OPOSSUM HUNTING
A POPULAR SPORT

Students Introduced to the Mysteries
of Night Life in Arkansas Forests

Did you ever see an opossum? Well,
there are several species of opossum,
ranging in size from that of a mouse
up to that of a racoon. The “Vir­
ginia” opossum—the kind we have in
Arkansas; the kind that ate up Dr.
Zeuch’s watermelons last summer—is
about the size of a common house cat.

Opossums are the American con­
tinent representatives of the marsu­
pials, or mammals having pouches in
which they carry their undeveloped
young between the time of birth and a
time when the youngsters can sort
of shift for themselves. The kanga­
roo, an Australian animal, is the most
widely known representative of the
marsupials. Some species of opossums,
especially those found in parts of
South America, have true pouches,
but the “Virginia” opossum has
nothing more than deep folds in the
skin.

The tail of the opossum is long and
prehensile and devoid of hair, but does
have something resembling scales
near the root. While feeding on per­
simmons and other wild fruits, the
opossum hangs by its tail and uses
all four of its feet to convey the food

[Continued on Page 3]

ARE YOU CRAZY?
The Seven Deadly Sins of Temperament

In order to avoid the economic loss
which comes as a result of sending
out missionaries who suffer “nervous
breakdown,” boards of foreign mis­
sions are now seeking to determine,
if possible, the psychic state of candi­
dates with a view to eliminating those
with indications of “poor adjustabil­
ity.” In this connection, Dr. Andrew
H. Woods of the Peking Union Med­
ical School, Peking, China, has de­
scribed what is called “The Seven
Deadly Sins of Temperament” or
seven psychic trends which may be
taken as warning of future trouble.

Fortnightly calls attention to the
“Seven Deadly Sins,” because those
who are temperamentally unfitted for
the life of missionaries in foreign
lands will find it difficult, if not im­
possible, to adjust themselves to the
semi-pioneer life at Commonwealth.
And it is not desired that the school
be burdened with students or mem­
bers incapable of adjustment.

1) Excessive Introspectiveness:
   Persons who pay much attention to
   their own feelings and emotions, who
   think of and describe many symptoms,
   particularly headaches, dyspepsia,
   vertigo, and backache are prone to be­
   come hypochondriacal or neurasthenic,
or, if “suggestible,” they sup­
   ply the ground work for hysteria.

2) Sensitiveness and “touchiness”:
   Persons are easily hurt, and those who are too much on
   the alert for encroachments upon
   “their rights,” who feel neglect and
suffer under slights, are not promis­
   ing material.

3) The “shut in”: These are
   sealed, uncommunicative personalities
   who cannot explain, bring out to the
   light and so dispel misunderstandings
   and personal difficulties. This trend

LIBRARY FIREPLACE
WORK OF ART

Splendid Artistry Shown in Use of Common Stones

Quartz crystals set in slabs of
tinted cement will grace the
Library fireplace, constructed
under the personal supervision of
Professor F. M. Goodhue, and
completed recently. Aside from this
one bit of “gingerbread” the fireplace is
distinctive because of its plain sim­
plicity of design and construction.
Like Solomon’s Temple, the sound
of masons’ hammers was not heard as it
took shape; each stone being modeled
by nature to exactly fit the place de­
signed for it.

Fireplaces of stone, and of brick,
and of “stick and dirt,” and of “eat
and clay” are so rather plentiful in this
section. For, although it may be sci­
entifically demonstrated that a sheet
iron stove with a rusty pipe will con­
sume less fuel and give off more heat,
the people of the Ouachitas are so
terribly practical and lacking in sen­
m­ent that they will gladly put forth
the effort necessary to procure extra
fuel if thereby they may have a
chance to sit around without lamps
or candles, or other ordinary means
of illumination, and watch the flick­
ering flames and dancing shadows,
and tell stories and sing songs and
imagine they are enjoying life.

COMMONWEALTH CROP
“ABOUT ALL IN”

Toil and Stress of Summer Produces
Bountiful Harvest

With the gathering in of the sweet
potatoes, and a few acres of “second
crop” Irish potatoes, Commonwealth
harvest has been completed. Despite
the unprecedented rains that made
timely planting and adequate cultiva­
tion impossible the yield is greater
than that of any previous season.

Except for a rather large acreage
of vegetables of many kinds, and a
patch of strawberries that can’t be
beat anywhere when it comes to pro­
ductivity, and the potatoes above
mentioned, the bulk of the crop this
year consisted of grains and hay of
various kinds. Sorghum, from which
the college gets its supply of syrup,
was not planted because that left over­
from last year will be ample for an­
other twelve months. Cotton was not
planted because it was thought that
the cost of production would be grea­
ter than the price obtained—a belief
which is justified by current market
reports.

Preservation of the harvest is also
more certain this year than formerly.
The new sweet potato dryer, it is be­
thought, will make it possible to run
from rotting which is ordinarily very
large with that tuber; sometimes run­

‘WORKERS’ EDUCATION’
RECEIVES APPROVAL

Paterson, New Jersey, Will Have La­
bor College If Present Plans Develop

“If present plans do not go awry,
Paterson, New Jersey, will soon have
a labor college,” writes Fritz Hohn,
a former student at Commonwealth
who is now vice-president of the Pat­
erson local union of textile workers.
“Last year,” says Fritz, “our local
started study classes with ten or
twelve of our members. This year
more than forty enrolled from our
union and about the same number
from other unions. This looks like a
step forward. For, although we al­
ways realized how necessary this line
of work is, the deeper we go into the
movement the more are we impressed
with the urgent need of education.
The work is conducted under the

(Continued on Page 3)
Commonwealth College Fortnightly

AMERICANS IN THE MAKING

By K. R. O.

