ZEUCH ASKS STAFF TO ELECT HIS SUCCESSOR

Wishes to Serve School Only as Teacher After This Year.

W. E. Zech, director of Commonwealth College for five years, has asked the faculty to elect a younger man to succeed him. "For some time," he says in a letter to the teaching staff, "I have been trying to get you to see the wisdom of making a change in the directorship. I now wish to state definitely that, though you may see fit to continue me in office through another year, I will decline absolutely to accept the office beyond that period."

Explaining that since "we are a democratic group," what he has to say is, of course, in the nature of advice only, Zech gives his ideas as to the sort of man best suited to carry on the work of director. "I am of the opinion that it would be well to select as director at all times someone who is less than thirty and to continue him in office from year to year, it satisfactory, until thirty-five or thereabouts, and then to retire him to his regular teaching work as Director Emeritus." Zech is now thirty-six years of age.

"If Commonwealth is to continue as a school for tomorrow it should, in my opinion, have as director, a man older enough (at least twenty-five) 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 age of twenty-five and thirty and then retire him at thirty-five or thereabouts."

Although Zech is a B.A. and M.A., and a Ph.D., he does not consider degrees of very great importance. "Furthermore, in selecting a director, I hope that the staff may at all times consider the individual and not his degrees. A director needs independence of thought."

[Continued on Page Three.]

Thanksgiving, Friend

Edwin N. Durand, Chicago, Ill., a box of books and magazines.
A. S. Oko, Cincinnati, Ohio, a package of periodicals.
Stanley Pietraszewski, Detroit, Mich., a bundle of books.
E. Haldeman-Julius, his most recent book.
Walter Kohor, Yellow Springs, Ohio, a couple of books.

NEW TEACHERS TELL PURPOSE OF SCHOOL

Instructors Wilson and Fulks Speak at Sixth Formal Opening.

The mission of Commonwealth to educate workers, to imbue them with a social consciousness, and to help them apply what knowledge they acquire to the solution of world problems was the keynote of the addresses delivered by Dr. E. C. Wilson and Clay Fulks, instructors, before an open air audience of neighbors and Commonwealers on the occasion of Commonwealth's sixth formal opening, Sunday, October 11.

"What Commonwealth Means to an Educator," was discussed by Dr. Wilson, for thirty years a minister and educator, who came to Commonwealth from Lynchburg College, Lynchburg, Va., to take over the classes in psychology. Clay Fulks, noted throughout the state of Arkansas as a writer and teacher, spoke on "What Commonwealth Means to an Arkansawyer." The program also included musical and local numbers.

Dr. Wilson, tracing the conservative trend of educational methods of the higher institutions of learning, said that the average modern college fails to orient students to the present day world. He defined the business of a college as that of giving students a practical education and not a cultural education. He continued in part:

"It is said to the glory of Commonwealth College and its founders that the old cultural tradition was shattered and from the first new ideals and aims have characterized her program. Here the classics of Greece and Rome are studied in translation, if at all, and no time is wasted on the dreary and dry study of the original languages. In their place has been substituted the subjects of history, sociology, economics, psychology, journalism, and such like, that give the student some light on the problems of a present day world.

"Another ideal of Commonwealth is to help the student to apply his knowledge in the solution of some of these problems and not simply to become an

[Continued on Page Two.]
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Commonwealth College

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Signed articles express only individual opinion.

WHAT IS COMMONWEALTH COLLEGE?

Commonwealth was organized in 1925 to provide education for workers on a self-supporting basis. Commonwealth is located in the Ouachita near Mena, Ark., where it operates agricultural and other basic industries by means of four hours' daily labor from its students and teachers.

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 religion, 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.

NEW TEACHERS TELL PURPOSE OF SCHOOL

(Continued from Page One.)

advocate of the status quo and a parasite to the body of society.

"As I see Commonwealth it is a new experiment in educational freedom. This means freedom from the bondage of propaganda of any creed, party, class or race in our present distracted world. In method there is freedom from examination, marks, grades and degrees, which often become the chief aim of students to the neglect of the more important matters of content and meaning of what is studied. To help a student organize a body of knowledge on any given subject and then do his own thinking on the same is more important than to cram for examinations.

