Zeuch Protest Sets
Commons A-Twitter

Stunt Program Draws a Big
Hand From Local
Audience.

A kimonoed woman, yawning, opens the
door of her apartment. A young
man enters. embraces her, pantomimes
that he would like to remain for the night.
The woman gives him a pair of pajamas.
He goes into another room, returns de-
cently pajamaed. They embrace again, are
about to walk off stage when the door
smashes open. A man rushes toward the
couple...

"Here, here!" Father Zeuch protests
from the audience. "This sort of thing
won't do!" The audience is thrown into
an articulate confusion. The indignant
actors, Irving Weissman, Fannie Schlef-
stein and Herman Erickson, remonstrate
and demand a hearing of their pan-
tomime. The audience shouts "Go ahead!"

Commoners Hood-winked.
The actors now speak their parts and
unfold the prosaic story of a young
brother who "runs in" on his married sis-
ter unexpected, asks to be put up for the
night, is loaned his brother-in-law's pa-
jamas, and meets the brother-in-law him-
sell just as he is about to go off to bed.
The spectators laughed, ignorant of the
fact that Father Zeuch was "planted" in
the audience and that the point of the
skit depended upon his conscientious ob-
jection.

This skit headlined a program of
"stunts" presented at a Commonwealth
community theatrical last fortnight.
Other numbers were: "Revivalist Songs"
by Clay Fulks; Jerusalem Night, a musi-
cal episode, with David Englestein, Paul
Posin, and David Kaplan; songs by Mrs.
Anna Lipton, F. A. Post, Paul Posin,
Sylvia Lipton, James Fulks, Wanda
Stewart, and Fannie Schleifstein; and skits
(No Place Like Commonwealth) by Char-
lotte Moskowitz and Raymond Koch,
and (Tower of Babel) Herman Erickson.

If you would know what a war was
about study the terms of peace.—H. A.
Brailsford.

STUDENTS PLEDGE TEN DOLLARS A PIECE
FOR 1929 AND 1930 MAINTENANCE FUNDS

Thanks, Friends
CASH
Justice and Mrs. Louis J. Brandeis,
Washington, D. C., $100.00.
Henry Hauser, Taylorville, Ill., $5.00.
Fritz and Gertrude Hohn, Paterson,
N. J., $10.00.
Sol Kahn, Mobile, Ala., $25.00.
Mary Roul Millis, Atlanta, Ga.,
$25.00.
Charles F. Nesbit, Washington, D.
C., $25.00.
M. W. Rapaport, Chicago, Ill., $25.00.
Arthur J. Reinthal, Cleveland, Ohio,
$15.00.
Alfred D. Schoch, Chicago, Ill.,
$25.00.
Margaret Shipman, New York City,
$25.00.
Dr. Sydney Strong, New York City,
$10.00.
O. O. Wagner, Millerton, Pa.,
$25.00.
Miriam Von Waters, Los Angeles,
Calif., $5.00.
PAMPHLETS AND
PERIODICALS
Mrs. Louis J. Brandeis, Washington,
D. C.
M. B. Butler, Taft, Calif.
Mrs. Theodore S. Lee, Boston, Mass.
Oklahoma Leader, Oklahoma City,
Okla.

HIKE THROUGH SNOW
TO ATTEND COLLEGE

Despite snow, rain, and frosty winds,
two New York City women took to the
road. On the fifth day of alternate hik-
ing and hitching rides they arrived at
Commonwealth, where, after some inves-
tigating, the older woman, Mrs. Anna
Lipton, enrolled the younger, Daughter
Sylvia, as a student. Mother Lipton
hitch-hiked back to New York City three
days later.
Sylvia had been a student at The Mod-
ern School, Ferrer Colony, Stleton, N. J.,
for five years. The educational methods
of this institution are based on the newer
philosophy of education as expounded by
such men as John Dewey. The school
does not force the child-student into do-
ing anything that is distasteful to him,
but endeavors to stimulate an interest in
study matters.

