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DIRECTOR KOCH TAKES OVER DUTIES OF DIRECTOR ON THE FOURTH OF JULY

Lucien Koch Takes Over Duties of Director on the Fourth of July

In a simple ten-minute ceremony quite in keeping with Commonwealth traditions and in the presence of members of the Commonwealth College Association only, Dr. Zeuch, after eight years of service as chief founder and Director, tendered his resignation on July 4, and the office with its responsibilities and duties was conferred on Lucien Koch.

The resignation of Dr. Zeuch and the inauguration of Director Koch are events of first importance in the history of Commonwealth. Dr. Zeuch has always looked upon himself as essentially a teacher. He has always considered administrative work an unwelcome burden. From the first days of Commonwealth he has told his associates that he would not assume administrative duties any longer than it took to find a successor. He searched constantly for under-studies for the office of Director. Several were tried and for one reason or another did not measure up to the tasks. Time after time he had to reassume the full burdens of the office when others tried tentatively and failed to carry them. But these experiences helped Commoners to determine the qualities in a person that would make for success as a Director of Commonwealth.

Three years ago, in the FORTNIGHTLY of November 1, 1928, Dr. Zeuch stated some of his conclusions as to the sort of person he thought a Director should be. He said, in part:

"If Commonwealth is to continue as a school for tomorrow it should, in my opinion, have as Director a man old enough to be over the period of irresponsible freedom so characteristic of immature modern youth, and yet young enough to be in sympathy with the living aspirations of youth. Again, in my opinion, he should not be so old as to be contaminated in any way with the unreasoning conservatism of advancing age. It seems, therefore, that it would be best to select some person between the ages of twenty-five and thirty and then to require him at thirty-five or thereabouts."

"A director," continued Dr. Zeuch, who was at that time urging his associates to select his successor, "needs independence of thought, quickness of thought, traits of originality and a sense of humor if he is to succeed in his work. It would be far better to select someone who is an original creative personality with a capacity for understanding people and an ability to get along with them."

NINTH SCHOOL YEAR OPENS SEPTEMBER 28

Commonwealth's ninth year will commence with a capable corps of instructors and with a series of pronounced labor courses when the fall quarter opens on September 28.

Former members of the Commonwealth staff who will be in residence for teaching this year include the new director, Lucien Koch, who will conduct courses in Economics and American Labor History; F. M. Goodhue, one of the founders, who will offer the work in Mathematics and Statistics; G. V. Rusk, who will have charge of the work in Labor Journalism; and Clarice Cunningham, writer in her own right, who will offer the Secretarial courses.

New members of the staff include Franz Werten, formerly of Germany, Morocco and Jamaica, but more recently of Oregon and California, who will offer a comprehensive course in Co-operation; and Loment Harris, Harvard man recently fifteen months in Russia as factory and farm worker, and more recently on a six-months tour of investigation of the agricultural regions of the United States, who will offer two courses, one on Russia in Transition and the other on The World Agricultural Situation.

The coming school year promises to be an outstanding one. A number of former students, after an absence of some years, are planning to return to continue their work. A considerable portion of last year's students will return to carry forward their studies. The new administration is spurred on to its best by a desire to demonstrate that youth can carry forward what the older group has experimented and pioneered to establish. All indications appear that we may expect a stimulating year.

Aside from the usual regular work in Economics, Labor History, English, Jour.

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Signed articles express only individual opinions.

Editors, particularly of labor and former profession, come to us as the result of maturing experience, and of drawing lessons from the events of our times and our own lives.

WHAT IS COMMONWEALTH COLLEGE?
Commonwealth was organized in 1892 to provide education for workers on a self-supporting basis.

Commonwealth seeks to develop in young men and women of the working class the capacity to serve the labor movement.

Commonwealth is located in the heart of the Ozark Mountains, the southernmost range of the Ozarks, where it operates in the cultural and other basic industries by means of four local labor daily from its students and teachers.

Commonwealth is the only institution for higher education where both teachers and students earn their maintenance by part-time labor service to the commonwealth.

Commonwealth is the only college in the world owned and operated by its resident teachers and students.

Commonwealth is a non-sectarian, non-sectarian institution. It sponsors no particular religion, political or economic dogma, but is a school for the development of the individual within the limits of the contractual agreement. It carries on the hopes of adjustment or solution of personal and social problems.

COMMONERS INDUCT
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them...than some academic fossil who knows all about the Latin derivitives in George Eliot and nothing else."