Out on the sun-baked, windswept plains of Kansas thirty-five years ago life was so stark and naked that certainly we needed all of human companionship and beauty we could possibly find, yet we stupidly shut ourselves away from much that might have added to our efficiency in taming the plains and finding more joy in living. Almost the whole town of Acre, Kansas, where I was reared, were four distinct settlements, or colonies. Ours was made up of Southerners, hill people mostly From the mountains of Kentucky and Tennessee, and, while, of the Yankees, who supported Lincoln and had carried arms to put down black slavery and maintain the Union, they had nothing but cold contempt for the New England Yankees, whose closely knit little community lay just a few miles to the east of us. And the Yankees returned the compliment. The Southerners were a gay, improvident, open-handed lot, to whom the big-hearted hospitality of the plains was a sacred thing. And the Yankees were hard-fisted, hard-featured, prudent, and puritanical. The Yankees called the Southerners "shiftless," "louse," and "poor white trash," and the Southerners called the Yankees "tight," "skinflint," and "snake-oil." Both were right and both were wrong; there is no doubt that the Southerners were a spendthrift, careless, slap-dash lot, and the Yankees certainly suffered from ingrained "tightness" and "Puritanism." Each group would have been better and happier for a slight admixture of the other's vices, but they refused to mix. The bitter censure of the Yankees made the Southerners unready and either in their vices, and the contempt of the Southerners made the Yankees more Puritanical. So both drew their skirts about them and assumed a "holier than thou" attitude.

To the north was a colony of Swedes, quite beyond the pale socially of either Southerners or Yankees; and to the south was a colony of Danes, held in contempt by all. So each little heart-hungry group fought hot winds and droughts and grasshoppers and blizzards alone. Father was the head of these little groups. His old horse-power I. X. L. threshing machine started out on its perambulations about the Fourth of July and roared and pounded away until Christmas time. I think my father was essentially a big man, and his constant associations with all of the members of the forty little groups made him broad and tolerant enough to know that each had something of value to give to the common lot. When I was about ten years old, a young Swedish boy came to our home to bring father the money to pay a threshing bill. With the heartless cruelty of a young female, I tortured the boy by making him break his English. To teach me a lesson, perhaps, a few days later father took me on a collecting trip up in the Swedish settlement. We started very early. The road was long and the wind chill; so, when at ten o'clock we drove up to an unusually large sod house and father suggested that I go in and get warm, I was more than willing, though it was the home of a Swede. We in Kansas in the eighties were merely shelters, this was the first one I had ever seen that was more. Though the walls were of sod, it was a home of culture and beauty. Rugs and pictures, fine linen and silver, and music—and, child that I was, I knew that these were the things for which my heart was hungry. When it was suggested that I stay and spend the day with this Swedish family while father made his round with pleasure, perhaps it was my round-eyed childish joy in things of beauty—or maybe because I was the first one of her own sex of her adopted land that entered her home, Mrs. Svenson welcomed me with open arms and invited me to dine, to sit and talk, and to talk about them and assumed a "holier than thou" attitude.

- In the Making

Commonwealth was in the making. The little Kansas community is no longer a little Kansas and Danes and Swedes and Yanks and all other groups that came together and work together Commonwealth is hastening the work of Americanization; and it is giving these new Americans a better educational equipment than they could ever get in any other way.
Are You Crazy?

[Continued from Page 1]

is particularly significant if in addition to the tendency to brooding and moroseness of temperament. These are often persons who tend to write long letters in preference to explaining their positions in conversation; who are argumentative but not persuasive.

(4) Egotism, excessive amour propre and self-importance: Bad losers and those who cannot play a subordinate part will impose emotional strain upon fellow workers and will smart under rebuffs and humiliations. Inximity complexities and faulty compensations are frequent in this type.

(5) Bookishness: The doctrinaire over-intellectuai and lone, the thinking is an end in itself, not a means to the accomplishment of purpose. I have seen these persons with such delicate poised judgments that they saw pros and cons to every proposition, and could never reach a stable decision. The obsessed, the morbid hesitators and doubters among my patients have belonged to this class.

(6) Self-distrust: Some come to grief because of inadequate apprenticeship before they assume responsibilities.

(7) Defective endurance: Men and woman not schooled from infancy to look upon life, work, responsibilities, as the normal conditions of life are more apt to grow, restive and unhappy under the steady grind of monotonous work. Those who never had to bear hunger, cold, inconvenience, discomfort in athletic struggles, or to endure hardships and opposition in later life.

Workers' Education

[Continued from Page 1]

suspices of the Workers' Education Bureau.