Call Upon Old-Time Common-
ers to Pledge for Two

Some expressly and confidentially, others
appending a conditional "if able," all first
year students last fortnight pledged
dollars each for the maintenance of
Commonwealth during 1929 and 1930.
The Associated Student Body January 28
passed a resolution instructing President
David Englestein to personally write old-
time Commoners and induce them to
pledge ten dollars a year for two years.
In sharp contrast with the usual peppy
"boost your alma mater" blurb is the
letter of President Englestein. It reads
in part:
"The continued existence of Commo-
wealth College ought to be, and I feel
sure is, the vital concern of every Com-
moner on and off the campus. Its uni-
queness as an educational institu-
tion is already too well known to you
need even statement. Commonwealth
is slowly making itself felt in the labor
movement and allied movements.
Students Hold Office.
"The domestic affairs of the college are
taking harmonious shape. Students share
the responsibility of administration with
teachers. At the present time the Commo-
wealth College Association (which
owns the college property) consists of six
students and five teachers. One student
is a voting member of the Board of
Trustees; another is Industrial Manager.
Three students are further serving the
college as instructors.
"Won't you join hands with Common-
ers on the campus in establishing a main-
tenance fund for Commonwealth Col-
lege?"

Last spring, while the campaign for a
three-year maintenance fund was but half
completed, the students then on the
campus individually and unanimously
pledged ten dollars for the years 1928,
1929, and 1930. All but a few have paid
their 1928 pledge.

The child is father of the man.—
Wadsworth.
What Every Young Worker Should Know
By Charlotte Moskowitz.

I.
A few years ago in a large industrial city in the east, the crowd on the way to the shows paused a moment to listen to "just another soap-box orator." When the speech was ended the "soap-boxer" found himself surrounded by a handful of high school youngsters who offered to take her home because they "wanted to talk it over." The group found so much to talk about that they decided to meet at a member's house and there they finally found themselves discussing ways and means of "getting together to do things." They first wanted to know "just what was wrong" with things. How were they to get the information? Where? Certainly not in the schools they were attending! The "soap-boxer" suggested that they raise some money and arrange for the appearance of lecturers at their meetings. So the group planned a dance and hired an orchestra of a few friends who agreed to take their pay out of the receipts. Not only was the dance a financial success, but it attracted several new members into the organization. And yet, when the members were asked, "Well, but just exactly what is it all about?" they were at a loss for reply.

II.
For several years they groped about in an effort to discover for themselves "just exactly what it was all about." If but one individual in the group had had some contact with advanced economic thought, had known of the work that the different workers' organizations were doing, had seen the why and the wherefore for a changed economic order, had as much as an idea as to how to appeal to the masses—! But not one of them had so much as an elementary knowledge of these things. If any of them did have this rudimentary knowledge he lacked self-confidence and assertiveness. Indeed, all of them felt that their background and training was not such as would enable them to lecture to small worker groups or to manifest leadership in some other way.

The members of the group worked hard at self-betterment, but it was all so unsystematic that to all intents and purposes it was lost labor. Soon graduation scattered the members—some continued their schooling into college and others entered industry. Those who went into industry began particularly to feel their utter lack of training for genuine service in the labor movement.

III.
Another girl got employment in the millinery department of one of the most fashionable modistes in town. She was a nervous, dynamic sort of person who feels first and thinks afterwards. As the girls of her department—there were twenty-five of them—sat around a long table stitching linings into hats and singing as they worked, she glared at them, protested against their singing, and sermonized on the ravages of capitalism. At first her fellow-workers laughed at these economic sermons, then they showed annoyance, and finally appealed to the forelady to "make that damn nut shut up." When the well-meaning and class-conscious propagandist was asked to keep still she hurled a furious tirade against the "tool of capitalism." She was fired.

One of the girls waited on tables one summer in a large hotel at a popular resort. Some two hundred waitresses worked in the same hotel. They all lived in one large group of smaller buildings which was constructed to house the help. Conditions for organizing these girls were therefore excellent. All the girls could have been gotten together just on a social basis and then gradually, through lectures and dramatics, made to see the advantage of organization. But the girl could not act. She was paralyzed by a feeling of inadequacy, for she had had no training of any kind.

