PLANTING PROGRESSES AS WEATHER PERMITS

Spuds are "Furrowed In" Plantation Style. Clay Is Gardener

Between bad spells of weather the spring planting has been going forward. Acting director Richard Bosch, erstwhile scientific Minnesota farmer, and Clay Folk, native Arkansawyer and versed in the range of "southern ag," have combined their knowledge and are directing the work.

On a cloudy afternoon during the first week in March the one o'clock bell called its call for work to begin. Bosch limped down from his cottage—with legs had been twisted in a soccer game—and directed, "All hands on potato planting. It looks like rain." John Mars had finished "furrowing out" that morning. Fertilizer and distributor, seed potatoes and plow were loaded on the wagon. Clay climbed up and took the lines. Students came with rails in hand and the procession left for the three-acre field across Mill Creek.

Thomas and his boy soon arrived with their team. They were followed by a nanny and billy goat and two mule colts. Bosch had arranged to exchange work with Thomas who is a tenant farmer on college land. All was ready for the planting to begin. Bill Thomas distributed fertilizer with one horse. His father followed with a small plow to prepare the seed bed. Five students dropped potatoes twelve inches apart in the row. Ray Koch gripped the handles of a large double plow and covered the seed, urging on Dick, the newly purchased mule, with insistant language.

The mule colts, like children playing at work, followed the teams back and forth. The goats began eating the potatoes which had been planted and objected loudly when tied to a rope. There was much banter and talk. The four hours until quitting time passed with the work already half done. Everyone seemed to have enjoyed the afternoon's task. On the following morning planting was completed by students who had earlier volunteered for the work. That job was done.

The garden vegetables are not being planted as hurriedly as were the potatoes. Onions and cabbages are set out by hand, of course, but other planting is done by Bosch with a student or two to help. "Peas, beans, mustard, lettuce, spinach and radishes must each be planted after their own fashion," Clay explained to his student helper, "one must plant neither too deep nor too shallow—must use the right sort of fertilizer and the right amount. Zeuch likes to plant spinach in rows. I would rather plant in beds. So, to prevent

THANKS, FRIENDS

CASH
Canoo C. E. Rendle, St. Louis, Mo.
$25.00

5.00

Mrs. A. L. Kirkpatrick, Olliver, Mich.
10.00

Russell S. Bartlett, New Haven, Conn.
5.00

Mrs. Thomas Scattegood, Philadelphia, Pa.
10.00

Ray Smith, Philadelphia, Pa.
5.00

John M. Breese, Cambridge, Mass.
10.00

Mary D. Breve, Cincinnati, Ohio
10.00

25.00

Harriet Clarke, Women's City Club of Cincinnati, Ohio
5.00

25.00

Baltimore Open Forum, Baltimore, Md.
50.00

Amaury

Adolph H. Born, New Haven, Conn.
5.00

Edwin Berkland, Chicago, III
25.00

Alice E. Dodge, Poughkeepsie, N. Y.
10.00

10.00

Hampshire County Progressive Club, Northampton, Mass.
25.00

5.00

Charles Nagel, St. Louis, Mo.
10.00

Dorothy K. Minster, Cincinnati, Ohio
100.00

L. J. Eisgraber, Atlanta, Ga.
10.00

BOOKS AND MAGAZINES

Arthur Berthold, Hamilton, N. Y., Books
100.00

Consul Nagel, St. Louis, Mo., Magazines
25.00

Dr. Ivan S. Wright, Lebanon, Ill., Books
1.00

MISCELLANEOUS

James A. Nigger, Bellingham, Col.

Flower Bulbs and Shrubs

En Route

By W. E. Zeuch

Arrived in the city of Brotherly Love on February 9. Ran into an unemployment demonstration of angry, hungry, destitute people in the shadow of Independence Hall. A bitter cry for bread and work in the hand of opportunity within sight and sound of the old, cracked Liberty Bell. Stopped with Willi and Vinita Steger, former Commoners, union Inline operators, active in labor projects.