While at Commonwealth, Fritz and his wife, Gertrude, made a special study of labor problems with a view to becoming more efficient workers in their union. That their time was not wasted may be gathered from the following:

"We are both engaged, body and soul, in our local's activities. Ger­trude is secretary of the lady members' branch, and is trying to make this rather novel enterprise a success. I have been elected to the position of vice-president of our union. Both of us belong to various committees, and we are busy with some sort of a meeting almost every night. Just now we are organizing basket-ball and bowling teams. We find it difficult to keep the membership interested in the movement, and we introduce as many social activities as possible because we must prove that the union means more to its members than just a machine for securing higher wages and better working conditions. The lessons taught in this respect by the Commonwealth instructor in Labor History and Problems have not been wasted."

MACHINE PRODUCTION

WRECKS HOME LIFE

Machine production and the machine-like life of workers who have for long known no other abode than the large industrial centers tend to unit such workers for life as it must be lived in out-of-the-way localities where industrial-economic organization and activities are about the same as they were in the rural American homes of fifty years ago. This is dis­tinguishingly apparent at Commonwealth College where instructors, business administrators, industrial foremen and others in authority are developing large crops of gray hair in the seemingly impossible task of persuading highly skilled workers of both sexes to at least try to learn a few of the manual arts that are a matter of common knowledge and practice among the neighboring boys and girls of twelve and fourteen years old.

Workers who for long years have followed one particular trade; as that of electrician, carpenter, bricklayer, bookkeeper, and the like; and whose most intimate acquaintance with rural life and activities has been occasional visits to some friend in the country, where the guest is neither expected nor permitted to participate in anything that may be regarded as real work—or at least productive work—find it very difficult, and in many

[Continued on Page 4]
Machine Wrecks Home

[Continued from Page 3.]

cases quite impossible, to learn to saw and chop wood, husk corn, feed and care for horses and cows and pigs and chickens, dig potatoes, or any of the numerous chores that go to make up the normal life of an old-fashioned, self-maintaining farm,—which is, in effect, exactly what Commonwealth is, aside from its academic function.

Workers who, as children, were neither required nor permitted to help their mothers with the cooking and washing and ironing and other household duties, nor help their fathers with the everlasting chores that occupied most of the waking hours, and who, as soon as they were large enough, went out to work in some factory and live in some rooming house and eat at lunch counters and delicatessens, have very hazy and wonderfully distorted ideas concerning the operations necessary to convert raw materials into food, clothing, and shelter. Especially do they find it impossible to master the mysteries of a southern farm kitchen—even if such kitchen is that of Commonwealth College, and even if it is conducted along co-operative lines.

Nor is lack of knowledge the only thing that makes it difficult for some students to adjust themselves to the semi-pioneer conditions obtaining at Commonwealth. Many have what I call "the slave psychology." That is, they have been wage workers for so long that they have come to believe that all the world is trying to exploit them, and, although every effort is made to conduct the domestic affairs of the college on co-operative principles, to the end that students and teachers shall share and share alike in work and play and in the benefits derived therefrom, such students instinctively place themselves in opposition to the administration; and manifest this opposition by constantly clamoring for a larger portion of benefits, and by a studied limitation of their own efforts to a minimum of productivity.

Commonwealth College has, therefore, a three-fold student problem. Not only must the student be given the best possible education at the least possible cost, but he must be trained in arts as old as the human race before he can be expected to pay that cost in labor, and he must somehow be made to understand that he is cheating himself when he refuses to give to the school the same amount of energy and skill that would be required of him if he were employed for a wage.—Mтрат.

It is inexcusable for the scientists to toil by animals; let them experiment on journalists and politicians.—Ishen.

Society Notes

Lost in the Dense Forest that surrounds the campus and bitten by a poisonous snake, was the hair raising experience of Sylvia Aronson, a co-ed from New York, according to her own vehement statement. Examination of the snake bite—on Miss Aronson's ankle—showed it to be either a mosquito bite or the prick of a cat­brier. Judging by the length of time she was absent from the campus, and by her more or less hysterical description of the country traversed in her wanderings, it is apparent that she must have gone almost as far as the hen house.

"Oh, Hotcakes and honey! How positively entrancing!" gurgled the fair young thing. "Honey!" snorted the wise one: "How do you get that way? That's sorghum."

"Sorghum? What's that? Oh, yes, I remember now, it's the syrup made from cotton seed.""Picking Corn: Ordinarily, a wagon is driven down a corn row and men on either side snap off the ears and toss them into the wagon box. But we do it differently at Commonwealth. At least one crew did. They parked the wagon in the road and gathered the corn in grain sacks and

THREE LITTLE MAIDS AT SCHOOL

In Dixie, on a frosty morn,
You'll shiver and shake.
As sure's you're born.

"Gee, it's cold!" Who said Arkansas weather is mild?" wailed three voices at the girls dormitory. "How can I get out of bed and dress? I'd freeze stiff before I'd get my clothes on!"

This is the primary response to the stimulus of the 6:15 a.m. breakfast bell.

A freckled nose peeks from under thick covers. Blue-green eyes brighten appreciatively at sight of the sunrise. Charlotte Moskowitz jumps out of bed and, literally, jumps into her clothes. With a "Come on, get out or you'll miss the pancakes and mush!" she is out of the room.

Mildred Chadwick rises more leisurely. She yawns and stretches; then hastily pulls the blankets over her arms and shoulders. "Gee whiz, if it's so cold now what will it be like in the winter? Oh, well!" She sits up and jerkily pulls her clothes on, saying to herself: "Come on, Sylvia! What's the matter?"