IV.
One of the boys got a job one summer on a commercial boat. The crew was plainly discontented—the food was bad, the quarters filthy, and the work hard. The boy saw a chance for a good piece of organizational work. His tactless methods, however, bungled the job. The men derided him as "a crazy intellectual guy," and at the first port he was ordered off the boat.

Another learned a trade and joined an A. F. of L. local. He had almost boundless energy, but lacked stage presence to make himself an influential member of his local. He could not look into a sea of faces without getting sea-sick. Naturally his arguments never hung together.

And so it was with the others. All were eager to serve the labor movement, but all lacked the proper training for effective service. What they needed was a few years at a workers' college where economic questions are discussed frankly and freely, not evaded. They needed to know labor history and problems, labor tactics, how to talk from a platform and straight man-to-man. They needed to know the psychology of the American worker. They needed practical training for leadership in the labor movement. But who was to tell them where to go for such training?
STUDENTS

Analysis. In six years of business Commonwealth College has matriculated 186 students, the largest number that has attended a resident labor college in this country within the same period of years. Of this number: 63 per cent were male and 37 per cent female; 65 per cent entered the college department and 35 per cent the college preparatory department.

Age. Though ranging in age all the way from 14 to 52 years, the Commonwealth students have been of a marked maturity. At the time of enrollment the bulk of them approximated their twenty-first year. Speaking in percentages, the largest proportion of the students, 21 per cent, were 20 years; and of 25 per cent 26 years and above. The largest proportion of the students, 27 per cent; the Irish, 25 per cent; the American-born students, as many came from the West; 17 per cent on the coast; 10 per cent in the East; 4 per cent in the Mountain states; 3 per cent in the South.

Nationality. The students derived from 14 nationalities. Some were of a mixed nationality, seven having been part Indian. Bulking largest are the Germans, 27 per cent; the Irish, 21½ per cent; and the Jews, 21½ per cent. The other nationalities in the order of their percentages were: English, Scandinavian, Dutch, French, Welsh, Italian, Scotch, Slav, Polish and Armenian.

Nativity. The 25 per cent of foreign-born who attended Commonwealth emigrated from eleven European countries and Canada. Of the American-born students, as many came from the "sticks" as from the cities. Thirty-live states have been represented at Commonwealth. The largest proportion of the students, 30 per cent in fact, was born in the South-west; 17 per cent on the Pacific coast; 15 per cent in the East; 11 per cent in the Middle West; 8 per cent in the Rocky Mountain states; 10 per cent in the North-west; and 7 per cent in the Southern states.

Schooling. Commonwealth has admitted as students young men and women who had no formal education whatever, as well as graduates from other colleges and universities. Fifty per cent of the student body had taken some high school work and half of this number had completed the four-year high school course. Ten per cent had had no schooling beyond the grammar grades and 33⅓ per cent had studied at some other college or university previous to their coming here.

Occupation. Over one-half of the students came from the skilled ranks and over one-fifth from the semi-skilled; about 25 per cent were unskilled. Divided according to sex, the percentage of skilled females is larger than that of skilled males; the percentage of semi-skilled is the same. The students belonged to 42 different trades, if we give farming the standing of a trade. Male students were predominantly farmers, machinists, printers, carpenters, miners; and female students, garment workers, stenographers, nurses, farm girls, and teachers.

Industrial affiliations. Many students, misunderstanding the nature of Commonwealth College, did not state their affiliations in their applications. They thought the mention of their industrial connections would hurt their chances for admittance. Exact statistics on this point, therefore, is impossible. Estimated roughly, Commonwealth's students came (1) from unions affiliated with the American Federation of Labor, (2) from the unaffiliated ranks, (3) from the Communist party, (4) from the I. W. W., and (5) from the railroad brotherhoods.