Jacob Wolkau, young printer who visited Commonwealth during summer, had arranged several group meetings. Devoted three days to meeting and talking with persons interested in Commonwealth. Disappointed to find that some of our good friends were out of the city. Especially one who accused me by mail of being "haughty." Can you imagine anyone calling such a humble, peasant-proletarian as myself that? Among new friends, Attorney Gurbarg, is especially interested. He has taken up the task of representing Commonwealth in Philadelphia as a voluntary labor of love. He seems a very fine spirit.

On the thirteenth, I trekked on to Pat- [Continued on Page 21]

QUARTERLY EXODUS TOLLS SIX STUDENTS

Job of Finding a Job Faces All Alike Though Some Have Prospects

Six students who have been at Commonwealth from one to seven school years are leaving via hitch-hike at the close of the winter quarter. Some have job in view, but the rest must take their chances with the unemployed. Some have plans others are leaving the future to the chance of opportunity.

Harriet Halfberg and David Kaplan are going to Newark, N. J., David expects to drive a truck and so earn tuition for graduate work in labor economics next year. Harriet, who has been teaching sociology here for two years, plans to study for her Doctor's degree. David has attended Commonwealth for three school years.

After two years at Commonwealth Dorothy Alfrey is looking forward to new fields to conquer. While here she managed the Commonwealth kitchen, planning tasty menus at eight cents per meal. She is going to Chicago to find work.

Ross Clark Brown, the last of Commonwealth's first year "pioneer" students, is leaving for Chicago where he will visit friends. If he does not find work there he will travel to California and then back again to New York, where he expects to counsel at a summer camp. Ross is a member of the Commonwealth College Association and has worked in nearly every industrial department at Commonwealth—as treasurer, store-keeper, truck driver, tipst, carpenter, surveyor, lumberjack, baker, cook, etc. ad infinitum. He plans to do graduate work in labor and statistics next year and after that to engage in labor activities on the Pacific coast where he has worked as a locomotive fireman.

When Fritz Hoffmann, German student, first came to Commonwealth he was struggling to master English. He has spent three school years here, learning English from students while teaching them German. Fritz's knowledge of the German labor situation has been of help to other students of labor. Fritz says that he doesn't know where he is going but that he will keep going until he finds work.

Rigoberto Ponte of Cuba, three years in the United States, has spent the past two quarters perfecting his English and studying other subjects. Being warm blooded by nature he has decided to remain in the South and will travel to California, looking for employment as he goes.

Remaining Commoners, will miss the familiar faces in the classes, at table, on the soccer field, and "on the job."
The Educational Front of the American Labor Movement

By Lucien Koch.

I.

Theoretically the officialdom of the American labor movement has strongly endorsed labor education. Practically very little has been done toward developing its possibilities. The officialdom of the A. F. of L. or by independent agencies. Yet, at the present time, there seems to be a greater realization of the potential usefulness of labor education than ever before, because of the recognized need of readjusting and adapting our labor movement to changed industrial and social conditions.

If the movement is to make an intelligent adjustment its members must have an opportunity of making a thorough study of the problems involved in order that they might "carry on" with greater effectiveness. Labor schools, when they fulfill their purpose, will provide this opportunity for the analysis of labor's problems; they will be fertile ground for the formulation of policies and programs; they will vitalize the movement and "keep it on its toes" through a healthy criticism of its functioning; they will turn men and women into the various "fronts" of the labor movement to work directly with the rank and file members—as one of them, not as intellectuals, but in some way, the chief service which labor schools should perform is to work toward a co-ordination of different activities of the movement in order to cut to a minimum the dissipation of energies which come from working at cross-purposes. In short, labor education should work toward developing an integrated program or ideology for the American labor movement which will cohere it together and give it positive direction.

II.

Granting that there is a real need for labor schools, we come naturally to the questions: now, when they are in their formative stage—how might the labor schools best fulfill their purpose? How can they be made the most effective instruments for the labor movement? When will the graduates of the schools be best prepared to engage in and help build an aggressive movement of the working class? These are the problems foremost in the minds of labor educators.