"To the student Commonwealth means opportunity to get an education when the doors have been closed by the present back-step system. Again, Commonwealth is trying to demonstrate the educational value of work. We may well challenge the present system of education that keeps the youth of the land in idleness for the decade or more of a high school and college education. It is too often a formation of habits of idleness that makes them parasites on the social and economic system.

"Then finally, Commonwealth is an experiment in educational cooperation. It is an effort to demonstrate the feasibility of cooperation in the world in the place of the hawk and wolf and buzzard type of civilization so often found at present. The new psychology reveals the brotherhood of man to be a fact in the unconscious, and it should be the duty of education to help make this fact a conscious reality."

Answering the question, "What Commonwealth Means to an Arkansawyer," Clay Fulks, himself a native of the Wonder State, said in way of preamble: "Education, taken in the real sense of the term, may for our present purposes by defined as that agency, or process, by means of which civilization and its highest attendant cultures may be renewed, reformed and extended.

"But public education, in this country," he continued, "particularly of any high order is distinctly defective in two fundamental aspects. It is practically inaccessible to far too many of our people and it is largely anti-social in that it is made to serve the purposes of a dominant group. (This is not to say that the natural or exact sciences are perverted to such selfish purposes simply because they may not be so used—but it is to say and to say most emphatically—that the social sciences are so used.)

"To eradicate or even effectually to remedy these two very serious defects in our present-day public education, it is essential, of course, that education consonant with soundest social principles be brought within the reach of a much larger and ever-increasing number of those workers capable of making the highest use of it.

"Commonwealth College is designed for that purpose. In a country where higher education is actually within reach of comparatively few of those capable of receiving it—and where, too, the education that is offered is so anti-social in its tone and tendency, the need for such schools as this is crying and in calculable.

"The final and complete success of this institution indubitably means the general, though perhaps gradual, adoption of the idea throughout the country. Such pioneer work will necessarily have to depend in its early stages, at any rate, on private initiative and benevolence; but given the success this plan, or at all events, one devoted to the same general purpose deserves, public opinion, we may reasonably hope, can be brought to such degree of approval as to greatly further through the instrumentality of great social organizations, if not the state itself, the system of higher education for workers.

"It must be perfectly apparent to all serious students of human society, by this time, that the further progress of civilization along right lines is dependent upon a higher education and a more enlightened leadership of the working class itself."

Zeuch Predicts Future

Dominance of Workers

"Power Economics" Supplies Labor With American Philosophy.

Final emergence of the organized workers to the dominant position in our economic society is foreshadowed by a new approach to the whole field of economics now being formulated by Dr. William Edward Zeuch, instructor in economic theory. "Power Economics" is the name he has given this new approach.

Dr. Zeuch says "Power Economics" supplies the American workers with a dynamic labor philosophy that is typically American. He disclaims originality except for organizing and systematization of extant materials and for emphasis upon power as the dynamic element in the evolution of economic processes and institutions.

"The sources from which I have developed Power Economics," he continued, "are the studies of Franz Oppenheimer upon the origin and evolution of the state, the economic writings of John R. Commons, the pragmatic philosophy of Pierce, James Dewey and others, and the behavioristic psychology of Watson and his followers."

Dr. Zeuch conceives of the historical process as a group struggle rather than as a class struggle. He says he did not go to Hegelian metaphysics for his material, but directly to history, and believes the Marxian economic formulas unessential to the promulgation to a workers' economics and philosophy.

The main theses of Power Economics may be stated briefly as follows:

1. All economic activity is concerned with the problems of value and valuation which arise in transactions between buyers and sellers, borrowers and lenders, employers and employees, landlords and tenants, etc.

2. The transaction has for most purposes a limited, shaped, and controlled by working rules (customs, laws, accepted practices) operating within the limits set by natural forces and the methods and efficiency of production.
SOCIETY NOTES

Tonsillotomy. Charlotte ("Chucky") Moskowitz, redheaded dynamo of secretarial efficiency, was laid low two weeks with a severe attack of tonsilitis. Merely being confined to her room for a few days so dampened her spirit that the flesh suffered. At the end of her incarceration she was able to slip with ease into dresses she had not been able to wear for seasons. So, tonsilitis notwithstanding, she wore a broad grin of genuine satisfaction; and, to complete her happiness, spent a few days in Fort Smith and had the offending lymphoids excised.

