

50,000 in co-op movement

Depression gave rise to new project

Student plan includes board-room clubs, book stores, buying pools

With the passing of prosperity and the advent of the depression, thousands of college students all over the country were faced, for the first time in their lives, with a serious lack of finances and the necessity of doing something about that lack, immediately, if they were to finish their education.

Faced with the serious curtailment of funds, thousands of students on America's college campuses have learned to live co-operatively—which means that consumer's co-operatives have been set up on America's college campuses. Altho the movement has by no means captured the interest of all college students, it has already gripped enough of them to effect important changes in the American college scene. College papers indicate that the pre-depression emphasis of 'joe college' has given way to an emphasis on economics since the beginning of the depression years.

Waiting lists.

A survey by the National Committee on Students co-operatives published last spring lists 195 campus co-operatives, including 49 dormitories, 35 dining clubs, 52 book stores, 56 buying pools, 4 cleaning and pressing establishments, 6 buying clubs, and 54 miscellaneous organizations. Fifty thousand students support these co-ops whose total business is in excess of \$3,230,698. Co-operative dormitories and eating clubs in most of the larger schools reported waiting lists of students seeking membership.

Majority of these college co-ops accept as a guide the Rochdale system, worked out by a group of English weavers less than 100 years ago. The system provides that each member of the co-operative association buy a share in the undertaking for a nominal sum. Prices on these shares do not fluctuate, which allows any member to sell his share to a new member should he chose to discontinue his affiliation with the group. Only shareholders are entitled to the benefits of the co-op, which usually take the form of refunds on purchases made by each individual member. The refunds are made in proportion to the amount purchased by the individual.

Money savers.

One of the chief factors in the rapid rise to popularity of the co-ops is that students have found co-ops to be money savers. The National Student committee, last year, reported that bookstores save an average of 10 percent, cafeterias and dormitories an average of 40 percent, cleaning and pressing plants an average of 60 percent, and buying pools an average of 15 percent.

Another reason for the growth of popularity, especially among non-fraternity groups, is that the co-op promotes more fellowship than average college life affords. In some instances students have formed co-op groups because they have seen the advantages of co-operative buying and marketing in home communities. Others inspired by Kagawa have carried on the movement for religious reasons.

Obstacles ironed out.

Many have been the obstacles that pioneers in the movement have had to face. Opposition by the press, business interests, and individual interests are written in the history of many of the early co-operatives. Yet, the benefits offered by the co-operative movement have enabled it to survive the attacks against it. Many co-operatives report the solicitation of their business by the very firms which, at one time, opposed their formation.

Testimonials by students, published in the Co-operative Consumer for May 23, 1938, reveal the values gained from co-operative living. At Texas A. and M. over 1,000 students reported that college attendance would be impossible for them without the help of the co-op. A pamphlet issued by the co-operative at the Chicago Theological Seminary lists the following benefits: "Contacts with university students in many fields, elimination of cliques, experience with co-operative technique, and

Editors Note

Alert educators are watching campus co-ops as a new technique whereby students are gaining social values and business experience at one and the same time. Learning by doing they claim is soundest education. These words appeared in a recent issue of the Co-operative Consumer in a review of the cooperative movement throughout the United States. The DAILY NEBRASKAN in this issue seeks primarily to publicize the past, the present, and perhaps to suggest the future of the movement at Nebraska. A summary of what's been done on other campuses has likewise been published to show how we stand up with other schools and how other students solve their boarding problems.

Texan boys get start in 'spook house'

Twelve young men happened upon a "haunted" house and a friend down Texas way and the result is that 1,000 young men are attending college on 82 cents a day. Everything is included—even tuition and clothing.

The 1,000 students attend Agricultural and Mechanical College of Texas and are members of the student co-operative housing project, largest organization of its kind in the United States.

Depression helped.

This housing project was begun during the depression years when many boys were not able to finance their educations either by themselves or with their parent's aid.

Today, the room and board of the average student of Texas A. and M. school costs him \$29.75 a month, or about one dollar a day. Twelve youths and Daniel Russell, professor of rural sociology, had been working on the student's financial problems. They found their answer in a haunted house, a large two-story building near the college's experiment farm. It was a dilapidated and isolated place, but the rent was very low.

Hired house mother.

The house was furnished with articles from the boys' own homes. They engaged no paid help, except the house mother who is given a salary by the boys. They do all such work as cleaning rooms, setting table, and washing dishes themselves.

