

The FARMER'S WIFE Magazine

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Upland Pastures By Grace Noll Crowell

ALL cool and green the pastures lie
Under the upland sky,
And there is a river, down to whose
brink

The cattle come to drink:
Beautiful cattle standing still
To drink, and drink their fill;
Sleek-skinned cattle whose long days pass
Knee-deep in the scented grass.
Here is peace, and clean bright air
That is not found elsewhere;
Here is healing, and here is food
Within this solitude.

I have climbed to it in great need,
And on its strength shall feed;
Beside the shining river's brink
I shall stop and drink;
I shall rest awhile, and then
Go back to my tasks again,
And I shall be stronger after this climb
Than for a long, long time.

Beware!

WE ARE receiving an unusually large number of complaints from subscribers who have given their renewal orders to "nice young men who are working their way through school," but who on their part never turn in their orders to our subscription department. They are frauds, of course, for THE FARMER'S WIFE has no agents of that kind.

But they should not be confused with our authorized representatives—our official club service visitors and club raisers. You can tell the genuine from the fraud, for the genuine representative will give you a receipt with the name of THE FARMER'S WIFE printed thereon.

If I Were An Editor

IF I WERE the editor of a magazine like THE FARMER'S WIFE, writes a farm woman in Iowa, "I would let hardly an issue go by without telling young farm wives not to lose their femininity. That is one of their dearest possessions and neither time nor circumstance of living should be allowed to rob them of it. I would say to them, 'Dust on a little powder, use a little rouge and lipstick (artistically, of course), and buy silk underwear without feeling the least bit guilty about it. These stand for something vital in every woman's life.'"

Well, THE FARMER'S WIFE does present that idea in every issue, both in its advertising columns and in its editorial content. Moreover, farm women know the importance of that advice and every gathering of modern farm women gives plenty of evidence of their true femininity.

On Changing the Constitution

WE ARE likely to have more or less talk about making over our time-tried and fire-tested Federal Constitution. It seems to block the way of Congress to determining for itself just how much power it shall have; it makes it difficult for the executive branch to enlarge its powers and thus "simplify" government; it checks the exercise of rights by the federal government which have always been reserved to the states. Consequently comes the suggestion—make the Constitution over.

Of course, any Constitution needs adjustment from time to time. Our Federal Constitution has some twenty amendments as evidence of that fact.

Perhaps still other changes need to be made now. But whether it should ever be amended to destroy its system of checks and balances, carefully set up in the executive, legislative and judicial branches of government, or to enlarge or decrease the authority of one or the other, is doubtful. In his discussion of recent United States Supreme Court rulings against certain emergency laws of the present Congress, Senator Borah pointed out that the constitutional authority of the executive and legislative branches had been sufficient in other great emergencies, and that "the country need not doubt that the constitutional authority is sufficient for the emergency at hand."

Years ago Daniel Webster said something about changing our form of government that still has merit: "Nothing is more deceptive or more dangerous than the pretense of a desire to simplify government. The simplest governments are despotisms; the next simplest, limited monarchies; but all republics, all governments of law, must impose numerous limitations and qualifications of authority, and give many positive and many qualified rights."

This "Academic Freedom"

"ACADEMIC FREEDOM" is the latest watchword of public school teachers. Many of them seem quite ready to fight and bleed and die for the principle involved in the phrase. At least that is what we gather from the recent debate upon the question in the National Education Association Convention in Denver, and the overwhelming vote for the right to freedom of teaching.

What does it mean? Nothing very difficult to accept as a principle, if we take the definition of the National Education Association of "academic freedom." That means, it says in its resolution, "that administrators, teachers and schools should have full opportunity to present different points of view on all controversial questions in order to aid students to adjust themselves to their environment and to changing social conditions."

Not a difficult principle to accept, but often very difficult to apply in the schoolroom. It is not a new principle, for it has been a bone of contention through the centuries of educational development. Not are teachers often denied a reasonable freedom in teaching. Our own memory goes back to school days, both in high school and university, when classes were stirred to warm discussion of social and economic issues under the direction of professors who sought not to fill us with their own conclusions but merely to teach us to reason for ourselves.

But any right to freedom in teaching cannot properly be made the excuse for license to do as the teacher chooses, and it cannot properly be made the cover for propaganda. It must be a freedom which is responsible to those who

maintain the schools, and which is honest and fair. Teachers are fallible, and the people need a check upon them as well as upon those who hold other public positions.

This further word: The essential task of teachers is to give youth sound knowledge upon which to build useful lives.

Youth Makes a Case

YOUNG folks sometimes think that they have a just grievance against their community because it lacks in good schools, or public spirit, or recreational and social opportunities, or some other thing that helps to make life more satisfactory and enjoyable.

Probably they do have grounds for complaint, so why not give them a chance to make their case if they can?

That was done in New Jersey communities a short time ago when the young people were invited to bring their complaints into a "court" for a hearing. This challenge was accepted, a judge was named, a time was set for the "trial," an impartial jury was chosen, and the hearing proceeded in good legal style through several sessions. The plaintiffs or complainers presented their witnesses and the defendants theirs, arguments were made and the case was given to the jury. The verdict against the community was "guilty" for failing to do several things that youth has a right to expect.

The novel proceeding stirred up a good deal of interest, and drew overflow crowds of many hundreds.

The results? The communities have organized to do something about their shortcomings and they have a year's probation in which to do it.

We can think of no better plan to bring grievances forth and to learn whether they are just or not. Try it sometime, if such a plan fits your community, and you will probably have a stirring that will surpass even an old fashioned "revival." And if you do, tell us about it.

First, Be Sure You're Right

SOME rural communities will probably seek to get electricity to their farms by organizing a cooperative association to build the necessary service lines. Neither municipal plants nor utility corporations will build them because such communities do not offer enough customers.

The question has been asked, "Do cooperatives of this kind work out satisfactorily?"

The answer is both "yes" and "no." There are examples of very successful undertakings in this field, and examples of bad failures. As every farmer knows, there is no magic in mere cooperation and it will not work unless sound business sense and skill make it work.

A study of cooperative associations for distributing electric current shows that failures are usually due to these causes: Basing an association on too few consumers and too small a use of current; setting up a poor plan of organization; providing too little capital to build a good line and maintain it properly; poor management.

Those who are considering cooperative effort in this field may get good help from the engineers at their state colleges and universities. Having settled the question of whether they can unite enough customers to justify building a service line, and how to organize, they may get some help from the Federal Government to finance the project.

It takes time and trouble to make sure about these things, but there is still merit in the old saying: "First be sure you're right and then go ahead."

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The Magazine for Farm Women



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