BY-LAW PUTS MUZZLE ON VISITING WOBBLY

"No member of the I. W. W. shall represent the organization before a body of wage earners without first having been authorized by the General Executive Board or a subordinate part of the I. W. W.," reads Section I. Article VII, General By-laws of the I. W. W. Constitution.

Wobbly Jack Kenney, big, rubicund member of the General Executive Board, being unauthorized, declined with thanks an invitation to speak on "The Recent Developments in the I. W. W. Movement" before an audience of Commoners. Mum on wobbly affairs, he waxed eloquent on "the fine spirit of tolerance in the Commonwealth group" after a four-day stay and study. He expressed a desire to return in the near future and enroll for a short labor course.

It is all right to preserve freedom in constitutions, but when the spirit of freedom has fled from the hearts of the people, then its matter is easily sacrificed under law.—Bancroft.

"Communal Living"

Though in fact but a "house organ," theFortnightly nevertheless has endeavored to picture Commonwealth in such a way as to make readers realize it rather than idealize it. Yet come the letters which say in substance that "if the place is what the paper says it is, it sure is ideal!" Commonwealth is no heaven on earth. It is almost as hag-ridden with problems as the average American community; only its problems arise chiefly from the fact that it is a communal group living a communal life. Beginning with the next issue the editor will discuss these problems of communal living.

SOCIETY NOTES

Squares. The square dance continues to draw the neighbors to Commonwealth's neighborhood social. Commoners are making steady progress in mastering the convolutions of this Arkansas ritual. When the fiddler strikes up "Ocean Wave," "Two LIt Sisters," or "Op'sit Ha!" Commoners shuffle and "dosie roun' the lef' han' lady" with the non-chalance of old timers.

The Front Page. What wouldn't people do to get their names printed on the front page of a metropolitan newspaper? Commonwealth reached the first page of the St. Louis Post-Dispatch several days ago, not through some empu­ dled diversion, but through the election of Raymond John Koch, nineteen-year-old student, to the Board of Trustees. According to that paper's standards, this piece of business was adjudged "one of the most interesting, significant, and important items of news for that day."

Returns. John Mars, immortalized as the first cook and stock manager on Commonwealth's present location, has returned after a three year homesteading atop of Rich Mountain. His three-year struggle against rocks, stumps, and poor soil netted him a little over five dollars and several strands of gray hair. He is at present busy at general repair work, and will shortly resume the duties of stock manager.

All-American. Seraphim (Dynamite) Post, son of F. A. Post, Commonwealth instructor in Esperanto, is the only Pacific coast football player named on Grant­ land Rice's All-American team. He plays guard on the Leland Stanford University team. Comments Sports Editor George T. Davis, San Francisco Bulletin: "Post was christened Seraphim, but he was soon nicknamed Dynamite because of his ferocious playing in the line. His charge represents an explosion of TNT, and has been largely responsible for the gains made by the Stanford backs in recent years." Post is an "A" student in engineering.

Inspection. The class in educational psychology has been visiting the neighborhood schools with the object of studying the methods and problems of rural school teaching. Reports Lucien Koch: "The rural schools are educationally still in the little red schoolhouse stage of development."
POWER ECONOMICS

Consequent to the publication of a series of articles dealing with the power approach in economics Fortnightly has received numerous letters expressing in their criticism and comment the significance of the new economics being developed at Commonwealth. Whenever able, the editor will print in this column extracts from communications.

Power vs. Institutional Economics.

In general my feeling is that your approach has much of value. It seems to me to be in line with the work of Veblen and others, including much of the work of Commons. I do not see very great value, except for propagandistic purposes, in the adoption of the term "power" economics as over against the term "institutional" economics. They seem to me to be closely parallel.

I am, however, quite agreed that economics as it is taught is altogether too prone to leave out of account the approach which you designate as the "rules of the game", together with the reasons why the rules are as they are. I think if you could bring out a restatement of economic determinism, going one step beyond Seligman's contention (which rests upon the idea that food is the primary necessity) to the idea that it is not merely food nor even food, clothing, and shelter, but rather power, prestige, social esteem, dignity of position and egoistic aggrandizement that are sought, all of which are satisfied by means of wealth, you could work out a very valuable contribution.