"Nothing," is the muffled reply, coming from beneath blankets that heavy and quiver like a circus tent being taken down and folded up. Then she pops out fully dressed. "I'm the smart one," she philosophizes, "I keep my clothes under my blankets so they will be nice and warm in the morning."

Money is the symbol of duty, it is the sacrament of having done for mankind that which mankind wanted. Mankind may not be a very good judge, but there is no better.—Erewhon.

HOT DOG!!

Buns, pickles, and tea supplemented the "hot dogs" consumed by the class in Economic Development at a "weenie roast" given in their honor by their instructor, Dr. Drucker, recently.

Gathered about a campfire near the Castle, the class in economic development divided their time between eating, telling stories, and playing games for two highly enjoyable hours. That Dr. Drucker certainly understands the art of entertaining is the enthusiastically expressed opinion of all who were present.

Immediately prior to the "weenie roast" proper, the class gathered at "White Lodge," the cottage occupied by Dr. Drucker, and staged an impromptu dance; for which music was supplied by Professor F. M. Goodhue with his phonograph.
Commonwealth College, now in its fifth year of activity, was organized in 1923 to provide education for workers on a self-supporting basis. Commonwealth is located in the Ouachitas near Mena, Arkansas, where it operates agricultural and other basic industries by means of twenty hours weekly labor from its students. Commonwealth seeks to develop in young men and women of the working class the capacity to serve the labor movement. Commonwealth is a non-sectarian, non-propaganda institution. It sponsors no particular religious, political, or economic dogma. It holds that scientific experimentation carries the only hope of adjustment or solution of personal and social problems. Commonwealth is the only institution for higher education where both teachers and students earn their maintenance by part-time labor while engaged in academic work.

For further information write to

EARN S. BELLMAN, Executive Secretary
Commonwealth College, Mena, Arkansas

Officers of Administration

William E. Zeuch, Director
Kate O'Hare, Field Secretary
W. C. Benton, Secretary, Board of Trustees.
F. M. Goodhue, Treasurer
Earl S. Bellman, Executive Sec'y.

Faculty Instructors
Helen M. Bellman, Music.
Earl S. Bellman, Social Psychology.
Wilbur C. Benton, Law.
Wm. Cunningham, English.
A. P. R. Drucker, Labor History.

F. M. Goodhue, Mathematics.
Kate O'Hare, Social Problems.
William E. Zeuch, Economics.

Lecturers
J. E. Kirkpatrick, Government.
Bertha H. Kirkpatrick, Science.

Student Instructor
Clarice Cunningham, Typing and Shorthand.

Advisory Board
Alice Stone Blackwell

William Bouck
Mary D. Brite
Albert F. Coyle
Lynn J. Frazier
John Haynes Holmes
Thomas E. Howard
James A. Phillips
Upton Sinclair
Luther Ely Smith
Sydney Strong
Miriam Van Waters.
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HISTORY

Commonwealth College was organized in April, 1923. Its founders were interested in experimenting with the idea of non-propaganda higher education for workers on a self-supporting basis. They proposed to try out an educational plan whereby the students and teachers were to work four hours daily for maintenance and devote the remainder of the time to study.

Local conditions in Louisiana, where the school was first established, made impossible a proper development of the project. After a thorough search for a location the institution moved to Mena, Arkansas, in January, 1925. In the spring of that year the present site of the College was purchased, and the development of the permanent school began.

The resident group of teacher-workers spent the summer of 1925 clearing land, putting in crops, and erecting roughly finished buildings. These have grown in number until there are now twenty buildings on the campus, all of which are being completed as rapidly as circumstances will permit.

LOCATION

Commonwealth is located on the Talihina highway, ten miles west of Mena, in the Ouachita range of the Ozark Mountains in southwestern Arkansas. The college campus, which is within a few miles of the Oklahoma line, is on high bluffs bordering Mill Creek, and overlooking Mill Creek Valley in which the college farms are situated.

The encircling mountains, which rise to a height of 2,700 feet, afford an ever-changing spectacle, and Mill Creek provides glorious swimming facilities. The region is noted for its varied delightful scenery and for its equable, healthful climate.

Mena is the postoffice address for Commonwealth, as well as the receiving point for all express and freight. Mena is a city of about 3,500 population, the county seat of Polk County, and is on the main line of the Kansas City Southern Railway.

ENTRANCE

Commonwealth has facilities for only forty students at the present time. However, it is expected that this equipment will be expanded to accommodate at least sixty students for the school year of 1928-29. Each student is admitted on written application, the form for which may be secured from the Executive Secretary. This application is investigated, and must finally be accepted by the educational director.

For entrance to the college department a high school education or its equivalent is required. A preparatory department helps mature students, who have not yet finished high school, to fulfill the college entrance requirements. Marriage and children are not a handicap at Commonwealth as arrangements can be made in such cases whereby both parents are able to attend college.

Only students who see a social purpose, and who wish to prepare themselves for service to their fellow workers are acceptable students at Commonwealth. Each student must also furnish a certificate of good health.

