	3.00	2
1 through 4	1.50	1



# Student Cooperative Association

of Virginia

## Certificate of Achievement

awarded to

for meeting the requirements listed below  
during the 1956-57 school session

*Paul Hornshell*  
Chairman, Board of Directors

\_\_\_\_\_  
Executive Secretary

### Achievement Award Requirements

1. Meeting requirements: (must meet one of the following)
  - LARGE SCHOOLS (5 or more teachers)  
Each home room of the grades included in the Association organized and meeting at least 9 times during the session. An organized school SCA Council with representation from each home room SCA group, meeting at least 15 times during the session.
  - SMALL SCHOOLS (1 through 4 teachers)  
An active organization within the school, meeting at least 9 times during the session.
2. An annual report, completely filled in, must be sent to the State Office by the local SCA not later than May 15.
3. Definite objectives must be set up in the fall and listed in the annual report in the spring.
4. There must be definite committees, clubs, activities, and projects carried out under the SCA in at least five (5) different fields of activity.
5. A complete written report of three outstanding activities, whether carried on by club, committee, or entire SCA, must be included in the annual report.
6. Annual dues must be paid to the State Office not later than May 15.



**ELEMENTARY SCA AWARDS AND EMBLEMS****ACHIEVEMENT AWARD****Requirements and Certificates**

Each SCA is requested to fill in and return to the State Office by May 15 a report of the year's work on a blank provided by the State Association. Those organizations which meet the following requirements receive a Certificate of Achievement which can be framed and displayed.

1. Meeting requirements: (must meet one of the following:

**LARGE SCHOOLS** (5 or more teachers)  
Each home room of the grades included in the Association organized and meeting at least 9 times during the session. An organized school SCA Council with representation from each home room SCA group, meeting at least 15 times during the session.

**SMALL SCHOOLS** (1 through 4 teachers)  
An active organization within the school, meeting at least 9 times during the session.

**NOTE:** These are minimum requirements for the Achievement Award. No School is limited by these requirements in such way as to prevent expanding to provide for local needs. Ordinarily grades 4 through 7 are provided for in the Association; however, earlier grades may be organized when it is so desired.



2. An annual report, completely filled in, must be sent to the State Office by the local SCA not later than May 15.

3. Definite objectives must be set up in the fall and listed in the annual report in the spring.

4. There must be definite committees, activities, and projects sponsored by the SCA in at least five (5) different fields of activity.

5. A complete written report of three outstanding activities, whether carried out by committees or entire SCA, must be included in the annual report.

6. Annual dues must be paid to the State Office not later than May 15.

**HIGH SCHOOL AWARDS****ACHIEVEMENT AWARDS****Requirements and Certificates**

Each SCA is requested to fill in and return to the State Office by May 15 a report of the year's work on a blank provided by the State Association. Those organizations which meet the following requirements receive a Certificate of Achievement which can be framed and displayed.

1. Meeting requirements: (must meet one of the following:

at least 3 meetings of the student body sponsored by the SCA, and 30 meetings of a representative group, 15 of which must be meetings of the SCA Council, and the remaining 15 may be meetings of representative groups or committees.

OR

at least 6 meetings of the student body sponsored by the SCA, and 15 meetings of a representative group of the student body during the year

2. An annual report, completely filled in, must be sent to the State Office by the local SCA not later than May 15.

3. Definite objectives must be set up in the fall and listed in the annual report in the spring.

4. There must be definite committees, clubs, activities, and projects carried out under the SCA in at least five (5) different fields of activity.