I must say that I do not see that "power" economics or any similar approach does away with the general validity of the supply-demand principle. In any case it would be necessary in order to do a genuinely convincing piece of work to show how the supply-demand principle worked within the rules, set limits to the rules themselves, and to what extent it governed the whole practice of economic evolution.

F. H. HANKINS,
Economics and Sociology Dept., Smith College,
Northampton, Mass.

Sound.
The paper on Power Economics is very well done and the thesis seems sound. I should say that we agree with it in our teaching.

ARTHUR W. CALHOUN,
Director of Studies,
Brookwood Labor College,
Katonah, N. Y.

Pledges for the Fortnight
M. N. Chattergee
David Englestein
A Friend
Fritz Hoffmann
Walter Hoffmann
David Kaplan
Paul Posin
Eva Richmond
Wallace Russell
Eugene Showalter

PEGSUS UNSHOD
As Ridden by Commonwealth Versifiers

FIRST TEARS
BY CLARICE CUNNINGHAM
Can these be sobs --
These bottomless pools of pain
Beneath my breasts
That, rising, twist upon my face
And beat within my hands against the wall?
Is this grief --
That leaves me quiet on the counterpane,
Knowing that all things in their permanence
Hold sorrow --
Even love?

AS I WALK IN THE RAIN
BY EMILY WILSON
As I walk in the rain with the mist on my face
Blocks upon blocks of cement stretch ahead.
 Telegraph poles, in an ever-continuing stream
Are reflected in pools that the sidewalks hold.

Mechanically, for lack of better to do
I count the poles and see only poles, until
Suddenly there's the suggestion dim and vague
Of a Socrates looking with wonder around.

"What! Can myriad poles, and wires, and walks
Spell Civilization while yet man kills man?"

Close following after is a pleading face and gentle
That sees with regret the cathedral and wall.

"And can my name be praised in a treasure house
Of worship, while yet, hungry and alone,
a child is let to cry?"

COMMUNICATIONS

In this column, letters of comment and criticism from our readers will be printed, regardless of their tone, but not regardless of their length. The editor reserves the right to print extracts from communications.

Honored.

Enclosed you will find our money order for $10. Of course, both of us are doing our duty in union work. The honor was bestowed upon me (Fritz) to act as chairman of our local (hosiery workers), a tough job sometimes.

GERTRUDE AND FRITZ HOHN,
One-time (1924-27) Commonwealth.

Paterson, N. J.

Re: Virginity.

Dear Miss Table:

On the front page of the Fortnightly of January 15 in the last column there is a paragraph giving the names of the students who attended the meeting where the Board of Trustees were elected.

I find your name, with the following descriptive terms, "decisive hard-boiled virgin," then follows "(Fortnightly, Dec. 1)." Now what I cannot understand is this: If you are a hard-boiled virgin, what does the word "decisive" mean? Does it mean that that is final and conclusive and that you always intend to remain a "hard-boiled virgin?" Then the date "Dec. 1" following that sort of confuses me again. Does that mean that you were a "decisive, hard-boiled virgin" until Dec. 1 and that it ended there or is it that there is some doubt about it after that date?

Geo. Moore.

Chicago, Ill.

Admiration.

My dear Weissman:

It is a pleasure to keep in touch with you through the Fortnightly, especially when you make observations like those on educators in the January number. I, too, admire the "braves" who get out and build their own schools (being one of them) and we need many more of them. But I also admire those who stay on the inside and talk; for instance, like Dean McConn in his College or Kindergarten. He poses as a conservative, ridicules the radicals in education (Sinclair, Veblen, Kirkpatrick) and then puts over the ideas of said radicals. We need more such.

JOHN E. KIRKPATRICK,
Olivet, Mich.

Adasland College.

Cooperation is not a sentiment—it is an economic necessity.—Charles Steinmetz.