VARIED USEFULNESS
MARKS THE COMMONS

Simplicity and Rustic Touches
Lend Charm to Structure.
Cost Under $1,200

Dining hall three times a day, theater when needed, auditorium and dance hall as the necessity arises, the Commons is undoubtedly the most popular building on the campus. The main building is 72'x24', with a stage at one end. There is a spacious kitchen, 16'x26', adjoining the main hall, and a summer dining room, screened, 16'x16', which is also used as a stage dressing room, connecting with both kitchen and hall. A "piazza," conveniently arranged to receive the full benefit of the afternoon sun as well as a fine view of the circle of green hills, is at the front entrance of the building and the first thing noticeable on entering the main hall is a large, rustic, stone fireplace, "home-made," like all the others on the campus.

The exposed rafters, as well as the rough, wooden walls, tell more eloquently than words the story of simple, substantial building materials used, with no high-priced "fixin's." And on the wall at the stage end is the bulletin board, where rules of conduct, student labor record, and general information is posted. There are sixteen windows in this room.

The most interesting item in the kitchen, to many visitors, is the big, wood-burning hotel range. Here all the cooking, canning and baking is done by student workers. All wall-space is in use, apparently, with even an extra rack for cooking utensils above the big table in the center of the room.

Like all the buildings on the campus, the Commons, from the stone porch of the kitchen to the last shingle, has been built by group labor. A coat of paint was applied to the exterior only last fall and the structural beauty of the building has been greatly enhanced.

Yet, in spite of being the largest building on the campus, also one of [Continued on Page Four]

The Situation

The Commonwealth College Maintenance Fund was established in 1928 as a means of covering the annual deficit of the college, $2,500, for a period of three years. It was hoped at the time that funds would be available within a few years for the completion of a power plant and the development of industries.

The story of the successful building of the Maintenance Fund is known, and the aid received has served to materially strengthen the Commonwealth project.

During the interval since the launching of the Fund some progress has been made toward the establishment of industries and, as a direct result [Continued on Page Three]

SOCIAL EQUALITY
NOTED BY SPEAKER

May Day Celebrated by Group, Varied Viewpoints Presented at Mass Meeting.

"We have no exploiting capitalists to fight, social equality is a reality here; we have no parasites; parades and protest meetings are unnecessary at Commonwealth," said Joseph Rudolph, sounding the keynote of the college May Day celebration.

May Day, international labor day, is now a regular college holiday through action of the Board of Trustees. At the same meeting when this action was taken, Labor Day, our national workers' holiday, was accorded similar official recognition. Both days, having fallen outside the regular academic year in the past, action had not been taken.

The program in all its phases covered the entire day and ended with a mass meeting of the group about a great open fire, below the bluff. There was music, and talks by Commonwealth. Speakers represented six nations, including United States, Russia, Austria, Canada, Sweden, and Germany.

"I would rather turn out fifty realistically-minded people into the labor movement than 5,000 Babbitas," stated Dr. Zeuch in his talk on "Personality in the Labor Movement."

Joseph Rudolph sketched briefly the story of the Russian experiment from 1905 to the present. Herman Erickson, speaking on "The Failure of Democracy in the United States" refused to admit its failure either here or anywhere else, inasmuch as it hasn't been tried. Jack Lubin told of his reaction toward Socialism in America and Irving Weissman discussed "Jews in the Labor Movement."

"May Day should be a day to forget all factions and start work toward a united labor movement," said Fritz Hoffman, final speaker, in summing up his conception of the value of a labor day.
The Role of the Independent Labor College

By William Edward Zeuch.

I

Workers, as a group, are notoriously inert. They rarely turn to something new so long as the old is at all bearable. Seldom, indeed, have they taken the initiative to inaugurate anything of any great consequence even for their own welfare unless starvation or some other such dire circumstance aroused and drove them to action.

A labor movement, once established, tends to inertia. It remains static until some new situation arises and forces it out of worn-out ways, out of old ruts. Then it muddles through to some sort of new adjustment which in turn becomes a rut. Labor progress has come about largely because external forces have worried the workers from rut to rut.