Labor schools must give to their students the quality of "ana" and "equipment." The students must have the loyalty to work in the movement despite obstacles which defeat so many likely candidates before they get fairly started. They must be dedicated to the cause to a degree that permits of no vacillation on their part. Yet it is obvious that faith alone is not sufficient. The students must also possess training which will enable them to use their faith intelligently in grappling with the problems confronting them. Faith in itself may be a force for good or evil. It may either retard or promote progress. But it can be made into an effective weapon of progressive social change by a capable faculty and a carefully selected curriculum.

III.

The will to work in the movement, which is usually grounded in personal experience, is strengthened primarily through coming in contact with people who have that devotion to the movement, and who, at the same time, are able to direct it to tangible results. In view of this fact, the teacher is supremely important in determining the success or failure of any labor educational venture. It is not enough that a teacher knows his subject; he must have in addition a personality and a method which vitalizes the students' interest. He must make contact with the working background of the student. His method must not be formalized or "bookish.

Professional teachers are a limiting factor in any educational enterprise. On the other hand, the curriculum, which is the second most significant factor in the lives of labor students, is more capable of human control. But the decision as to what courses should be offered is none the easier. Every faculty in organizing a labor curriculum must fight against the element of time. The students, because of other responsibilities and obligations they may have, are only able to remain in residence from one to four school years. The problem arises as to how that time can be used efficiently in achieving the objectives of a labor school.

What subjects should be included in the curriculum? How many purely cultural courses should be offered, if any?

It seems to me that the purpose of the school will be better served if the course of study is limited chiefly to courses which are essentially labor and not essentially cultural. Such a course of study would emphasize labor history, labor problems, labor tactics, economic theory and problems, labor journalism, labor legislation and law, and specially adapted courses in sociology and psychology.

IV.

These courses should not be taught dogmatically. No labor school desires to turn out blurt or dogmatists who are single-tracked in their thinking process and therefore lack the ingenuity and the ability to handle each situation according to its own needs. Naturally, economically, or any other course, should not be looked at only from one viewpoint, but from all angles.

On the other hand, as the so-called liberal has demonstrated, there is a real danger of blindly accepting broad-mindedness. Each problem should be discussed from all angles, but the discussion must be purposeful. It must be positive, and it must be done by intelligent action and not in bewilderment. If the function of labor schools is to turn out active workers its teaching must be aggressive, not negative; it must be constructive, not merely broad-minded.

No labor school can hope to turn out its students fully equipped. Their training will continue to go on, especially so far as their special activity is concerned.
FELLOWS BUILDERS

We welcome Luther Ely Smith, attorney, from Chicago, Fellow of Commonwealth, to the group of sustainers.

At this time we should like to make a special appeal to all friends of Commonwealth who intend to join the list of subscribers to our maintenance fund to do so at once, in order to close our campaign by May 1st—International Labor Day.

CAMPAIGN RESULTS

Pledges to Date.

Name Yearly Pledge Address
Fern Balock, St. Louis $5.00
A. W. Campbell, Angora, Ind. $5.00
Prof. Edward Herman, Urbana, Ill. $25.00
J. F. Bohl, St. Louis $25.00
Richard Bosh, Atwater, Minn. $10.00
Dr. M. B. Harris, Cincinnati $10.00
Prof. A. W. Calhoun, Galveston, Cal. $25.00
Prof. E. F. Chappell, Columbia $5.00
Mrs. A. H. Cuti, Los Angeles $10.00
G. J. Dool, Houston $25.00
Edwin N. Durand, Chicago $50.00
Kate Creasey, Shawneetown, Cal. $10.00
David Englestein, Montreal $10.00
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Mrs. R. M. Jones, Madison, Wis. $25.00
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Albert E. Meyer, Detroit $25.00
Prof. J. Perman, Grand Forks, N. D. $15.00
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Morris W. Rapaport, Chicago $25.00
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Prof. Summer C. Slichter, 22,000 Madison, Wis. $5.00
Rudolf Stineman, Denver $5.00
O. W. Wagner, Sr., Milwaukee, Pa. $25.00
Mr. and Mrs. C. Anderson, Baker, Ore. $100.00
M. J. Wedel, Chicago, Ill. $5.00
Mr. and Mrs. C. H. Mayer, Bloomington, III. $50.00
P. N. French, Madison, Wis. $50.00
O. K. Davie, Plainfield, Calif. $10.00
Prof. C. C. F. Fox, Toronto $25.00
Harold Procer, Austin, Texas $5.00
Prof. Edwin L. and Margaret W. Printz, Chicago $10.00
Will A. Keiter, Philadelphia, Pa. $5.00
Frank M. Landau, New York $25.00
Margaret Railman, Long Beach, Calif. $25.00
Prof. A. E. Ruge, Madison, Wis. $50.00
J. Milton Whittington, El Dorado, Ark. $10.00
R. M. Grossman, St. Louis, Mo. $10.00
Anona machining, Washington, D.C. $10.00
Harry Weiss, Madison, Wis. $5.00
Gustavino Schooff, Madison, Wis. $25.00
Luther Ely Smith, St. Louis, Mo. $25.00

