PROGRAM FOR 1929-30
AT COMMONWEALTH

Three-Year Course Correlated
With Four Major Lines
of Study

Those workers who come to Commonwealth in future with a definite
line of work mapped out for themselves will have no difficulty in de-
termining what Commonwealth expects of them in the way of courses
to be covered.

Lines of Study.

Commonwealth offers four distinct major lines of study: (1) for those
who wish to prepare themselves for work as labor educators; (2) for
those who want to fit themselves as labor organizers; (3) for those who
aim to make labor journalism their field; and (4) for those who pro-
pose to enter the law for labor pur-
poses. Aside from these four lines of study (see page 8), an Orientation
Quarter will be given for those who
are seeking to place themselves academ-
ically, and a One-Year Labor Course will be available for those
workers who cannot spend three
years in college.

Electives

Aside from the courses offered in connection with the majors on page
three of this issue, courses are also
offered in French, German, Esperan-
to, Modern Poetry, Modern Drama,
European History, Latin-American
History, Plane and Solid Geometry,
Analytical Geometry, Algebra, Cal-
culus, and Elements of Science.

The Academic Year

The academic year will consist of
three quarters (not including the
summer session) of twelve weeks
each. The Fall Quarter of the year
1929-30 will begin on October 7 and
end on December 28; the Winter
Quarter will begin on December 30
and end on March 21; and the Spring
Quarter will begin March 21 and
end June 13. A summer session of
ten weeks will be offered whenever
the demand is great enough to war-
rant it.

[Continued on Page Three]

SIXTH ANNIVERSARY
OBSERVED WITH FETE

Holiday, Speeches, Songs, Danc-
ing, and Feasting Mark Ad-
vent of Commonwealth's
Seventh Year

Foundation Day, Commonwealth's
own holiday, which commemorates
the birth of the institution was cele-
brated this year in the approved
Commonwealth fashion.

The Commons, reminiscent of some
medieval baronial "great hall" be-
cause of its exposed beams, rough
walls, and great stone fireplace, was
hung with holly boughs and peach
bloom. The long deal tables were
placed end to end and extended the
length of the hall. Covered with
white cloth and loaded with good
things prepared in the kitchen, the
dining table was as ever the daily
magnet that draws Commoners to-
gether.

On every holiday at Common-
wealth Sunday regulations go into
effect, which means late rising, late
breakfast, and a late dinner. After a
day spent in hiking, swimming, read-
ing and studying, the Commoners
gathered at 4 o'clock at the Commons
and sat down at the long tables. The
student cooks served the following:

Fruit Cocktail
Rice Consomme
Pickles Celery Cottage Cheese
Roast Beef
Mashed Potatoes Brown Gravy
Carrots and Peas Sliced Tomatoes
Ice Cream and Cake
Coffee

Following the dinner Ross Clark
Brown, who has been with Common-
wealth from its first year, took the
gavel as master of ceremonies. Dr.
Zeuch, director of Commonwealth,
smiling and as inscrutable as ever,
sat at one end of the long board;
David Englestein, president of the
student body, smiling though not in-
scrutable, sat at the other end. Be-
tween them in long rows on either
side the board ranged the Common-

[Continued on Page Four]
Progressive Workers' Education

A DEFINITION

By William Edward Zeuch

I.

What is meant by "workers' education," "progressive workers' education," and "the resident labor college?"

When some of those high in the hierarchy of the labor movement cannot discern, or at least affect not to discern, any difference between workers' education and the usual public or endowed instruction, and are seemingly unable to make any distinction between the education the resident labor college seeks to offer and that afforded by our subsidized state and private institutions of higher learning, definitions are quite in order.

II.

We can get to the particular nature of workers' education briefly and perhaps best by explaining first of all just what it is not. Workers' education does not aim to increase the earning power of the individual workers. Workers' education, in short, is not for the individual aggrandizement of the worker; it is no economic or social ladder. It is necessary to stress this point because there has been set up here and there over the country so-called workers' colleges whose sole aim seems to be to fit the workers for a better job.

Workers' education is purposive education. What that purpose is may be gleaned from the curriculum of any real labor college. The courses, aside from the fundamental studies in the computational and communicative arts, that is, the courses in mathematics and in oral and written English, deal mainly with the social studies, with the cultural streams that have enriched our common life, and with the specific technical subjects designed to fit the worker for more effective service in the labor movement.

Workers' education becomes progressive workers' education when it has for its object not only an understanding of social institutions, cultural streams, and technical methods but also the increasing of the power and the enlarging of the sphere of influence of the organized workers in industry and the state. The intelligent, progressive young workers of today desire an education that will give them an insight into the dynamics of social change so as to enable them more effectively to foster and promote their group interests and along with such interests the general welfare of society.

IV.

Let it be clear, however, that workers' education is not propaganda. Insofar as it becomes propaganda it becomes narrow and retaliatory and thus defeats its own social purpose. For workers' education must be realistic. Being so, it will see people, institutions, and social trends as they actually are. It must have no blind faith in any set of a priori, dogmatic, metaphysical, economic or social formulas. Workers' education must be objective and scientific.