Real education is always a dynamic force at war with the static, the apathetic, the inert; it strives for constant and continuous growth. It is not to be marvelled at, therefore, that those who attempt to create educational agencies to serve the labor movement are called upon again and again by the labor movement itself to define and to redefine aims and methods.

The sectarian labor college, the propaganda school and other educational agencies under official labor control and domination create no worries. It is only the independent labor college that tends to become the gadfly of the labor movement.

II

The independent labor college strives for free workers' education. The great gulf between workers education and conventional education was brought forcibly home to me recently. I had just addressed the students of one of the outstanding progressive colleges and was discussing with the founder our educational projects. I remarked the attitude of futility, the bleakness, of many of his students. "Well," he said, "what is there in America that I can recommend to idealistic youth? Our values and our standards of success are all mercenary." I was surprised into silence by the defeatism of this reply. This state of balking is the end product of our best conventional education.

"Workers' education begins where the best 'education for individual ends' ceases. Workers' education accepts the mercenary individualism of our age as a challenge. It is not balked. It begins with social mindedness; not a Pollyanna, namby-pamby social mindedness but an aggressive labor mindedness. Such labor mindedness derives not solely from intellectualism, which would leave it without emotional drive, but from realistic thought processes that grow out of the experiences of a working class life. Workers' education is the embodiment of this labor mindedness and the independent labor college is its instrument.

III

Since the labor movement tends to inertia, the independent labor college must carry on on two fronts, the external labor front and the internal educational front.

On the external labor front the independent labor college must act as a relentless constructive critic of the labor movement in all its factions and phases. This does not mean that the labor college should attempt to run the labor movement. That would be absurd. Nor is it the business of the labor college to start factional movements.

It is probable that the most realistic and best leadership for the labor movement is in the personnel that rises from the rank and file. Constructive criticism will tend to keep such leadership on its toes and dynamic. As yet the labor movement has no scientific labor ideology. There is no catholicity of outlook that acts as a cementing force making for solidarity and progress. Each labor organization and each labor leader proceeds upon some rules of thumb, some makeshift program that has not been thought through. Constructive criticism will help to guide toward solidarity upon the basis of a scientific labor philosophy. Then there are the egoistic demagogues who are using or are attempting to use the labor movement for personal economic or political purposes. Constructive criticism would expose such self-seekers.

Then also there is much in the way of research that the independent labor college could do for the labor movement.

IV

On its internal educational front the independent labor college has many problems and much work. It admits all adult workers who are seeking to fit themselves for greater

[Continued on Page Three]
Independent Labor College

[Continued from Page Two]

Service to the labor movement. All sorts and conditions of workers seek entrance. At the one extreme is the conservative young trade unionist with some experience as an official in his union. At the other extreme is the "lunatic fringe." Their preparation, their ideas, and their emotional conditions are almost as varied as their number. How make the extremely conservative progressive and dynamic? How to salvage the "lunatic fringe?" How to develop realistic, clear thinking personalities with a training for the labor movement from such a heterogeneous and heterodox group? These are a few of the problems of the independent labor college on its internal educational front.

It is obvious that such a group will require a new educational technique. The ordinary college regime based upon the supposition of many years of previous school training and long lists of completed prerequisite courses will be of little use to a group whose background consists of vivid experiences in real life situations. Such a group will not be "preached at." The content of courses must be based upon the experiences of working class life. The independent labor college is up against the problem of developing a new type of education.

Y.

Labor education is emerging. It is socialized education in the real sense of that term. It consists of the developing of strong personalities in the give and take of group discussion in which the instructor plays the role of stimulator and moderator. The labor educator does not pour into the minds of indifferent listeners. He must be able to produce facts and ideas as necessity arises in the discussion of living situations. He must feed growing, groping, earnest minds in their struggle for understanding and orientation.