EN ROUTE

(Continued from Page 1)

erson, where I stopped a couple of days with Pete and Harding Hodesmucker, former Commoners. Pete is secretary of the Paterson Electrical Workers' Union. We discussed the pros and cons of the present set up in that International. Fritz and Gillian have been over to the Paterson Commoners before. Fritz is president of the hour. Hoefinger's group in Paterson. Gertrude, until recently, was secretary of the same group. Fritz gave me a most interesting change of conditions in the trade and union.

The fifteenth of February found me in New York at the home of Bolton Hall, nationally-known single-taxer, and friend of labor. With forty years of crusading for causes behind him, and with one of those perennially young minds, he is still on the alert for hopeful new projects. He and his household were most gracious hosts during my ten-day stay in the city.

Talked at the regular Monday morning forum of the Unitarian Seminary, on the sixteenth, and took luncheon with a group of students and teachers. Found them a most interesting and stimulating lot. Most are religious in a sociological rather than a theological sense. On the Wednesday evening following, I told the New York chapter of the League for Industrial Democracy the story of Commonwealth. The concensus of comments was that for the first time they understood what Commonwealth was all about. As a rule New York liberals and radicals are so Gotham-conscious that one can make them nation-conscious only by wading in with a club.

February 25th I reached Boston, going over to Harvard the same evening to lecture to the Liberal Club. After talking for an hour on Power Economics the club voted that they wanted me to continue another hour. I told the story of Commonwealth. Consequently they got a doubleheader out of me. While in Boston, I talked to the Socialist local and to the Fellowship of the Community Church. In both groups I found very live and interesting young people. Among them are a number who will be at Commonwealth as students the coming year.

Following my talk to the Community Church group Sunday, March 1, some Amherst boys dragged me away from the questions-and-answers and motored me over to Amherst, where I spent three days lecturing not only at Amherst but also at the Massachusetts Agricultural College and to progressives at Northampton.

I had barely time following my last lecture at Northampton to get to the Columbia Conservate Company at Indianapolis on schedule. I spent a very interesting day talking to the Columbia Conservate and getting a line on their set-up. William Haggard, whom I met for the first time, proved to be a very interesting and dynamic personality. The Columbia Conservate is working out most of its problems very well. I talked to the Council briefly following the regular business meeting, and then answered many questions they asked regarding our work. They evinced a very co-operative attitude toward our project.

The next morning found me in Chicago at our Chicago Commonwealth Center, the Rapaport. I had to leave again almost immediately to make a speaking engagement at the Waukegan Co-operative Center Saturday night. A real blizzard was blowing off of the lake. Managed to get through to Waukegan on the electric line. Had expected anyone at the meet. wouldn't have crossed the street on such a night to hear the prince of speakers, yet these co-operators had such a loyalty to their group that about six hundred of them turned out in the storm to attend the meeting.

At Chicago I met several groups at luncheon and found time to visit with some of our Commoners in the city. Nell Toble and Mary Ellen Fuls who are doing graduate work at the University of Chicago, appeared to be in splendid health and en-

JOYING THEIR WORK

I reached Madison on March 12, I found that I had a great many engagements lined up for me. On Sunday I talked under the auspices of two University organizations at the Unitarian church. Monday I spent the forenoon lecturing to the University College students, following which Lucien and I took luncheon with the Meiklejohns. We had a great time hammering one another over our divergent points of view on proper educational procedure. Out of this came to a better understanding and found ourselves much closer once we had defined our terms. Lucien and Irving are looking fine and from all reports doing good work. At this writing, March 17, I still have much to do in the way of lectures and conferences at Madison. I am expecting to get away Friday so as to reach Kansas City in ample time for my last lecture on this trip at the Linwood Forum on March 22.