V.

The resident labor college, unlike the usual institutions of higher learning, has been established to promote the interests of those who toil. Its main immediate purpose is to help the workers to enlarge their economic and political powers and extend their sphere of influence by developing in them an objective approach to, and a scientific appreciation of, all the factors involved in their own social, economic, and political advancement.

The resident labor college, as distinguished from the factional propaganda school, is an institution that is not servile to any particular dogmatic social or economic formula. It does not, as an institution, subscribe to any particular social or economic creed, even though such creed may be guaranteed by its exponents as a cure for all the ills that man is heir to. Still, the resident labor college as an institution must be broad enough to encompass all factions. It should be receptive and sympathetic to any and all groups—no matter how minor—that have a sincere program for the advancement of labor. The resident labor college should not only permit, but should actually encourage every faction of labor to give adequate expression to its ideas and feelings from its own particular point of view, and should provide, as far as possible, every opportunity for such expression before its student body.

VI.

While the resident labor college

[Continued on Page Four]
Commonwealth College, Mena, Arkansas

Majors in Workers' Education, Labor-Economics, Labor-Journalism, and Labor-Law, with Required Correlative Courses

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<th>LABOR-ECONOMICS</th>
<th>LABOR-JOURNALISM</th>
<th>LABOR-LAW</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td><strong>First Year</strong></td>
<td><strong>First Year</strong></td>
<td><strong>First Year</strong></td>
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<tr>
<td>Effective Writing</td>
<td>Economic History</td>
<td>Effective Writing</td>
<td>Economic History</td>
</tr>
<tr>
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<td><strong>Second Year</strong></td>
<td><strong>Second Year</strong></td>
<td><strong>Second Year</strong></td>
</tr>
<tr>
<td>Intro. Journalism</td>
<td>Prin. of Economics</td>
<td>Public Speaking</td>
<td>Intro. Journalism</td>
</tr>
<tr>
<td>Prin. of Economics</td>
<td>English Classics</td>
<td>Public Speaking</td>
<td>Prin. of Economics</td>
</tr>
<tr>
<td>Labor Classics</td>
<td>Hist. of Civilization</td>
<td>Labor Classics</td>
<td>Hist. of Civilization</td>
</tr>
<tr>
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<td><strong>Second Quarter</strong></td>
<td><strong>Second Quarter</strong></td>
<td><strong>Second Quarter</strong></td>
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<tr>
<td>World Classics</td>
<td>Hist. of Unionism</td>
<td>Gen. Psychology</td>
<td>World Classics</td>
</tr>
<tr>
<td>Labor History</td>
<td>Hist. of Unionism</td>
<td>Gen. Psychology</td>
<td>Hist. of Unionism</td>
</tr>
<tr>
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<td><strong>Third Year</strong></td>
<td><strong>Third Year</strong></td>
<td><strong>Third Year</strong></td>
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<tr>
<td>Educational Psychology</td>
<td>Power Economics</td>
<td>Feature Writing</td>
<td>Feature Writing</td>
</tr>
<tr>
<td>Elementary Law</td>
<td>Mony &amp; Banking</td>
<td>World Classics</td>
<td>World Classics</td>
</tr>
<tr>
<td>Elective</td>
<td>Social Psychology</td>
<td>Elective</td>
<td>Elective</td>
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<tr>
<td><strong>Second Quarter</strong></td>
<td><strong>Second Quarter</strong></td>
<td><strong>Second Quarter</strong></td>
<td><strong>Second Quarter</strong></td>
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<tr>
<td>Sociology Contracts</td>
<td>Power Economics</td>
<td>Feature Writing</td>
<td>Feature Writing</td>
</tr>
<tr>
<td>Elective</td>
<td>Sociology</td>
<td>Sociology</td>
<td>Sociology</td>
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<tr>
<td><strong>Third Quarter</strong></td>
<td><strong>Third Quarter</strong></td>
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<td>Imperialism</td>
<td>Imperialism</td>
<td>Imperialism</td>
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<td>Elective</td>
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**ONE-YEAR LABOR COURSE**

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<thead>
<tr>
<th><strong>First Year</strong></th>
<th><strong>Second Year</strong></th>
<th><strong>Third Year</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Writing</td>
<td>Gen. Psychology</td>
<td>Labor Journalism</td>
</tr>
<tr>
<td>Gen. Psychology</td>
<td>Prin. of Economics</td>
<td>Prin. of Economics</td>
</tr>
<tr>
<td>Economic History</td>
<td>Public Speaking</td>
<td>Hist. of Civilization or Labor Tactics</td>
</tr>
</tbody>
</table>

**PROGRAM FOR 1929-30**

[Continued from Page One]

**School Work**

All courses of study will be given during the forenoons of five week days and in the evenings whenever teacher and students so desire. The standard recitation period will be of fifty minutes. The standard course will require five recitations a week. Fifteen hours a week (three courses) will be considered standard college work.