The number of houses increased. By 1936, 700 men were living under this plan, and every available house near the school had been rented. The Rotary club became interested and built a house for its own sons and friends to accommodate 20 students.

Six years ago 250 boys were not permitted to attend the school because of insufficient funds. Today, 1,000 with no more money than the 250 had are enrolled.

Military ball patrons announced by Thuis

Patrons and patronesses for the military ball Dec. 8 in the coliseum, were announced Friday by Col. C. A. Thuis, R. O. T. C. commandant.

Mrs. Samuel Avery; Gen. and Mrs. P. Bishop, Omaha; Chancellor and Mrs. C. S. Boucher; Chancellor and Mrs. E. A. Burnett (Emeritus); Dean and Mrs. W. W. Burr; Gov. and Mrs. R. L. Cochran; Dean and Mrs. G. E. Condra; Mayor and Mrs. Oren S. Copeland; Regent and Mrs. Robert W. Devoe; Dean and Mrs. O. J. Ferguson; Dean and Mrs. H. H. Foster; Adj. Gen. and Mrs. Guy N. Henninger; Dean and Mrs. F. E. Henzlik; Dean and Mrs. B. L. Hooper; Dean Helen Hoop; Regent and Mrs. Frank M. Johnson, Lexington; Dean and Mrs. J. E. LeRoussignol; Regent and Mrs. Stanley D. Long, Grand Island; Dean and Mrs. R. A. Lyman; Dean and Mrs. C. H. Oldfather; Gen. John J. Pershing, Washington, D. C.; Miss Mae Pershing; Dean and Mrs. C. W. M. Poynter, Omaha; Regent and Mrs. Marion A. Shaw, David City; Dean and Mrs. H. W. Stokes; Regent and Mrs. Arthur C. Stokes, Omaha; Regent and Mrs. Charles Y. Thompson, West Point; Dean and Mrs. T. J. Thompson; Col. and Mrs. Charles A. Thuis.

the educational effect which the proper co-operation yields."

In the last ten years, thousands of college students have taken up the challenge of the depression, and learned by means of the co-operative to finance themselves. They have, thus, been able to acquire an education which otherwise would have been denied them.

Plan used in mid-west universities

Oklahoma, So. Dakota, Missouri, Texas A & M, have successful clubs

The co-ops have come to college. In the past ten years the co-operative movement has risen to unprecedented heights on the college campuses of the nation partly because of the depression and partly because of the advantage the movement offered to students after it had been started. While the co-operative movement is still in its comparative infancy on this campus; many other schools have well developed co-operative movements.

WEST TEXAS TEACHERS.

Outstanding example of the development of the campus co-op is found in the progress made by the movement at the West Texas State Teachers college, at Canyon, Tex. The growth of this institution during the depression years has been termed exceptional by experts in school administration, and the extent to which it has not only maintained but increased its enrollment has been a puzzle to many less fortunate institutions.

OKLAHOMA.

On the University of Oklahoma campus three men's co-op houses were recently formed which provide both board and room for members of the group. A book co-operative has also been formed on that campus, but it has not been in existence long enough to indicate the probable success of the venture.

MISSOURI.

At the University of Missouri a student co-op club has been in existence two years during which time its chief successful enterprise has been the operation of an annual co-operative book exchange. This organization has also done much work in preparing for the opening of a boys' board and room co-operative. Other campus co-operative projects, not in conjunction with the club, include two girls' rooming houses, a boys' boarding club, and a co-op news bureau which makes consumer co-operative information available to students.

SOUTH DAKOTA.

One of the oldest of the Co-operatives is the book co-operative store on the campus of the University of South Dakota, organized in 1911 for the purpose of providing books and supplies for the students. Shareholders in this co-operative are able to get both a rebate on the books they had bought early in the year and a sum of money for the books when they sold them at the end of the semester.

TEXAS A. AND M.

At Texas A. and M. 1,000 earnest students are obtaining a college education for 82 cents a day. That 82 cents covers everything: room, board, tuition, books, even necessary clothing. The secret lies in the success of the Student Co-operative Housing Project which found its inception in the lean depression years when so many other co-operatives started.

TEACHERS COLLEGES.

At Wyoming and Missouri Teachers the student co-operative movement has reached the point where they can be termed financial success bringing to the student the savings which accompany the co-operative movement everywhere.