SOCIETY NOTES

Abis Oppek—write with fifty-six years of living, arrived March 14th to work as a Commoner, and especially to help with gardens and orchards. Oppek was a co-regent at Llano. He visited Amana Colony on his way down. He learned to garden with thoroughness in Austria when a boy, and to garden under southern conditions at Llano. Oppek comes here from Pater­ son, N. J., where he worked as a weaver in the silk mills.

"For no good reason at all"—Walter Quinn answered as to why he came to Commonwealth (not knowing it was for publication). He finished the B. S. struggle in February at the University of Illinois, and two weeks later was telling us about it at Sunday evening Forum. Far from being finished, himself, as one might expect, Walter seems to have private and unlimited access to the fabled rejuvenation pool. He refused to divulge how many months here he will do graduate work in Economics, in the interest of labor. Commonwealth's good friend, Dr. Edward Ber­ man, is Walter's uncle. In Mendel we trust.

The Gunn Family—near neighbors, delightfully entertained the seminar one Friday night. After David Kaplan's report on his unemployment. Mr. Gunn served us coffee, lemonade, and delicious cakes in quantities that even Rigo could make no semblance in.

Clyde Washington—told us he was having a dance, and the intervening black and rainy woods far from proved an obstacle to attendance by a group of Commoners. Three fiddlers struck up lively tunes for both square and round dances, and here we have to hand it to the local-born—they left us gasping for breath during the complexities of "Wave of the ocean, wave of the shore, wave your girl and wave no moon." That is, with the weather condition of Chucky and Ray, who from long habit here are rapidly becoming more deconsolatized than Tom's River, N. J. Wit.

(Continued on Page Four)
EDUCATIONAL FRONT
(Continued from Page Two)

"amidst the movement." There they will be dealing with their problem at first hand and no matter how good is the training received at home the concrete experience will be many times better.

But the opportunity of attending a labor school will have permitted the student to get a picture of the movement as a whole; to get some idea of its direction and organization; and it will enable the student to put the special problem on which he is working in its proper perspective. And what is un

questionably of singular importance the student will have the encouragement of know

ing that he is one of a closely-knit group working toward a common end with a "col

lectivized enthusiasm," and not an isolated individual fighting a lone fight.

V.

In closing, it might be well to draw a distinction between workers' education and labor education. The distinction, it seems to me, is one primarily of degree, but one which, nevertheless, vitally concerns the effectiveness of the schools and the students who pass through their doors.

Workers' education has more in common with a liberal education for workers who find the regular colleges too expensive. The curriculum is more inclusive and general. The emphasis is rather on education than on education for the labor movement. Labor education, on the other side, is more dynamic, more purposeful; more restrictive if you please, to provide training toward a particular end. Labor schools would not deny an acquaintance with the chief cultural streams; on the contrary, they would encourage such an acquaintance. But they feel that their time can be most helpfully and wisely spent on the more technical and more directly labor subjects.

Undoubtedly many broad-minded educa
tors will recognize such a curriculum as being the work of the devil. They will raise the cry of "warping the minds of innocent students," and tag it as propagandist. Such a mind is folk cannot be aware of the human misery and discrimination about us. We have shoemakers, engineers, and doctors who should not have fought men and women among the ranks of the working people. Certainly the working people need them in their fight for a fairer division of the world's opportunities.

EDITORIAL
(Continued from Page 2)

the majority of the celebrated Fish Com
mittee to deal with the Communists in America. That the present depression could not be blamed on the Com

munists is proof that public credibility is be
coming more difficult to exploit. That Fish was not without some hope of this, how
ever, is clear from the reports of the committee's investigation into the Soviet wheat deals and Communists activ

ity in connection with the failure of the United States Steel Corporation. The Hamilton Act type of citizen is more dangerous to a demo

cracy than are the Communists. While they are long-going-hunting, the abuses their pa

ticipation to overlook; are al

lowed to accumulate until they rout the foundations of society. Communists have

SOCIETY NOTES
(Continued from Page Three)

ness Chuck's shoulders fanned by honest-to-goodness braids. Red, too!