Out of the seeming planlessness of group discussion the individual instructor and the staff as a whole must strive to develop in the students an orderly, systematic orientation to labor problems and the labor movement that will bring unity and solidarity on the basis of realities. The labor movement is largely a loyalty to personalities. The strength of the labor movement depends on the strength of its personalities. The strength of any personal-

Society Notes

Looking Backward. Some years ago Mr. Hamilton lived in Buffalo, N. Y. Harry I. Cohen originated there. Recently Cohen visited Luna Lodge to look over stories from Buffalo, carrying the news of President McKinley's death. Incidentally the newspaper style and some of the stories, including notes concerning "gasoline wagons," gave an interesting picture of the times. More recently a visitor here "went Mr. Hamilton one better" by exhibiting a Kingston, (N. Y.) newspaper, dating back to 1800, and carrying the story of the death of our first president, George Washington. Who's next?

Active Interest. While at the University of Wisconsin on his recent trip Dr. Zeuch visited the experimental college there and spoke before the group. Robert Frase, student, heard him and resolved to visit Commonwealth. His resolution was carried out during the spring recess and he hitch-hiked down, spent several days with us, attended classes, worked with several crews and found the give and take of opinions an interesting phase of the local life. Like a good Commoner, Bob made his return trip to Madison as he came, via hitch-hike. He spoke to the group at a Sunday forum on "The Experimental College" at Wisconsin.

Counted by Uncle. Uncle Sam came to Commonwealth in the person of the census taker, and Commoners who were concerned about the possibility of being neglected nephews and nieces breathed easier. This is the first time, in view of the extreme youthfulness of Commonwealth (seven years young), that the college population as such has been included in an official count.

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An Arkansas Ramble

With a cool wind blowing, tempering the warm rays of the sun, the hikers started for Rich Mountain, via Reeder's Gulch. Father Zeuch had been there before, several others had made the scenic tour, but Dr. Rusk pronounced himself in his own words, "That the slippery, sliding, shifting stones and the death of Rich Mountain are quite different from the certified tar roads and rolling hills of Maryland, on which I was accustomed to cavort up to 40 miles a day."

He succeeded in covering much of the distance before the altitude, plus a strain on untrained muscles, accustomed to mountain climbing, forced a rest, then the decision to descend.

"Presently the heel of my shoe came off and the nails dug into my favorite palm neurons each time I sprang from one rock to the next... so I took to the bank, fighting my may through the barbed wires of thorns which festoon the Arkansas pines. This proved so interesting that I went downstream to where I could hear the trains at Mena."

Presently the sun set and he decided to rest, made a fire "by which one could keep warm if he turned over every second like the turkeys in the rotisseries on Broadway."

In the morning the rambler arose, crossed the Rubicon, and set out to discover a road. But the road, when found, led only past deserted shacks and ended at a small lake. Then he went back again, over boulders and through more briars, past more deserted farmhouses.

"But at last the voices of children; a homestead; a flivver; the Commonwealth gate; two eggs at the store; a snore, a bath, and now with you—a laugh."

Thus did Dr. Rusk describe a recent experience with the Arkansas countryside.

The Situation

[Continued from Page One]

suit of Dr. Zeuch's recent trip in the interest of the college, it is believed that funds will soon be available for some of these projects. In the meantime it will be necessary to continue the Maintenance Fund. Letters have been sent to pledges and friends. It is too early to make any definite statement. We hope to have sufficient pledges in by June 5, in time for publication in the June 15 Fortnightly, to insure the continuation of Commonwealth as a workers' education community.


COMMUNICATIONS

Boston, Mass.

Dear Sir:

Your (sic) not clever in your approach. Mr. Cunningham's leaflet is abusive and mean spirited. Your noble aim is of a socialistie trend. Labor is hardly another tyrant. Labor is no more honest than capital and if you have employed as many as I have you will be less enthusiastic about the laboring man.