**Entrance**

Entrance to Commonwealth will be by formal application made to the Director. Application blanks for entrance may be had by writing the Director, Commonwealth College, Mena, Arkansas.

**Fees**

The regular tuition is $40 a quarter, payable in advance. A breakage fee of $5 is required of all students at the beginning of their residence; it will be returned, less breakage, at time of leaving. A deposit of $10 is requested at time application for entrance is accepted, such deposit to apply on tuition on arrival of the student. Room, board, and laundry service are furnished by the college to all students in return for four hours of industrial work daily twenty-four hours a week). No student may pay cash for board, room, and laundry service.

**Industrial Work**

The industrial work is not designed to teach a trade but to enable the student to earn maintenance while in residence. Such work may be at the household tasks, or in any other necessary community labor. A reasonable efficiency is required of all students as a condition of continued residence.
SIXTH ANNIVERSARY
[Continued from Page One]

The following responses were made:
Retrospect
Prof. F. M. Goodhue
Through a Foreigner’s Eyes
David Englestein
After One Year
Prof. Clay Fuks
The Rib at Commonwealth
Nellie Tobie
Responsibility
Raymond Koch
Prospect
David Kaplan
Commonwealth Songs

The Commoners face the seventh year with greater faith and with more assurance than at any other milestone in the history of Commonwealth.

“HIMSELF”
[Continued from Page Two]

never be able to plumb the mind back of his calm, Buddha-like countenance, to sound his emotional life, or to fathom his seeming selflessness. There are almost as many theories about him as he has had students. He listens to these theories, bantersthe theorizers, laughs his chuckling, rollicking laugh, and leaves them to their theorizing.

“My friends,” says Dr. Zeuch, “have a number of theories about me. Some insist that I am a genius, some that I am a sort of saint, still others that I am a martyr, while the more frank dub me a plain damned fool. There is no truth in any of these points of view unless it be in the last.”

Dr. Zeuch is pre-eminently the teacher, the thinker, and the educational pioneer. His students unhesitatingly pronounce him a “great” teacher. No one who has sat in his discussion circles but has felt the stimulation of his driving, analytical mind and forceful personality. His enthusiasm for things of the mind seems never to flag. He has the unusual power of communicating that enthusiasm. In the field of thought Dr. Zeuch’s “Power Economics,” once he finds the time to formulate it completely, will undoubtedly give him high rank as a labor economist. His work in connection with the establishment of Commonwealth marks him as an educational pioneer. Few men in the middle thirties have accomplished so much.

Nothing could better illustrate Dr. Zeuch’s general outlook on life than a reply to one of his friends who reproved him because he was giving away his services during his best years and taking no thought of the future. “I would rather live my worthwhile years the way I want to live them,” he said, “than to spend them acquiring a competence for my worthless years.”

Thanks, Friends
Paul Raushenbush, Madison, Wisconsin, $25.00.
Dorothy K. Minster, Cincinnati, Ohio, $100.00.
Pauline L. Winters, Meno, Arkansas, $5.00.
James L. Brewer, Rochester, New York, $5.00, to purchase a copy of the “Gestalt Psychology.”
S. C. Pietrazezki, Detroit, Michigan, books and periodicals.
O. O. Wagner, Millertown, Pennsylvania, magazines and periodicals.
Miriam Allen de Ford, San Francisco, Cali., books.

WORKERS’ EDUCATION
[Continued from Page Two]

should be the forum for the discussion and advocacy of all labor viewpoints, it should also, as an institution, maintain a strict impartiality and an objective scientific attitude towards all labor factions and towards all labor activities and problems. The resident labor college should have a loyalty to labor that transcends factions. So far as the labor movement is concerned, the resident labor college can become a great positive, progressive force through unbiased, constructive criticism. Such criticism need not emanate from the resident labor college as institutional decrees; it will necessarily arise from the mutual criticism of conflicting factions in an atmosphere of tolerance. No labor faction that is not intellectually bankrupt and morally base will object to a thorough presentation and a critical analysis of all programs offered for the advancement of labor.

The resident labor college so conceived seems destined to become not only the home of progressive workers’ education but the center of intellectual ferment to leaven a dynamic labor movement.

With Deep Interest.
I am sincerely interested in your project, and I read the Commonwealth Fortnightly with deep interest. I would be glad to subscribe to the Commonwealth Fortnightly and enclose $5.00 for you to keep on sending it to me from time to time.

MIRIAM VAN WATERS
Referee of the Juvenile Court.
Los Angeles, Calif.

Appreciated? And How!
I was quite surprised to learn that my small contributions count for something. I have another box of books ready for the express office, which includes Dr. Stekel’s volumes. I am sincerely glad of the opportunity to send books and magazines to some place where they will be really appreciated. Good luck for your new quarter.

EDWIN N. DURLAND
Chicago, Ill.

I do not pretend to know what the truth is. I can only present it as it appears to me today. Tomorrow it may seem something else.—H. L. Mencen.

One-half of the philosophers ignore the greatness of man, and the other half ignores his baseness.—Pastel.