Patent Applied For. Prometheus stole fire from the gods; Franklin invented the stove; Lundstrom perfected the safety match; and Bonnie Thornsburg, (Commonwealth's gift to humanity), hit upon a new way to start a fire. Take, she says, a gallon of coal oil, saturate the wood in the woodbox, then put the pieces of wood in the stove, and... result: dear old father Zeuch! (Detroit's gift to Commonwealth).

Elected. David Englestein of Canada, Emily Wilson of Virginia, to be president and secretary, respectively, of the Associated Student Body. Fannie Schleifstein, New York, Raymond Koch, Ohio, and Herman Erickson, Minnesota, to be the Entertainment Committee.

Roundheads. Three otherwise perfectly normal he-men, Wallace Russell, Roy Tutwiler and Paul Posin, convoked in the tonsorial parlor of Louis D. Bergold, instructor in German, and there and then organized the Grand Order of Roundheads. Purpose: To make themselves as completely unattractive to females as God and they can contrive. The next morning they appeared en masse (Webster, "in union there is strength") for breakfast shaven-headed. The waiting that went up from the women gave them cheer and heartache, as they say.

Goober Butter. For some weeks students were at work harvesting and cleaning goobers. A few bushels were hauled into town for hulling. Then Zeuch, Mrs. Wilson and Mrs. Bosch roasted, ground and mixed. There is about 150 pounds of goober butter now stored in the cellar and being served regularly at mealtime.

Drought. During October the college spring ran extremely low for the first time since the establishment of the [Continued on Page Four.]

ZEUCH PREDICTS FUTURE DOMINANCE OF WORKERS

[Continued from Page Two.]

duction. Working rules because of their effect on the use of natural resources and the methods of production as well as because of their direct bearing play the dominant role in determining the nature of the transaction.

3. The working rules (customs, laws, accepted practices) are either a direct or an indirect expression of the political or economic power of a dominant group or a coalition of dominant groups.

4. Working rules (customs, laws, accepted practices) change the rise to power of a new group or new groups in new kinds of transactions, as in the gradual transition from feudalism to capitalism; or from a shift or repportioning of power in the same transaction, as in the growth and extension of labor legislation and collective bargaining today.

5. The establishment of new working rules as the expression of the interests of a new group or groups emerging to dominance is retarded by the customs and accepted practices established by the previous dominant group or groups.

6. The real struggles in the eras of slavery and feudalism were not class struggles between patrician and slave and lord and serf but group struggles between rival cliques within the dominant caste to determine which was to reap the spoil from the existing working rules. Up to the industrial revolution the emergence of the workers from slavery through serfdom to the wage system was largely incidental to the needs of the successful dominant groups, and somewhat also, perhaps, to a growing humanitarism.

7. Today the contest is between the organized workers and the owners and employers for the right to set or change the working rules. The numerical strength of the organized workers made effective through political democracy and collective bargaining has gradually encroached upon the power of owners and employers and can result only in the ultimate permanent dominance of the organized workers and the elimination of the opposing groups by absorption.

PEGASUS UNSHOD

As Ridden by Commonwealth Versifiers

MATCHES AND MEN

By Edward A. Bleier.

A certain brand of matches claim:
Non-poisonous—no after-glow:
I know a futile man like that,
Non-poisonous—no after-glow!

ZEUCH ASKS STAFF TO ELECT HIS SUCCESSOR

[Continued from Page One]

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—and one without degrees—than some fossil loaded with degrees who knows all about the Latin derivities in George Eliot and nothing else.

The present director asks that the staff designate the person who is to succeed him so that he may work with the director-elect during the present year. "I am of the opinion," he concludes, "of an irrevocable opinion, that I can best serve Commonwealth in the future as a teacher rather than as an administrator."

WILL YOU ENROLL YOURSELF AS ONE OF THE HUNDRED WHOSE CONTRIBUTIONS WILL MAKE THE CONTINUATION OF COMMONWEALTH POSSIBLE?

If so fill out and mail this blank.

I hereby enclose $ for the year 1928 and pledge $ annually for 1929 and 1930.

