COLORADOAN COMES TO COMMONWEALTH

Dean of the School of Business Administration at Colorado College Will Instruct Commoners

Students in economics for the school year of 1927-28 will have the privilege of receiving instructions from one of America’s practical labor economists, Dr. A. R. P. Drucker. He will conduct classes in Economic History, Economic Resources, Labor History and Problems, and Elements of Accountancy. Beginning with the earliest economic activities of man, he will trace the progress of labor through its various stages up to the present day.

He will also survey the distribution of the natural and human resources of the world and the probable effect of such distribution upon future relationships. The present day problems of the working class, and the way working class problems may be met, will be thoroughly presented.

For the last four years, Dr. Drucker has been Dean of the School of Business Administration at Colorado College, and President of Colorado Springs Labor College. He received his higher education at Columbia University and the University of Chicago. Widely known as a man who has conquered and achieved for labor, Commonwealth is indeed fortunate in securing his services.

TWO KINDS OF FRIENDS

Every human effort has two kinds of friends; those who watch with interest, and those who help with enthusiasm. We have asked little aid of our friends because we realized that we were experimenting. Now, however, after four years of experience, we are 85 percent self-maintaining, and the economic unit is half completed. The element of uncertainty is gone, and we are quite confident that when those who are interested lend their support.

On the second page of this paper you will find the first of a series of articles telling why Commonwealth exists, what we are accomplishing, and what is yet needed to complete this unique educational community. These articles are an invitation to you to enter into the closest friendship.

LABOR DAY

There was no May Day edition of the Fortnightly, and we do not wish this to be regarded as a September Labor Day edition.

At best, the celebration of Labor Day is but a recalling of past deeds of daring and greatness by people who had no active part in such deeds, and who, as a rule, haven’t the backbone necessary to attempt emulation. All too often, the historical significance of Labor Day has been forgotten, or never was known, by those who take part in the festivities. To them, it is nothing more than an occasion when they dissipate their substance on Ferris wheels, hot dogs, home brew, and bootleg whisky, and next morning return to their masters more meek and humble than ever.

At Commonwealth, every day is Labor Day. When the working class has been educated up to the point where it realizes its own interests, and is willing to make an effort to advance those interests, and knows how to advance those interests, we too will celebrate Labor Day. We will feel that our task is finished.

ACADEMIC FREEDOM

BOUND TO WIN

Non-Partisan, Non-Sectarian, Non-Dogmatic, Non-Propaganda Attitude the Only Sure Road to Success, Says Marxian Publisher

"It would be a tactical mistake to endorse any party or group advocating any given "ism" or dogma. Not only would such a course result in giving the student a biased and one-sided education—which is the very thing we are trying to overcome—but to expouse the cause of one group would at once alienate all the others. And in the present state of the labor movement, no one group, unless it be those who are grossly opportunist, has either the financial resources nor the wide-spread organization that could give adequate support to an educational institution," according to Charles II. Kerr of Chicago, who for thirty-one years has been at the head of the

COMMONER ELECTED LABOR SECRETARY

Commonwealth Training Aids In Success of Trades Unionist

Peter Hoedemaker of Little Falls, New Jersey, president of Commonwealth Student Council, has recently been elected recording secretary of his Local Union of the Brotherhood of Electrical Workers (with a membership of 420) and alternate delegate to the Electrical Workers’ convention to be held in Detroit soon.

In a letter to Dr. Zech, Pete announces his good fortune and takes occasion to thank Commonwealth for the opportunity he had last year of taking the Short Labor Course, provided for those unable to spare the time for a regular college course. That his ability to successfully function as a union official was greatly enhanced by his training under Dr. Zech is duly appreciated and acknowledged.

Hoedemaker is a native of Holland, and, like many others of foreign birth, eagerly took advantage of America’s educational facilities. Seeking ever for the best in worker’s education, he naturally gravitated to Commonwealth. We all wish him the best of luck, but regret the fact that his official duties may prevent his return next fall.

SHALL COMMONWEALTH HAVE A RADIO SET

A first class radio set will be installed in Commonwealth assembly hall in the near future if hopes count for anything as a force impelling to action.