FEES

Board, room and laundry service are provided for all students in exchange for maintenance work of twenty hours a week. A tuition of $100 for the school year of seven months is payable $50 at the first of each semester. A deposit of ten dollars on this tuition is payable when the application is accepted. Each student deposits a five dollar breakage fee at the beginning of the school year, the unused balance of which is returned at the end of the year.

STUDENT’S EQUIPMENT

The student furnishes his own clothing and such accessories as he may choose to use in making his room home-like. He must also furnish all his own bedding except the mattress, which is furnished with the bed. The students’ living quarters are so constructed that two or three-room dormitory suites are shared by from two to four students. Living conditions are semi-pioneering, but students are agreed that any lack of physical convenience is more than compensated for by the co-ordinated activities of every-day life.

Students also furnish the text books used in certain courses. In other courses the broad range of material covered is to be found in the library.

LIBRARY

Commonwealth College has a very complete and up-to-date library covering most of the modern works in the social studies which are emphasized in the curriculum. This library now comprises over five thousand bound volumes, in addition to many other thousands of leaflets, pamphlets, surveys and magazines.

A large part of the library has been donated by friends of Commonwealth, but books have also been purchased to make the library complete. Many of the volumes which have been donated are quite valuable because of their rarity and are not to be found oftentimes on the shelves of large metropolitan libraries. No material is placed on a forbidden shelf.

THE FORTNIGHTLY

The Commonwealth College Fortnightly, published twice a month throughout the calendar year, is the official publication of the school. Persons who wish to keep in touch with the work of Commonwealth College are advised to subscribe. The subscription price is one dollar a year.
WHY COMMONWEALTH?

Those who think of Commonwealth as a romantic combination of culture and overalls, almost always lose sight of the fundamental purpose of the college. That which motivates teachers, who could elsewhere command high salaries, to give their time; that which lends 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-maintain-
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 of expansion. 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, 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 insecurities; 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 scrapes 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 stimulation, 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 Relations: 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 campaign. To the students the townpeople 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
EDUCATIONAL PIONEERING

It is the challenging task of seeking a more satisfactory approach to higher education that Commonwealth gives its energies. It is significant that altho volumes have been written pointing out the deficiencies in modern higher education, most of these volumes have essentially only added to the general feeling that nothing can be done about it.

This has not been the attitude of those who are building Commonwealth. To analyze and admit defects, and at the same time to accept them as inevitable, is part of the scientific procedure; for to see defects and accept them is to grow old and decay; to understand defects and to use this knowledge as a means of reconstruction is to open up the road to progress.

This has been the viewpoint of Commonwealth during its four years of constructive effort. It is interesting to realize that men high in academic circles are watching and studying this new approach, and that many have indicated their feeling that such a contribution has already been made.

Just what has been done, why, and how, can best be shown by discussing the development of Commonwealth under the five categories into which the weaknesses of present day education have been divided, and by showing this, point by point, how Commonwealth is building its life to counteract what seems to be the elements of decay in modern higher education.

I. Economic: (A) Commonwealth is not parasitic; its source of income is derived from the activities of the educational community functioning as an integral part of the economic life. This is possible because each instructor and student spends twenty hours a week in agricultural, industrial, or domestic work, and the college is thus a self supporting economic unit.

The goal of complete self maintenance is yet to be realized, but the method has been found sound, and success seems to be but a matter of development.

Nor does Commonwealth seek endowment, because this implies a controlling of production capital not to be used by the owners, thus enabling the owners to function only because of the economic activities of others. Money which most colleges would use as endowment, Commonwealth invests in capital equipment to be operated by its faculty and student body.

(B) There is no selection of students on an economic basis here, because all students are equal in this respect, each being self supporting thru his twenty hours of industrial work a week.

(C) Working one's way is universal at Commonwealth, not only among students but among instructors. While many students in Universities spend 30 to 40 hours a week trying to earn board and room at jobs which in many instances cut into hours of college work, the student at Commonwealth receives his board, room, and laundry for twenty hours of work, so organized that his work in no way conflicts with study, class work, or group life.

II. Educational: (A) The teachers and students at Commonwealth are free to approach problems experimentally and fearlessly because there is no sustaining group with an economic, religious, social, or political bias to withdraw its support if hereay is discovered. The host of teachers and students in standard colleges who lose caste and jobs each year because they dare to dissent from the herd opinion, are perhaps best in a position to evaluate this freedom.

Moreover, Commonwealth is not a part of the educational hierarchy and is not so compelled to cramp its life to fit the requirements of rigid accrediting associations. Yet some of its students have had their work at Commonwealth accepted in the largest accredited Universities.

Moreover there is no caste system within the faculty. Altho there are enough degrees including Ph. Ds. to go around, all teachers are instructors, and each is free to develop that technique which is best adapted to his personality, the qualifications of the subject, and the needs of the students. Classes are small, contacts are intimate, and red tape is held to a minimum. Rational adjustments to life situations occupy the center of the academic stage.

(B) The teachers are not employees, but a guild of educators, paying themselves no salaries, but receiving each his maintenance from the common wealth.

(C) Commonwealth does not give credits nor grant degrees, altho it meets all the qualifications of a degree granting institution. Thus the student has no stimulus other than his eagerness in learning. Furthermore, for no haphazard collecting of credits will gain a reward of intrinsic economic or social value. This makes it necessary for the student to be interested in his own education, for he knows that everything depends upon his own interest, energy, initiative, and application.