NAME

ADDRESS
SCOCIETY NOTES.
[Continued from Page Three.]

Bum-ra-ta. The circus came to Commonwealth at sundown one day last week. No gaudy press agents, neither bills nor bond playing nor parading heralded its advent. Just as the sun dodged behind Cedar mountain, it appeared unannounced on the campus, and, despite the absence of trumpet blasts, drew a record crowd. The performance was given gratis, even though Commonwealth is no Hospital for Crippled Children.

As circuses go, this one was quite different. For a tent it employed the sky and the mountains crouching the campus; for a ring practically half the campus; for smallest trials the cracking, sun-scorched grass; for seats, porch steps and tree limbs; for light, the evanescent sun and the stars. Hot dogs and colored lemonades were conspicuously absent.

Thus, as circuses go, this one was literally a on-horse affair. No lions, tigers, elephants, camels; only two dwarfish burros and a crippled German police dog. No trapezeists; no wire-walkers; no fat woman Tom Thumb; skeleton man; no slightest woman on earth; no Siamese twins; only a tarantula, sword swallowing, only those burro-busters and a troop of big mustachios.

"My dears and gentlemen," the brass-throated announcer, Bill Cunningham, thus drew the attention of the audience to the first act of the greatest show on earth, a wild west ruckus. Out into the center of the ring rode the two sugar-sweet burro-busters, Lucien Koch and David Kaplan. Cowboy Kaplan introduced The End of the Trail, but his partner was whisked off his seat in less time than it takes to tell it.

Then came the comic act, Paul Posn's spectacular and unintentional dismounting over the donkey's tail drew hoots of laughter even from Lady Lou, the German police dog. Then followed equestrian exhibitions and wrestling bouts.

BOOK REVIEW

MRS. NATHAN PRESENTS HIMSELF.

We learn from Major Owen Hatteras (pseud.) that he has created a dramatic critic of The American Mercury "is a man of middle height, straight, slim, dark, with eyes like the middle of August, black hair which he brushes back a la française, and a rather sullen mouth. Fifteen minutes in the sun gives his complexion the shade of mahogany; twenty minutes the shade of Booker T. Washington," and that "he owns thirty-eight overcoats of all sorts and descriptions"—that "coats are a fad with him"—that "he has them from heavy Russian fur to flimsiest homespun." To this detailed description Isaac Goldberg adds the important facts that Mr. Nathan was born at midnight, February 14, 1882, that he wears horn-rimmed glasses, that he bathes in champagne, and is both a sophisticate and a snobber.

The Theatre of George Jean Nathan is a companion piece of biographer Goldberg's The Man Mencken. The treatment is almost identical in both books. Goldberg allows his subject to speak for himself, and often the subject does a better job at character analysis than the biographer. The book is documented with selected letters Eugene O'Neill and Edward Gordon Craig wrote Mr. Nathan and with several early writings. The letters indicate the high esteem in which Mr. Nathan is held as a critic of the theatre and the drama.

Says Mr. Nathan:

"The beauty of the world diverts me; the problems of the world bore me. I have no interest in it. I have never voted. I shall never vote. I have never served on a jury. I never read political news. I never subscribe to any charity. An art gallery is more important to me than Vice-President Dawes. I have always been that way and I probably always shall be that way. It is not a pose. It is the way I am made. I have no wish to better my fellow-men, save only in their appreciation of fine art and a civilized view of life. If Arkansans is an intellectual wilderness, let it be one. I shall never live there; why bother about it? I don't write for Arkansans.

And again:

"As a critic, it has never been my aim or purpose to convince anyone, including myself. My sole effort has been to express personal opinions grounded upon such training and experience and the philosophy deduced therefrom as I may possess. Since I personally am not fool enough to believe finally in everything that I happen at the moment to believe, however stoutly, I am not fool enough to wish to convince anyone finally in matters that, at their very best, are in all probability of a dubious truth."

And finally:

"There are two kinds of dramatic criticism: destructive and constructive. I am destructive. There are two kinds of guns: Krupp and pop."

IRVING WEISSMAN.

PLEDGES FOR THE FORTNIGHT.
Albert Von Hoffmann, St. Louis, Mo.