Meanwhile, at Commonwealth itself, there was emerging an individual with the promise of most of the qualities that all Commonwealth believed essential in a Director. In 1929 Lucien Koch was completing five years of work, study and teaching in our educational community. He was a carpenter by trade and a teacher by natural talent. The next year he entered the graduate department of economics at the University of Wisconsin. In 1930 Dr. Zeuch, after consulting all concerned, proposed that Lucien be designated Director-elect. This suggestion was carried out with unanimous approval. After a year of teaching at the Experimental College at the University of Wisconsin he arrived to take over the duties on July 4. Commoners have every confidence that with the inauguration of Director Koch the work of Commonwealth will continue and expand to a still greater helpfulness to workers and the labor movement.

NINTH SCHOOL YEAR
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nalism, Psychology, and other standard courses, classes are available in modern languages. Also, Commonwealth offers each year a special course in English for the Foreign-Born for workers newly arrived in this country.

Looking Ahead
By Lucien Koch

I
Commonwealth has been steadily developing for nine years. The school has a wealth of experience behind it. In the beginning there was only a "purpose" that of serving the labor movement of this country in an educational capacity. There was no plant or going concern to take over and operate. Neither was there a precedent that might be followed to develop a self-sustaining educational community for workers. All of these things had to be developed as the school grew and expanded. The type of community required for arriving at the original purpose; the industrial, social, and educational form of the community had to be "grown" in the fertile soil of experience.

Commonwealth has really been an organism possessing all the characteristics of life. Always the various parts of the "structure" have been critically studied with an eye toward making improvements. Each year saw some new policy adopted, some new adjustment made which added to the efficiency and brought nearer the ends which were ever present in the foreground. There was no "status"—there was only "change"—as it should be in a venture which must inevitably break new ground and make new adjustments to new situations.

Yet, change itself should not be haphazard or chaotic. It should be guided by some general plan which emerges from the past. It seems valuable, therefore, to focus attention again on the possible future development of selected aspects of the school. This problem of direction is as old as Commonwealth, and it is by far the most significant problem we face as members of a growing educational community. Such formulation of a program is not an attempt to be a blue-print of development. The intention is not that of "finality" but rather that of intelligent change.

II
Commonwealth was founded chiefly for two reasons: first, to make available to young workers the opportunity of securing an education which was concerned with their problems; second, to provide a place where educators interested in the progressive social movements might teach without interference or restrictions. This desired academic freedom, the founders felt, could only be assured if the school were entirely independent of outside support. It followed naturally, therefore, that self-maintenance became from the start one of the primary concerns of the pioneers.

Commonwealth should by all means continue to aim at self-support. But, if the pragmatic position is defensible, there is no convincing reason why self-maintenance and the building of a fund which would enable the school to "spread out" in its activities, could not go hand in hand. Simplicity, complete self-support, and the refusal to accept funds for any purpose than that of capital equipment might easily become an "idealistic dogma" or "principle" severely damaging to the most vigorous development of the school. There is ample justification for the acceptance of an "income endowment" along with the endowment of capital equipment.

The educational work of the school is not merely local. Much of its work is external, extending into the various branches of the labor movement. Because of the additional field and publicity work which could be done, because of the closer contacts which could be made with the labor movement, because of the greater ease of retaining a competent labor faculty, and because of various other facilities which could be made available, the advantages of possessing an income endowment would be very great indeed.

First, then, the school should aim toward obtaining capital equipment sufficient to enable it to function independently; but, further, it is desirable that this endowment be supplemented by a monetary-income fund which will make it possible to widen the sphere of the school's activity. Never, of course, should any funds be accepted that have strings attached. For above all else, complete academic and organizational freedom must be preserved.

III
Perhaps the greatest endowment ever received by Commonwealth has been the free services donated by the teachers. They have given their teaching time and four hours of industrial work daily in return for a simple maintenance. Whereas the spirit displayed by these educators is highly commendable, the number of educators able to display such a spirit is necessarily limited. Many valuable teachers, who have a sincere desire to devote themselves to labor education, have pressing financial responsibilities that make participation impossible. Consequently, as long as teaching is gratis, the benefit of their training, interest, and enthusiasm must be foregone.

No devotee of labor should require a salary, but, as soon as possible, it is desirable that each faculty member receive a stipend large enough to earn for necessary and incidental expenses such as for books, traveling, insurance, etc.