As the sun mounted—one fine morning two Beau Brummels, each curled from the German population and the Porto Rican representation bade us fond adieu, in re

spective Teutonic sincerity and Spanish gal

lantry, aided by faces that fairly shone and attire that rivaled the dawn. Hugo Fischer and Gabino Guisasola felt the call to go down to the sea again, forthwith setting out for New Orleans. They promised to return to reports, and we hope New Orleans will let them.

"Music Hath Charms"—The Stephen A Douglas orchestra, in winter quarters at Hatton, Arkansas, drove over to see us on a Saturday morning, and after eating din

ner with us, rendered a concert. This is an unique organization consisting of one leader, one violinist, one piano player, one cellist, one cornetist, and one flutist. Or again, the formation may read: father, mother (still one each), daughter, and three school teachers. We will not soon forget, "If a dog has his day when he's a pup, when he's grown he can only howl!" and Dr. Douglas' privately published song "The Land of a Million Smiles."

PLANTING PROGRESSES
(Continued from Page 1)

a war I'll compromise and make the rows a foot wide."

Still to be planted are the hay crops, peanuts, corn, beets, carrots and such like. The strawberry bed promises a juicy yield. More plants, it is hoped, will be set out soon. Buds are beginning to swell on peach trees which have recently been treated for the peach-borer, an enemy which had begun its devastating work. If the frost holds off there should be a good crop of peaches and apples this year.

Though not of as primary importance as vegetable gardening, landscape garden

ing is not being neglected at Commone

wealth. Prof. Goodhue has interested neighbors in bringing to the college rare flowers, vines and shrubbery which are be

ing placed to advantage at different parts of the campus. Holly trees which are green throughout the year have been transplanted from the forest with most satisfactory re

results.

This book, though it is a dispassionate study, does not lack in dramatic appeal for a work. It involves the labor-capitalist con

flict as revealed in the decisions of the courts concerning jurisdiction and application of the Sherman Anti-Trust Act which was passed in 1890. The decisions show the courts' brutal denials of the right of labor to organize for collective bargaining—the right to better conditions and to increase wages. They demonstrate the willingness of judges to protect the employers' tangible and intangible property and their unwillingness to extend the meaning of prop

erty to include the job.

Dr. Berman shows that the Sherman law was merely intended by its framers to re

strict business monopolies and not to include labor and farmer organizations. Yet, up until 1928 labor was defendant in eighty-five recorded cases. In these cases labor activities were held to be in v

iolation of the statute. The courts have so extended the application of the law that it has been used to prohibit a number of im

portant union activities which were gener

ally considered legal at the time of its passage.

In addition to investigating the intent of Congress, Dr. Berman has given in his book an historical review of the chief cases. The review is not at all tedious. Furthermore, he traces the development of the legal reason

ing of the judges when applying the act, and concludes his book with a frank dis

cussion of the outlook for its future appli

cation.

The courts have applied the rule of reason in some cases involving the Sherman Act, but not in labor cases brought under the act. The rule of reason allows the judges to read a public purpose into technical violations of the Anti-Trust Act. In his book Dr. Berman pictures possible ap

lications of the rule of reason to labor cases. He illustrates the courts, if they were sympathetic to collective bargaining, could readily read a public purpose into union activities.

Dr. Berman does not, as does Dr. John R. Commons in his book "Labor Legislation," point to a possible development in legal definition which would make for a differ

ent application of the Sherman Law in so far as labor is concerned. By development is meant that the courts broaden their con

ception of property to include the job. Con

flict between labor and capital would then show itself as a conflict of property rights. It would still remain, though, for the courts to decide whose property should be protected: the right of employers to a labor supply, let us say, or the right of workers to or

ganize. This brings us to the greatest con

clusion of Dr. Berman emphasizes in his conclu

sion—the need for a social rather than a class-mind ed judiciary.

Dr. Berman's study of the Sherman Anti

Trust Act should be of great assistance to students of labor problems.