III. Community Life: Life here is not artificial. There are no gorgeous Frat houses where students acquire habits of luxury. Organized athletics, commercialized amusements, and their various complications and problems do not exist.

The entire campus consists of a group of frame buildings beautifully situated on a bluff overlooking a mountain-encircled valley. The appearance is that of a small community, and the new comer often asks where the college is. A college does not consist of buildings; it consists in the educational association of teachers and students. This association is Commonwealth College, and classes are held wherever this association is most natural and inspiring.

A few hours of work each day provides a normal outlet for energy, builds health, and adds another opportunity for normal contacts. The usual remark of a visitor is that no where has he ever felt so free or so much at home. This freedom and at-home-ness is not a training away from normal living as is most college life, but the result of a natural living in a functioning community.

The student does not feed on commercialized amusement, but creates his own avocation according to his own taste. Swimming, hiking, nature study, discussion days, a big band, debates, forums, reading, dances, home talent plays, community sings, creative construction of beautiful things, and music appreciation all add a type of variety which can be
incorporated by the student into his own community life after he leaves college.

IV. Neighborhood Relations: Commonwealth is a functioning part of its neighborhood. Community dances, sing-alongs, and ice cream get together that there is scarcely room for everyone. Last Fourth of July when the Communiters had had time to attend there were several dances. There was a lot of fun and conversation with the ice cream.

It is this integration with the neighborhood life which makes it unlikely that a Commonwealth student will develop collegiate snobbishness. Moreover the student, during his five large city, keeps vital contact with reality. Attending Commonwealth does not make the student believe that he is superior to his neighbors, but the small unit seems best adapted to the development of self reliance. However with the addition of an economic function to an educational community. This fear would be justified if the group were a purpose which eclipses all others.

A LIVING ENDOWMENT

In the budget of colleges and social organizations the salary item often consumes the major portion of the yearly financial income. Commonwealth College has an unusual solution for this problem. To be sure, those who work at any job must live. It is possible, however, for persons who are interested in their work to live on a very economical scale, especially if they are willing to live co-operatively and forego salaries.

In this way the instructors at Commonwealth constitute a living endowment. Estimated conservatively, on the basis of their last paid work, or on the basis of offers to go elsewhere, the full instructors are making a yearly contribution, above what is actually needed for maintenance, of at least $25,000. With this living endowment, plus the labor of faculty and students, Commonwealth is offering a unique approach in financing Labor Education.

CURRICULUM

Economics

Economic Resources: 3 hours, first semester; a survey of the distribution of the natural and human resources of the world and the probable effect of such distribution upon the future world economic relationships. Instructor, Drucker.

Principles of Economics: 3 hours two semesters; a general introduction to the field. Sufficient time will be spent on production, consumption, value theory, etc., to grasp the basic nature, but special emphasis will be put on the problems of distribution, money and credit, international economic relations, and the social control of economic functions. Instructor, Zeuch.

Power Economics: 3 hours, first semester; open to those who have had Principles of Economics. A presentation of economic institutions and economic behavior as the working rules of successive dominant functional groups in the historical development of the economic order. Instructor, Zeuch.

History of Economic Thought: 3 hours, second semester; open only to those who have taken Principles of Economics, and Power Economics. A survey of the principle ideas of the chief contributors to the classical, historical, hedonistic, and volitional schools of economic thought. Instructor, Zeuch.

William Edward Zeuch
Educational Director, and Instructor in Economics.

Higher education received at Lenoir College, Clark University, Cornell University, University of Minnesota, and the University of Wisconsin. Formerly on the teaching staffs of Cornell University, and the Universities of Indiana, Wisconsin, and Illinois. Member of various learned societies and of The American Federation of Teachers.
A. P. R. Drucker
Instructor in Labor Economics.

Higher education received at Columbia University and the University of Chicago. Has had a varied and colorful life experience. For the last four years Dean of the School of Business Administration at Colorado College.

Labor History: 3 hours, first semester; a general history of the working class down to the industrial revolution. Instructor, Drucker.

Labor Problems: 3 hours, second semester; traces the development of labor organizations from the industrial revolution to the present and analyzes the problems that now face both the organized and unorganized workers of the world. Instructor, Drucker.

Elements of Accountancy: 3 hours, two semesters; open to those who have had Principles of Economics. This course begins with the theory of debits and credits and proceeds by the laboratory method to acquaint the student with the practices and methods of accountancy. Instructor, Drucker.

Statistics: 3 hours, second semester; open to those who have had Unified Mathematics, and Principles of Economics. The course begins with a consideration of statistical principles and theories and proceeds by means of the laboratory with statistical practice. Special emphasis is laid on the application of statistics to labor problems. Instructor, Goodhue.

English
Preparatory Composition: 3 hours, both semesters; the first semester will be devoted to a thorough review of English grammar; the second semester will be spent in practice writing. Instructor, Cunningham.

English Classics: 3 hours, both semesters; a study, largely for appreciation, of some of the recognized masterpieces of the English language. Instructor, Cunningham.

Advanced Composition: 3 hours, both semesters; a laboratory course in the various forms of writing; Narration, Description, and Exposition. Themes, written at stated intervals, will be read, discussed, and criticized in class. Instructor, Helen Marcell Bellman.