My husband was the son of a farmer. He earned his way through college and owes no to Labor is quite Russian toadying to Labor is quite Russian of our best clergyman and evangelist in the old labor unions, Harvard, Yale and many colleges owe men knew hard fighting for life and false in thinking folks. riding miles on horseback up and down the

Scientific seminar. occupied the chair at the two follow­ing meetings, speaking on Utopian­ism. He covered the various utopias, with a few exceptions, from Plato's Republic to that of H. G. Wells. Ahe Malden followed with a talk on the Utopian Socialists, Fourier, Saint-Simon, and Robert Owen. Most of the discussion centered about Owen—and the reason for the failure of Utopias. Scientific Socialism, Marx, Engels, and their group, was handled by Jack Lubin and Communism by Raymond Koch. Dr. Zeuch will conclude the seminar with several sessions devoted to unionism.

"isms" Studied

Anarchism, Utopianism, Socialism—scientific and Utopian, Communism, Syndicalism, and Unionism are included in the list of labor viewpoints being studied by the "isms" seminar.

The first report, Anarchism, was given by Ross Brown. Mr. Hamilton occupied the chair at the two follow­ing meetings, speaking on Utopian­ism. He covered the various utopias, with a few exceptions, from Plato's Republic to that of H. G. Wells. Ahe Malden followed with a talk on the Utopian Socialists, Fourier, Saint-Simon, and Robert Owen. Most of the discussion centered about Owen—and the reason for the failure of Utopias. Scientific Socialism, Marx, Engels, and their group, was handled by Jack Lubin and Communism by Raymond Koch. Dr. Zeuch will conclude the seminar with several sessions devoted to unionism.

Fish Story—True. Ross Brown and Irving Weissman went fishing and caught an eel. Being hospitable, they had it fried and served to the group at the table in the Commons. Albert Bauer sits at the same table. Upon asking what it was, somebody an­swered "a snake." Bauer came nearer losing his light appetite than ever before, at Commonwealth.

"Giddap." Charles (Wee) Hamilton, son of Prof. Hamilton, is the youngest person on the campus, just 11, and he's interested in everything, from "what makes the bee buzz" and how the blossoms turn to peaches, to driving a team. Seeing John Mars driving the stone boat, Wee volun­teered to help, and was rewarded with a job. He drove while John loaded the boat and told him how to "steer" the horses. Addison, his big brother, is now handling the horses like a farm boy.

Gleanings

Taking advantage of an exception­ally long spell of fine, sunny weather, the Commoners got plenty of seed into the ground, and now: potatoes are doing fine, radishes are maturing as rapidly as used, tender lettuce is graceing the board, spinach is a regular part of the menu, and scallions appear on the table frequently.

Aided by the late spring rains the tomatoes are making rapid progress and some of the strawberry plants, seemingly dead, are thoroughly re­vived. Mong beans, soy beans, cow peas, peanuts, and corn are in the ground, with more to be planted as soon as a fifteen-acre tract on the far side of Mill Creek can be pre­pared.

Very little is expected from the orches­tras this year. The exceptionally cold winter, the worst since the Civil War, according to some old Nestors, killed several of the peach trees and prevented the blossoming of others. The apple and pear trees are not ex­pected to produce much for another year or two.

Baby chicks and ducks are all about the campus, foraging, along with proud hens, and more are expected to hatch soon. There are 150 young­sters now, including thirteen ducks, all of whom receive the personal at­tention of John Mars.

SOCIETY NOTES

[Continued from Page Three]

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The measure of a master is his suc­cess in bringing all men around to his opinion twenty years later.—Emerson.

Nothing can be loved and hated unless first we have knowledge of it.—Leonardo de Vinci.

PEGASUS UNSHOD

A PRAIRIE.

By JOSEPH RUDOLPH.

The mountain—
Which is my mountain
Is the prairie of myself
And the peak is my hat.

With a scythe
I mow myself down to earth
And I feel the beginning
Of a new plant—a new flower.

No genius with a heavenward nose,
No Messiah with a flare of trumpet
Myself—a prairie of weed and flower
Where thousands will come to grow on.