5. A complete written report of three outstanding activities, whether carried on by club, committee, or

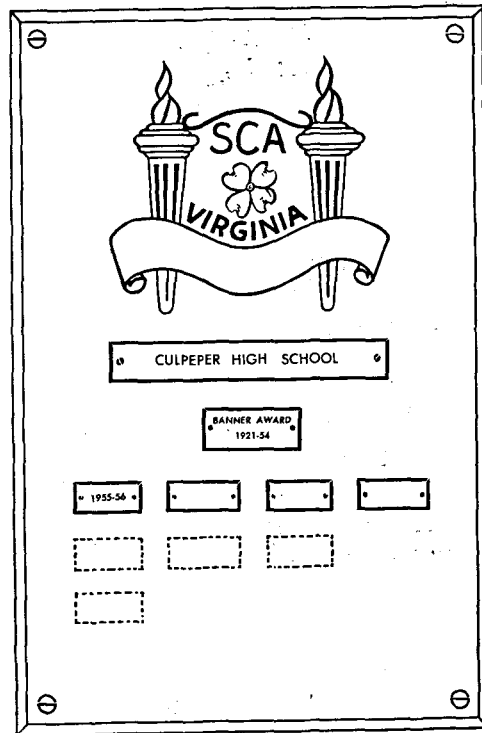
entire SCA, must be included in the annual report.

6. Annual dues must be paid to the State Office not later than December 15.

7. Delegates must be sent to the annual district and state conventions when they are held.

ELEMENTARY OR HIGH SCHOOL SCA

ACHIEVEMENT AWARD PLAQUE



ACHIEVEMENT AWARD

Official Plaque

STUDENT COOPERATIVE ASSOCIATION

Those SCA's which desire may purchase through the State Office an Achievement Award Plaque which can be hung in an appropriate place in the school as a record of the achievement of that SCA through the years. This official plaque consists of a walnut board measuring 10" by 15", with a bronze casting of SCA emblem 6" by 4"; a name plate 6" by 3/4"; on which will be engraved the words "Banner Award" and

dates showing the consecutive years which each individual SCA received a banner pennant prior to the 1954-55 school session; and the year plates 1-5/8" by 7/16". Space is available for twenty or more year plates. The name plate will be made up plain and the SCA will determine the wording desired and pay for the cost of engraving same on it. The year plates will be made up with the current year already engraved on them. These plaques may be purchased complete or the parts desired by the individual school may be purchased separately. Additional information, an official order blank, and price may be secured from the SCA State Office upon request.

## SCA EMBLEM FOR ELEMENTARY OR JUNIOR HIGH SCHOOLS



This official SCA emblem, available to elementary and junior high member schools, is made of kelly green felt with design embroidered on it in white. The emblem is 4" high by 5" wide, with the wording on the ribbon varying with president, vice-president, secretary, treasurer, etc., included. These emblems were designed to be worn by SCA members when performing their assigned duties, so that all members of the student body can become familiar with their leaders and be made aware of the various responsibilities undertaken by the SCA. Whether they are purchased by the school, the SCA, or the individual shall be determined by the local organization desiring to use them. These emblems sell for \$1 each and must be purchased through your State Office.

## SCA PIN FOR HIGH SCHOOLS



The pin shown was adopted as the official pin of the Student Cooperative Association of Virginia by the SCA Board of Directors at 1st meeting at Mary Washington College, Fredericksburg, on Friday, March 20, 1953. The pin is made of bronze material with the letters SCA in green enamel and the officer ribbon in white enamel with bronze lettering showing through.

Pins are also available for Vice-president, Secretary, Treasurer, Reporter, Council Member, and Sponsor with the lettering appearing on the ribbon where President appears on the illustration.

The sale of pins is restricted to senior high school organizations which are members of the state association. Whether they are purchased by the individual council members or by the local association shall be left to the discretion of the individual school. All pins must be ordered through the SCA State Office and all orders must be signed by either the principal of the school or the SCA sponsor.

Additional information, an order blank, and prices, may be secured from the SCA State Office upon request.

## VITA

The writer was born in Louisa County, Virginia, June 27, 1926, the son of Ashby Weldon and Lucy Mercer Kay. After moving to Goochland County, he attended elementary school and was graduated from Goochland High School in 1944. In June 1944 he entered the Navy V-5 training program at the University of Richmond. Other Naval assignments were at Princeton University and aboard ship in the Pacific Theater. He was discharged in July 1946. From 1946 to 1949 he attended the University of Richmond and was graduated with a B. A. degree in June 1949. Following graduation he taught mathematics, English, social studies, and physical education at Gordonsville Junior High School for three years. From 1952 to 1957 he served as supervising principal at Mineral Elementary School, Louisa County. In August 1957 he will assume the duties of assistant principal at George Wythe Junior High School, Hampton, Virginia.