Modern Poetry: 3 hours, first semester; a study of romanticism and realism in the poetry of today, with examples from Sandburg, Henderson, Monroe, Lindsay, Tagore, and others. This course is chiefly for appreciation. Instructor, Helen Marcell Bellman.

Modern Drama: 3 hours, second semester; a study of the drama from the standpoint of its psychological and social import. The plays will be selected from Strindberg, Ibsen, Shaw, O'Neill, and other contemporary playwrights. Instructor, Helen Marcell Bellman.

Journalism: 3 hours, both semesters; open only to students who have had Advanced Composition or its equivalent. The work begins with newspaper reporting and correspondence and, using the laboratory method, works through to editorial writing and feature stories. Instructor, Cunningham.

Advanced Journalism: 3 hours, both semesters; advanced work in feature writing and magazine writing. Instructor, Cunningham.

Public Speaking and Debate: 3 hours, both semesters; study and practice in the various types of public presentation and discussion. Instructor, Zuech.

History and Government

General History: 3 hours, both semesters; a preparatory course designed to give the beginning student of history a view of man from earliest times to the present day. The purpose of this course is to give perspective; such books as Wells' "Outline of History," and "The Human Adventure," by Robinson and Breastal will be used. Instructor, Drucker.

Economic History: 3 hours, second semester; this study begins with the earliest economic activities of man and traces his economic progress through its various stages up to our present industrial civilization. Instructor, Drucker.

American History: 3 hours, both semesters; the major emphasis will be placed on the development of social, economic, and governmental institutions. Politics and war will be treated in their relation to these developments. Instructor, Earl S. Bellman.

European History: 3 hours, both semesters; the first semester will deal with the development of Europe from 1600 up through the Napoleonic era; the second semester from the Napoleonic period to the present. Particular emphasis will be placed upon much neglected economic phases. Instructor, Zuech.

Leaders in the Early National Period: 3 hours, 8 weeks, second semester; a study of the men and the forces which led to the establishment and shaping of our national government in the latter part of the eighteenth century. The aim will be to discover motives and principles.
and to discover how these continue in our present-day life. The laboratory method of study will be followed. Lecturer, John E. Kirkpatrick.

Contemporary Government: 3 hours, 8 weeks, second semester; a study of the constitutional character of the several governments now existing in the leading states of the world. Each member of the group will be required to analyze and describe a constitution. Particular attention will be given to the social, economic, and political forces which determine the functioning of governments. A combination of the lecture and laboratory methods of instruction will be used. Lecturer, John E. Kirkpatrick.

Law

First Year Law: (a) Origin and Development of the Law; designed for sociological students as well as an introductory course for all regular law students. It covers the elementary principles of all branches of American law and juridical institutions. As contractual relations so intimately and broadly affect human activities, the law of contracts is fully covered in this course. 3 hours, both semesters. (b) Constitutional Law, Criminal Law, and Torts. 3 hours, both semesters.


F. M. Goodhue
Treasury, Dean of Men, and Instructor in Mathematics, Statistics and Science.
Higher education received at Norwich University. Practical experience with Engineer Corps; U. S. Army, road and bridge work and power development.

Mathematics

United Mathematics: 3 hours, both semesters; gives an inkling of the possibilities in Algebra, Geometry, Statistics, and Trigonometry. This is designed as preparatory to a more serious study of these subjects. The course is simple, and easily within the scope of any who have passed the 8th grade. Instructor, Goodhue.

Physics: 3 hours, first semester; a general approach to the subject with such an application to things of everyday life in connection with Mechanics, Farm work, Carpentry, Designing, etc., that its practical value may be thoroughly appreciated. This course is standard. Instructor, Goodhue.

Plane Geometry: 3 hours, both semesters; this course is given with the idea of eliciting independent thinking and investigation on the part of the students, and of aid to formation of thought habits. Instructor, Goodhue.

Higher Algebra, Solid Geometry, Trigonometry, and Elements of Calculus are given to special students who evidence ability for these subjects, and then only by special arrangement. Instructor, Goodhue.

Music

Piano: 2 hours, both semesters; for beginners and advanced students. This course requires at least one hour of daily practice. Instructor, Helen Marcell Bellman.

Elements of Music: 1 hour, both semesters; an understanding of the fundamentals of music — rhythm, melody, and harmony; including sight-reading, scale building, etc., Required of all students taking the Piano course. Instructor, Helen Marcell Bellman.

Music Appreciation: One evening a week, both semesters; a study of the development of musical forms, with an appreciation of some of the great composers and their works. Lectures and demonstrations on piano and victrola. Instructor, Helen Marcell Bellman.

Community Singing: One evening a week, both semesters; general good-fellowship sing, including some of the best folk songs, spirituals, and hymns, as well as songs of a lighter nature. Director, Helen Marcell Bellman.

Other Musical Activities, such as glee clubs, quartets, and orchestra, may be developed in the course of the year. Those wishing to participate in these activities are advised to take the one-hour course in Elements of Music.

Psychology

General Psychology: 3 hours, both semesters; the first semester is
with the aim of understanding our complex modern society. Instructor, Earl S. Bellman.