Confidence. When a subscriber sends in money for five years we feel that he is expressing a wish for the future. When it chances to be for ten years it helps to renew energy, and when it happens to be for longer periods, it brings a resurgence of confidence in our project. The Fort­nightly has one 25-year subscriber, several ten years, and a number five years. We expect to make good on all these—and hope to renew the longer ones, with the hope that the folks who send them will enjoy reading about Commonwealth for the full time—and longer.

Canning. The canning season is officially open at Commonwealth with spinach, turnip, and mustard greens as the first items. Father Zeuch led the crew and Ad and Wee Hamilton acted as first assistants, picking and bringing in the greens by the bushel. There are about sixty quarts put up so far with more to come.

The measure of a master is his suc­cess in bringing all men around to his opinion twenty years later.—Emerson.

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THE COMMONS

[Continued from Page One]

The first, though additions—the sum­mer dining room, stage extension, and its counterpart at the other end of the hall—were made just two years ago, the total cost of this build­ing, not including labor and equip­ment, is under $1,200.
Labor Courses Are Strengthened

Curriculum Improved by Study of Past Experience and Workers' Education Needs.

The most inclusive labor course in the history of Commonwealth has been embodied in the curriculum for 1930-31. A faculty sub-committee made a thorough study of all previous curricula in addition to a survey of workers' educational needs in order to offer the strongest possible courses.

The faculty for the year will include Clay Fulk, F. M. Goodhue, E. C. Hamilton, David Kaplan, Joseph Rudolph, G. Y. Rusk, Robert Whitecomb, A. E. Zeuch. Aside from Mr. Whitecomb all are members of the present staff.

The courses offered are as follows:

Fall Quarter, October 6 to December 27.
- English and Literature: Effective Writing; Labor Journalism; History of Revolt; American Literature; Colonial Period; Public Speaking.
- Economics and Labor: Economic Resources; Economic History; Seminar on Contemorary Labor; Money and Finance.
- History: United States; The Ancient World; Latin America.
- Sociology: Personality and Management; Social Psychology.
- Law: Historical and Social Setting of the Law; Contracts.

Winter Quarter, December 29 to March 21.
- English and Literature: Advanced Composition; Labor News; Literature of Revolt; Feature Writing; Medieval Classes; English Essayists; Modern Drama; American Literature; National Period; Public Speaking.
- Economics and Labor: Introduction to Economic History; Economic Problems; Marxist Economics; Labor Tactics; Industrial and Finance Corporations; Seminar in Contemporary Labor; Voluntary Economics.
- History: United States; The Medieval World; The Far East.
- Psychology: Learning, Reasoning, Argumentation; Educational Psychology.

New Industrial Plan

Dr. Zeuch announces a new industrial policy for the coming year. While all work of building and maintaining Commonwealth has been done by teacher and student labor, he feels that it has not been reasonably efficient. Next year, although student contracts will still call for 24 hours industrial labor weekly the actual labor time is to be 20 hours at a standard of reasonable efficiency. He expects to spend a considerable part of his time this summer working out standards for every community task. The student who can better the 20 hours by being more efficient than the standard will reap the benefit in shorter work time. The student who falls short will be given 24 hours to complete the task and failing that will be dismissed. At other educational centers 20 hours of student labor will not buy meals. Dr. Zeuch feels that it can and should pay all maintenance costs at Commonwealth.

As an aside, not all work is to be done by students, as Dr. Zeuch has differing practices for different areas. There are groups in thirty-eight states and five foreign countries, and the good will of its public.

The domestic industrial going concern net assets are the results achieved by the long experience with cooperative ownership, democratic management, student management, and student labor.

The academic balance is made up of a course of study, a method of teaching, a way of selecting students, and a manner of getting the right kind of teachers, gleaned from five years of trial and error.

Considering the cumulative experience of five years the Association decided on several changes. First, hereafter, the Director, who is to have charge of all business, publicity, and student admissions, will be elected by the association instead of by the faculty, as at present, for a three-year term. A chairman of the faculty will be elected by the faculty each year to act for that group in all purely academic matters. Second, a Direct-elect may be nominated by the Association.