Since organized labor has established broadcasting stations in Chicago and other places—and especially since the installation by the Debs Memorial Radio Fund, at Woodhaven, New York, of the $250,000 broadcasting station, WDEBS,—it becomes our duty to provide means whereby the students may participate in the lectures and other good numbers broadcasted.

A set sufficient for our purposes would cost $150. Commonwealth has no funds provided for such purposes.

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COMMONWEALTH COLLEGE FORTNIGHTLY

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WHY COMMONWEALTH?

Those who think of Commonwealth as a romantic combination of culture and overalls, almost always lose sight of the fundamental purposes of the college. The thing which motivates teachers, who could elsewhere command high salaries, to give their time; that which leads students to give up paying jobs for unfinished cabin rooms amid the wilds of the Ouachita mountains; that which makes teachers and students willing to do four hours of productive labor a day to secure to themselves the high privilege of studying unhampered by “thou shalt not”; in short, that which is making Commonwealth possible is certainly no mere hodge-podge of romantic eccentricities.

The determination to carry on this unique experiment in self-maintaining worker’s education springs from a critical appreciation of present day life and its needs, an appreciation so compelling that those who grasp its implication forget to ask the typical twentieth century question, “What’ll I get out of it?”

Outstanding thinkers for decades have been pointing out certain necessities in education, among which are: (1) A thorough study of social problems by the producing citizen so that he may become an intelligent and active member of his community, union, and government; (2) an approach to culture which unites the labor of mind and muscle in the laboratory of human experience, and puts physical work on a par with mental activity by advancement of actual labor as the co-partner of intellectual life; (3) an educational program freed from control by economic, religious, social, or political institutions, an approach which leaves the student free to seek, analyze, and use until the end that rational adjustments can be made by both the individual and by social groups; (4) an insight into life which gives purpose, sending the student into the most complicated situations determined to devote his efforts to human advancement, rather than to lining his own pockets.

Today many leading educators frankly admit the failure of higher education to do things, and they are aware that our present educational system has about reached its limit. Even if it were functional it could never hope, financed as it is, to reach more than a small minority.

It is this educational situation that led to the founding of Commonwealth. Commonwealth does not claim credit for the critical analysis of existing education; this analysis has been years in the making. In its experimental approach to a solution, however, Commonwealth is attempting to build its activities constructively, avoiding, wherever possible, such complications as now seem to distress the present system of higher education. Herein lies the explanation of every seemingly unusual element in its life and organization.

The aims and methods of higher education are not fairly well agreed upon. Commonwealth is guiding its development to avoid these weaknesses which may be briefly summarized as follows:

I. Economics: (A) Higher education is parasitic, and its further expansion is conditional by its ability to reap the economic surplus of individuals or social groups.

(B) Most students are supported by their parents. This brings about an economic selection of students.

(C) An increasing number of students are attempting to work their way, some spending 30 to 40 hours a week. Recent investigation seems to indicate that such students often feel that a college degree will pay them cash returns in the long run. Hence social vision is lost, and getting an education becomes a part of the struggle for power, pleasure, and profit.

II. Educational: (A) Institutions are intellectually tied to their sources of support. In order to survive each must remain in accord with its source of income. Thus education is warped toward the social, religious, economic or political creeds of its maintainers. To dwell on this is to repeat the commonplace.

(B) Teachers are for the most part timid employees with insecure tenure; it is a severe condemnation that the men who perform the most important function in society have only the status of hirelings.

(C) The purpose of the present system seems to be to make the individual student fit for society “as is.” There is always the naive, a priori assumption that society “as is” is fit for the student. This leads to an amazing sterility in the academic world so far as progress is concerned.

Small wonder that the student becomes a degree chaser, who, over many years and by divers means, finally seaps together sufficient coin of the academic realm to make it possible for him to cash in for his A. B.