**Social Problems:** 3 hours, both semesters; the first semester will be spent on Criminology and Penology, the second semester will be taken up with problems of Social Hygiene. Instructor, O’Hare.

**Principles of Sociology:** 3 hours, second semester; a general introductory course dealing with the present findings in the study of human relationships, and their probable implications for human adjustment; also some of the difficulties in the way of developing a social science. Instructor, O’Hare.

**The Social Significance of Modern Science:** 3 hours, 8 weeks, second semester; a series of lectures and suggested readings aiming to set forth the elementary principles of the biological and the physical sciences and to show their relation to the present social situation. Lecturer, Bertha Hyde Kirkpatrick.

Taken up with the usual treatment of the subject; the second semester is devoted to the newer development, or to what is known as the modern trends, i.e., psychoanalysis, glandular psychology, etc. Instructor, Zeuch.

**Social Psychology:** 3 hours, first semester; open to those having had General Psychology. A study of the evolutionary and biological development of mental life showing the essential social nature of all thought and all meaningful action. Ample time will be given to the place of impulse, habit, custom, convention, and tradition in social life; also to forces making social changes possible. This course should help the student to develop for himself a fundamental approach to all social situations, thus making every problem a phase of coherent human development. "Human Nature and Conduct," by John Dewey, will be used as a point of departure. Instructor, Earl S. Bellman.

**Educational Psychology:** 3 hours, second semester; open to those having had General Psychology. A course designed to make the student familiar with the learning process. The course begins with child psychology and includes educational theory and method. No one text will be used. Instructor, Earl S. Bellman.

**Sociology**

**Social Origins:** 3 hours, first semester; students in this course must have completed at least one college course in some one of the social studies. The origin and development of social institutions will be studied with the aim of understanding our complex modern society. Instructor, Earl S. Bellman.

**Social Problems:** 3 hours, both semesters; the first semester will be spent on Criminology and Penology, the second semester will be taken up with problems of Social Hygiene. Instructor, O’Hare.

**Principles of Sociology:** 3 hours, second semester; a general introductory course dealing with the present findings in the study of human relationships, and their probable implications for human adjustment; also some of the difficulties in the way of developing a social science. Instructor, O’Hare.

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From a more group of liberty seeking enthusiasts with less than one dollar in their community treasury to a firmly established educational institution with $50,000 capital equipment, and one that is ninety per cent self-sustaining, in less than four years, is the wonderful story revealed by the books of Commonwealth College Association. When one considers that this advance has been accomplished by an organization dependent on the labor of its own members, and that it has always been less than fifty per cent efficient in man power, it is indeed a record almost too wonderful to be credible.

One thing is certain: Commonwealth has definitely passed the empiric stage in economic development and management. It is a "going concern" the continued existence of which is no longer a matter of speculation.

Nothing proves a theory false or true like working with it for a while. The Commonwealth theory that $100,000 invested in capital equipment and worked by the faculty and one hundred students would guarantee a self-maintaining college for workers has now, through experience and experimentation, passed into the realm of known fact. For if any economic unit can reach ninety per cent self-maintenance when but fifty per cent completed and fifty per cent manned it is a safe bet that it can be made more than self-maintaining and show a balance when it is one hundred per cent completed and one hundred per cent manned.

From an economic standpoint, two
things are necessary in order to reach quickly the desired goal: A school where one hundred working students can obtain a college education:

1) The Completion of the unit. This will require $50,000 from our friends and well wishers. This will enable us to complete the farming equipment, add needed livestock, build a hydro-electric plant sufficient for lighting and power, improve and enlarge the dormitories and the library, and establish two small shops wherein repairs can be made and certain standard articles can be produced. With such a sum, Commonwealth, by supplying the labor, and by supplying much of the materials from its own forests, can do what most colleges would require five times as much cash to do.

2) Until our friends have made it possible to complete the economic unit, the ten per cent difference between existing conditions and total self-maintenance—a difference which will naturally decrease as the unit nears completion—must be supplied from sources outside the group members and students.

Many colleges would meet this situation by raising the tuition from $100 to $150 a year, and the students who couldn't pay could stay at home. Other colleges would meet the situation by accepting large endowments.

Commonwealth does not want endowments. And Commonwealth students must save the present $100 tuition, plus money for books, clothing, and incidentals from their earnings in industry. An extra $50 would eliminate most of the working students, as only a few command sufficiently high wages to meet such an increase.

The solution seems therefore to lie in the establishment of supplementary scholarships—each of $50, and one for each student—to be subscribed by friends of workers' education. Thus, the student supplies $100, the friend of workers' education supplies $50, the industrial organization of Commonwealth supplies the equivalent of $350, and the teachers donate their services.

Education For Workers

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 have realized that the first few years of Commonwealth activity were largely experimental. Now, however, we are entering the fifth year of successful functioning in labor education. The element of uncertainty is vanishing and we are quite certain of our success, and those who are interested lend their support.

You, who cannot become students, may be of active assistance in a number of ways.

You can tell others about Commonwealth.

You can give them literature concerning Commonwealth which will be gladly furnished to you.

You can discuss Commonwealth with prospective students.

You may be able to make a large contribution toward the purchase of needed capital equipment.

You can write to us giving us your suggestions and comments, telling us anything which you may think valuable for us to know.

We invite you to be a co-giver with us.