These are a few of the dozens of examples of successful college co-ops to be found on campuses from coast to coast. Information on the organization of more consumer co-operatives can be gotten from the National Committee on Student Co-operatives. On the Nebraska campus there are now three successful co-operatives in operation and a fourth club is in the process of formation.

Rosenlof speaks twice on democracy safeguard

Dr. George W. Rosenlof of the department of secondary education will address the annual dinner meeting of the Schuyler Chamber of Commerce December 4 on the subject, "Safeguards to Democracy." He will discuss a similar topic at the Pawnee City men's fellowship conference December 6.

At work and at play



DAILY NEBRASKAN staff photo.



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The boys of ACBC go to work on the accounts in a short informal business meeting in Mrs. Wilson's room. In the center, going over the latest bills for food and laundry is Gilbert Barrows, steward for the club. Near the radio, trying to divide his attention between the program and that which is going on in the room, is Jack Carter, one of the waiters. Another waiter, Weston Pleistick, is on the left and Mother Wilson looks up from her reading in the rear. There is no time like dinner time for the members of the Cornhusker Co-op. There is no fear of formality. These boys are here for a feed and from their expressions that's exactly what they are getting. And the best tasting part of it is that it only costs them twenty cents.

Practices--

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discovered by comparing the scores made by a student in a particular subject with the grades he receives upon taking up that subject. The bureau recently conducted such a check-up in 25 freshman classes with encouraging results, according to Dr. Guilford.

The second function of the bureau—or rather, the first, that of conducting and helping with statistical surveys for the faculty, is carried on with the help of several more-than-human machines which save countless hours of clerical labor in compiling results of questionnaires and in arriving at accurate statistics.

Need machines.

Without the card-punching machine, the card-sorting and counting machine and the adding machine, Mr. Cox, assistant director, said, the bureau could not carry out the surveys and compilations it has undertaken.

Several ambitious projects have been completed by the bureau at the request of various faculty committees investigating educational policies and practices with an eye to improving the instructional set-up of the university.

At the behest of the committee on examinations, the bureau circulated among the faculty a questionnaire on tests. "We found," said Dr. Guilford, "that on the Nebraska campus examinations are used by instructors for 22 different purposes."

Four types of exams.

Some of the uses mentioned by the bureau director are: Grading, assigning sections, vocational guidance and detecting defects and special talents.

To attain these 22 ends, instructors give four types of tests—psychological, objective, essay and standardized achievement.

Surprised to find such a general use of examinations, Dr. Guilford said faculty members are tending to use more different kinds of tests for more purposes.

The second in a series of small bulletins being issued by the bureau discusses the examination survey in detail. The bulletin was issued yesterday.

Study grades.

Another study was made of the kinds of grades being given by the various instructors and departments as requested by the faculty committee on grades. It was dis-

covered that the grade standards and practices of the university differ considerably from one department to another.

Another project was a study of class size made last spring at the request of the faculty committee on class size and being continued this semester.

Invent new tests.

Now under way is the development of a battery of five psychological exams to predict the chances of future success for engineering students. To complete the series of tests required, the bureau has had to invent several new examinations.

To arrange such a series of vocational tests, the bureau must make a "job analysis" of the particular field of work to discover what capabilities are required for success. In engineering, for instance, the power to visualize has been found to be so important that two tests have been devised to test vision alone.

Vocational interest tests are drawn up to find out how the individual being tested compares with already successful business and professional men in his interests and hobbies. On the basis of a person's response to the 400 interest queries, Dr. Guilford feels that a helpful prediction can be made as to his prospects of interest in any particular field.

And now we venture to add a prediction that in the future, whether they are aware of it or not, students will be affected more and more in curricula and classes and other ways as a result of the work done by the Bureau of Instructional Research.

Freadrich sings in Omaha today

Miss Mildred Claire Freadrich of Lincoln, voice student for three years with Miss Alma Wagner of the university school of music will present a recital at Joslyn Memorial in Omaha this afternoon at 4 o'clock.

Miss Freadrich won top honors a year ago in a regional music competition in Omaha, in which forty sopranos participated. Of the group, she was the only participant to receive the highest rating. Mrs. Margaret Lindgren will play her accompaniments Sunday. The program follows:

- La Danza.....Rossini
- Wiegenlied.....Brahms
- Carmena.....Wilson
- The Singer.....Maxwell
- At the Well.....Hageman
- Care None.....Verdi