III. Community Life. The community life of the average college group is artificial. The college is an
eddy in the stream of life, an eddy which cannot be content with complacency, and hence creates for itself an amazing array of diversions in which to waste its surplus energies. Separated from the wholesome, balancing influence of actual work, and finding it irksome to use even half the waking hours in study, the student has made the “American College” the world’s Paris in the realm of “New Ways For Killing Time.” The whole effect of multiplied luxuries, artificial social stimuli, and ingenious devices for indulgence, and removal from the main stream of human inter-play, is to dump a pitiable group of conceited human misfits each year upon society, a group in almost no way fitted for normal community life.

IV. Neighborhood Relationship.
Few people would even pretend that the typical college is in any way integrated with the neighborhood life. To the neighborhood the college is a source of economic gain, and the college continually reminds the community of this fact in its endowment campaigns. To the students the townspeople are often only local hicks, who, with difficulty, have been educated up to the place where they know enough to realize that college students have liberties which neither law nor custom allows to ordinary human beings.

V. Expansion Limits.
Each year witnesses continued wrangles between University Presidents and legislatures over University appropriations. Every season brings its new crop of million-dollar endowment campaigns which are ended half-completed. There seems to be a rebellion on the part of the host, and the parasite is being pinched off in many places.

It has become evident to competent observers that parasitic education is rapidly reaching its limits of expansion. From “high circles” comes the recent declaration that colleges will have to develop self-maintenance, even by charging the students enough tuition if no other way is found.

It has long been evident that the present University and College life can never become possible for the average citizen. Hence it is the imperative task of social engineers to develop an approach to education which will meet the needs of those who work with hand and brain. Perhaps the present colleges will remain (greatly modified), but beside them must develop a college capable of opening the doors of life to the great majority, the productive workers, organized and unorganized, from factory, office, or farm.

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**Society Notes**

**Canisicide.** “Boy,” Professor Goodhue’s aristocratic Boston terrier, mascot in general to the campus, is no more. One morning recently he was not found at his usual tricks. Search revealed him in the tall grass where he had crawled away to die sometime during the night after he had taken poisoned bait intended for the rats. “Boy” was a pedigreed blueblood. Professor Goodhue brought him along, a wee pert pup in his pocket, when he came to Commonwealth at the time of its founding. He was, therefore, one of the original Commoners. He was at all times a playful and pugnacious rascal. Other community pets aroused his jealousy, and he would have chewed them up had he been able to do so. Once they were fully entrenched, however, he accepted them with as good a grace as he could muster and tolerated them as a sort of inevitable nuisance. He was ready at all times for a romp, and when thus excited forgot himself and used his teeth a little too effectually. Sears attest the fact. All in all he was a personable dog, one that had become a part of our milieu, and his going has left a vacant place in our community life.

Professor E. C. Wilson of Lynchburg College; Lynchburg, Virginia; and Mr. C. S. Ramsey, a graduate of the same school, visited at Commonwealth for several days during the middle of August. Both gentlemen seemingly enjoyed their visit to the full. “You are doing a great work here, a wonderful work, a unique work. Perhaps the most valuable feature, and certainly the most appealing feature, is that you are making it possible to secure an education with little outlay of money. In that way you are placing higher education within reach of those who could never obtain it otherwise;” said Dr. Wilson when asked what he thought of our project.

“One can always sleep,” said Mr. Ramsey of Lynchburg, Virginia, referring to our wonderful, cool nights. Yes, Mr. Ramsey, one can always sleep if one is so inclined—and doesn’t have to sit up and write copy for the Fortnightly. But when a golden moon swings in a clear sky and the aisles of the forest are changed to a fairyland picture by the sifting of uncertain light through trembling leaves, and the harsh noises of Day have given place to the sleepy twitter of birds and the hum of insects, who wants to sleep? Who wants to do anything?

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**ALONE**

By H. F.

I am wasting my days
And my nights are tossed to the winds.

I am weary and dulled
Of being alive, yet not living;

Of holding emotions in check
And attempting by boldest illusions
To harness my dreams to the stars—
Which in their cold, placid orbits
Will never acknowledge my being.

I am weary indeed of being myself
And alone.

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**Bound To Win**

[Continued from Page 1.]

publishing house with which his name has been associated.