Also, it seems advisable, since the teacher is of such dominating importance, that his time be directed almost entirely toward the educational side of the work as opposed to the industrial side. The teacher's time, when he is not out in the field, should be spent in research, writing, and contact work. To require the teacher to put four hours in at industrial labor is a tremendous waste. Furthermore, when the educator is in residence, Commonwealth should plan to utilize more extensively a "traveling faculty"—having individuals, equipped to handle a specialized problem, come down for a short time, their contacts be taken, and then be free to continue their regular work. The stimulation and closer contacts resulting would be exceedingly worthwhile. These conclusions, it seems, follow naturally when the problem of the faculty is pragmatically considered.

IV
Four essential factors contribute to the success of Commonwealth. They are:

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BOBCHE FAMILY LEAVES FOR NORTH WHERE RICHARD WILL ATTEND SCHOOL

When Richard Bobch filled his gas tank at the pump for the last time, and Alice and Evan and Roland waved good-bye, Commonwealth lost an interesting and very efficient factor.

The Bobches will be at Madison, Wisconsin next year, where Richard has been awarded a fellowship at the University of Wisconsin.

LOOKING AHEAD (Continued from Page 2)

adequate means of support, a competent faculty, a good student body, and spirit. These separate factors are combined in a functional relationship; each one affects the other. Support is perhaps the most urgent consideration but the quality, or factor, which binds these elements together into a coherent unit is spirit. Spirit is the cohesive and cementing influence without which the community becomes a machine or factory, instead of an emotional project driven by a social purpose. The community must become part of each member, and each member part of the community.

That feeling of "belonging" can only come through active participation. Every individual must be an active, detached factor, but as an integrated part of the school. That is as it should be. The job of running an organization of such complexity is too big for one man. The problems must be community problems. Community itself must be pooled in the solution of them. No individual possesses the "embodied reason" which would permit him to proceed alone, even if it were desirable.

But, on the other hand, there are serious dangers in participation. It may bring in its wake anarchy and disorganization. There must be participation, but it must be co-ordinated participation. Along with this, every community might continue to develop. Support and a strong maintenance group will give her freedom to act; an able faculty will provide the necessary means for giving workers the training, enthusiasm, and participation they need to carry on labor's battles. The students of Commonwealth and other labor schools must be the nucleus around which all of the community may gather. There must be a group, a class that will fight ahead stubbornly—together.

Nothing is so disheartening, or so pitiful, as the fitful efforts of individuals fighting alone because there is no group or common purpose. Such a lone struggle is worthy, but needlessly wasteful. There is much work that needs to be done. It calls for people effectively organized and trained—secure in the knowledge that they are not standing alone, but that they are common partners of the vanguard, willing to bear the brunt in labor's advance.

The students of Commonwealth will be at Madison, Wisconsin next year, where Richard has been awarded a fellowship at the University of Wisconsin.

PEGASUS UNSHOD

As Ridden by Commonwealth Versifiers

Away with you!

You with your petty philosophizing; You with your puny musings about life— Puny, I say, yet you think them virile.

You come to me with your salted-down ideas And you prate of their freshness; You expect me to devour them as you have devoured them, Unmindful of their putrid flavor.

"Existence is but tragedy," you babble. "Life is but tears;" And you explode with un concealed vanity at your rebellion.

To me tragedy is music, Tears are wine. Life is a flame and I am its fuel. Fierce beauty leaps at me from about And I am consumed.

Away with you!

"argue it out." If your arguments are not sound you'll get a "say, you can't get away with a lot of stock phrases—give us facts—give us logical proofs for your viewpoint." The preconceived notions with which Commoners come here are given plenty of "knocking around"—they must be plenty "breakproof" if they are to withstand a school year, not only at Forums but in classes and in the discussions, that arise out in the potato field, or while washing dishes.
SOCIETY NOTES

Close to Nature—a prospecr'tive student once gave as his reason for applying to Commonwealth a desire “to eat and sleep with the earth.” The college secretary replied that along with the rest of humanity Commonwealth attempted to keep the earth from her snob board whenever possible. However it cannot be denied that the human animals upon the campus frequently meet and mingle, on terms of social equality, creatures of other species.

Ultra Conservative—A green lizard, encountered in the library, scurried over books and magazines and came to rest upon a copy of the American Mercury, exactly his size. But no, the lizard was a descendant or relative of a species once dominant upon the earth but now in the process of extinction. Reptiles, too conservative to adapt themselves to a changing environment, have been replaced by the liberal mammals and particularly by the extreme radical, Homo sapiens. That the small kin of the cold-blooded aristocrats of mos­quito times should have chosen Mr. Menck­en’s publication as a refuge may be taken as significant.