After announcing that he was about to visit our “Marxian Monastery,” Mr. Kerr, who has perhaps published more socialist literature than any other man in the world, and who is himself a confirmed Marxist, arrived early in August and remained for several weeks. While here he gave our institution and the principles on which it is founded and operated a “third degree” such as would be impossible for one not having many years of experience in the working out of problems analogous to our own. The quotation above fairly expresses his opinion formed as a result of this investigation.

Whether or not Commonwealth can ever become self-sustaining through the co-operation of teachers and students is a question upon which Mr. Kerr would not venture a positive opinion. He was, however, impressed with our splendid location, and with the wonderful progress we have made in less than three years. The key to success for us, he says, lies in our ability to apply the lessons of that psychology upon which so much of our study is concentrated. Human nature is normally lazy unless aroused by some sufficient stimulus. In the capitalist world this stimulus is supplied by the menace of atomic war and the desire for success measured in terms of money. Transplant a student suddenly from the capitalist environment into Commonwealth, and it is a baffling yet not impossible problem to modify his desires and habits in such a way as to make him an efficient co-operator while absorbing the education that he wants and needs.

Mr. Kerr was accompanied by Mrs. Inez Stephens, a sister of Mary Marcy, whose death a few years ago robbed the working class of one of its most brilliant writers and boldest fighters.
Good and Welfare
The Last Order of Business
By NAZARETH DAWN

Through Fear to Freedom
Since the ministry and the political arena have lost much of their appeal most young folks with social vision are turning more and more to some form of education as a field for activity and expression. Pioneer educational projects such as Commonwealth presents a challenge that attracts these youth, but most often it is a challenge that their fears will not permit them to accept. Their courage fails them when they face so complete a break with academic traditions and contemplate the economic insecurity that pioneering in self-maintaining education entails.

The road through fear to freedom is difficult: to travel but must be traversed before the individual achieves that emancipation necessary for most pioneering work. It is hard for young people reared in all the usual academic traditions to cut loose from the open, and the subtle forms of domination of established institutions. The fear of being thought queer, or a failure, or of being treated as a social outcast, keeps all but the most intrepid in line for the continuation of things as they are. Our standardizing educational associations with their coercive power over the schools and colleges that haven't sufficient courage to withstand the standardizing process—and that includes almost all of them—have succeeded in convincing the public that they are Omnisience itself in affairs academic. Their elevations regarding credits, and the mixtures of subjects that are to go into the properly proportioned dose that is to be decreed an education, have been delivered with such pontifical warping that they are almost uncrowed, or buffalized even those who realize that there is something wrong with our education. It is little wonder that the academically warped are shocked at the way Commonwealth ignores all the academic traditions from ramb-har-raking and the pedant lingos to credits and degrees. Even those who would be educationally free fear our atheism toward the established academic gods.

Then when these young folks who are looking for a life work find further that the Commonwealth have cut themselves off from all paychecks in order to carry on an educational experiment the shock is too great. Their urge to academic freedom won't stand that wrench. To work without any assurance of economic security is a bit too much for their idealism. "Really, you know," they tell us, "there are limits even to idealism." Like a certain young rich man, they are ready to do anything to find the new education except to sacrifice what they consider to their material well-being. Just to contemplate such reckless adventure gives them a sinking sensation.

Pioneering has always required a rather complete break with traditions and a putting aside of thoughts of material welfare. Our young folks who think they have social vision must realize that most times they must forget their fears and put aside everything to follow the gleam.

Experience without learning is better than learning without experience.—Old Proverb.

kitchen by a miner who said that he had heard that the Russian government had given $50,000,000 to Commonwealth College and he wanted to know the truth about it. At once, Kate saw a whole host of American Legion ghosts right there in broad daylight: ghosts which we thought that we had effectively laid a year ago. For a moment she was too dazed to speak. Then she started forth with an expression not lacking in emphasis and then went on to ask him if he thought she would be out a hundred miles from home laboring and sweating over a hot stove canning peaches to save the college a few dollars if the college were receiving half-million dollar checks from Russia. The miner thought a moment, saw the absurdity of the question, begged pardon and departed. Ordinary lies have nine lives but it seems that an American Legion lie has at least double that number.