Machine Age—The conservation of the green lizard, however, may be contrasted with the spirit of research and the effort to comprehend mechanical progress displayed by one of the smallest of the mammals. The adding machine in the office refused to function. Its mental processes were hampered that it would not even comprehend mechanical progress display­ed with the spirit of Little Bit’s discovering one of these tenants on the campus by day and at­tempting to make a tree, as he regularly chases Catastrophe. The manage­ment of the college is open to any sug­gestions as to the proper method of handling the situation. Address communications to the society editor of this paper.

Competition—Northern enterprise is working a hardship upon southerners, even at Commonwealth. Minnie Abrams, labor­atory technician at the University of Wisconsin, Susie Groves, librarian at the Madison library, and Josephine Brabant, teacher of English at Madison high school, are visiting at the college, and have demonstrated so much efficiency at the tasks assigned them, ironing, hoing, etc., that Emily, Tennessee maiden, finds herself unemployed. “I can’t get in my necessary number of hours,” she complains. “They do everything.”

Distinguished Neighbors—Refusing in­vitations to the town or to Commonwealth College beyond, we dined with our nearest neighbors,” says Eleanor Risley in her article “Drought” in the May, 1931, Atlantic Monthly. But Pierre Risley and Mrs. Ris­ley have not neglected Commonwealth. Twice in as many weeks they have appeared at the Commonwealth Library and the Commonwealth as isolated should consider the fact that the Risley’s live only seventeen miles from the campus. Rich mountain, which Mrs. Risley described as “clothed in purple, benignant and mighty,” looms upon our horizon as upon theirs. We, as well as they, consider ourselves “patient hill­billies of the Ouachitas.” We too have seen the day “when the duck in the pond and the rocks in the river have grown and sharpened; when the ponies no longer pause to stand and pretend to drink long after they have finished of the cool mountain water, but plod docilely at the height of the Reve­aling without thrusting our beautiful ford; when the oaks stand brown and desolate, marked for death among the haughty pines, and the ground is strewn with whitened leaves as if already winter were here . . . .”

Through the length of a drowsy summer day we have listened to Mrs. Risley’s talk and have gained a new insight into the ways of artists and hillbillies. We have rolled cigarettes for her father, Edward, and for­tetu machine, and we have struggled with her to keep the things intact and lighted.

PowyS Speaks—John Cooper Powys, whose name, we have learned, is pronounced John Cooper Po-in, has been an important visitor at Commonwealth for a week. The man himself has never been here, but his book “In Defence of Sensuality” has brought him into the Commonwealth. Powys brothers have always been personal­ities on the campus, as they are in every community which reads, and recently their sister, Philippa, arrived in her book “The Blackthorn Winter,” but Mrs. Risley’s en­thusiasm for John is responsible for a new interest in him. Each day shortly before sundown, or shortly after, the listeners-to­Powys collect at “The House in the Woods.” This is a society event of the first im­portance.

Song of the Wasp—“There is a magnetic power in Nature,” says Powys, speaking through the voice of Samuel Garbar, Phil­osopher, who says of Cassandra is bald, alert, or­torical, vastly pop, on the palate of the brain. For a certain sideways-captured moments of night and day, is always at hand to reassure us in the pursuit of this lonely rapture, this overpounding awareness, which seems to the energetic ones of the world something akin to a deadly vice.” A wasp sails in at the open window, circles about Sam’s head, flies under the table and continues work upon a mud house, half completed. At its window its ball of mud into a section of the tiny wall it sings merrily, “Yeow, yeow, yeow.”

“I Am I!—”—Will my reader endeavor to cut away every obstacle to his or her immediate surroundings except the rarest, nakedest consciousness of self and not-self—of his or her subjective inmost ‘I and I,’ as opposed to the objective mass of objects around it, including the idea of its own body?“ says Powys. “Your own root intimate envelope of external impressions is your body . . . he continues. These “envelopes of external impressions” sit quietly in the room in the house and hold the sun. Here is the envelope containing the “I am I” of Zeuch. It is small, stocky but not so heavy as it was two months ago before it started a series of facts. The envelope of “I am Lucien” is blond, athletic, and young. At the moment it is smoking a black pipe, and otherwise trying to appear old enough to direct a college. The red him from the envelope in the corner con­tains the “I am I” of Charlotte. The red envelope holding the sophisticated “I am I” of Clarice has just been bitten by a mosquito. The sunlight dies and a kerosene lamp is lighted. Powys speaks on. There is a pause for the “I am I’s” to pull their envelopes and criticize the philosopher. But the envelopes grow sleepy and the reading ends. A Commonwealth social gathering breaks up.

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