BRANNINS ARRIVE FOR STAY OF FORTNIGHT
West-Coast Worker To Talk On Organizing The Unemployed

Carl Brannin, Mrs. Brannin and their eight-year-old son, Bobby, have taken up a two weeks' residence at Commonwealth.

Brannin, co-founder of the Seattle Unemployed Citizens' League, is delivering a series of lectures upon the problem of organizing the unemployed.

He will also talk to the journalism class upon the Seattle labor paper, "The Vanguard," of which he is editor.

ENGLESTEIN LEAVES FOR VACATION IN CANADA HOME

David Englestein, teacher of world history, left Commonwealth recently for his summer vacation. He will stop for a short visit in the Illinois coal fields and will go from there to Chicago, to Washington, to New York and then to his home in Montreal.

Upon his return late in the summer he will probably stop for several weeks in southern Illinois. Anyone in this section wishing to get a first-hand account of Commonwealth should correspond with the executive secretary of the college so that an interview may be arranged.

FALL CROPS DOUBTFUL

Whether or not Commonwealth will have a good fall crop is still a gamble, according to Russell Ruttle, farm manager. Light rains have broken the long drought, but as yet there is not sufficient moisture in the ground to assure even an average yield.

Because of the scarcity of fruit and vegetables it is unlikely that the Commonwealth cellar will be as well stocked this fall as last, according to Mable Fullen, manager of the cannery. Even so, there will be a great quantity of stuff put up, she says.

CATALOG ISSUE

This issue of the Fortnightly contains a great deal of information about Commonwealth College, its purpose, method of operation, government, faculty and courses. For that reason each reader should preserve his copy for future reference.

The school has issued also a catalog which contains the same material plus two pages of pictures. Anyone desiring a copy of this catalog should write to the executive secretary.

Sapp Will Thrill School Audience

"Risen from the Ranks," the well-known labor skit by Harold Coy, Commonwealth teacher, will be presented at Commonwealth August 5, under the direction of Beatrice Carlson.

The part of Oscar Sapp will be taken by Luther Anderson; Mr. Millionbucks by Everett Jones; and Gwendolyn Millionbucks by Sally Brown. "The part of the frightful agitator" who causes all the trouble will be played by Maurice Feldman.

The part of "Risen from the Ranks," sometimes known by the title "Oscar Sapp," has been popular for years in labor dramatic circles and has been presented hundreds of times in various parts of the nation.

RANDOLPH MAKES VISIT

Vance Randolph, writer on the Ozarks, visited Commonwealth recently and will return some time during the summer for a stay of approximately a month.

Randolph, author of "The Ozarks," "Ozark Mountain Folk," and other books, will talk to the Commonwealth group upon the lore of the hills. He will also get acquainted with the people of the neighborhood in his constant search for material of historical significance.

During his recent visit he related to the journalism class some of his experiences as a writer.

AMERINGER TO GIVE SERIES OF LECTURES

Labor Editor To Be Guest of Commonwealth College
August 1 to 15

Visitors who come to Commonwealth during the period of Oscar Ameringer's visit, August 1 to 15, will pay only $1.50—less than 65 cents per day—for board, room and laundry service, provided they work 15 hours per week with teachers and students at community tasks. Rates are doubled for those who prefer not to work.

Oscar Ameringer, editor of the American Guardian, will be at Commonwealth during the period of August 1 to 15. Ameringer is known to millions as a lecturer, a humorist, and a writer. For a generation miners, farmers and factory workers have been chuckling over and approving of the philosophy of Adam Coal digger.

Ameringer, who came to this country a good many years ago as an immigrant boy, is one of the last of the frontier humorists and is the only one who knows how to start a belly laugh that shakes the entire social structure.

THE BUG WITH SENSE

When Adam Coal digger points out that no bed bug will starve because there are too many lumber jacks in the bunk, he starts a chuckle going from mine to mine, from farm to farm, that carries with it a lesson in economics.

Ameringer's chief interest is not the ten thousand radical intellectuals of the nation but the hundred odd millions of workers. He refuses to get excited over fine points of doctrine but confines his energy to the job of getting ideas across to these millions.

DISHWASHERS WANT TO HEAR

His past visits to Commonwealth have been events of major importance in the life of the community. His talks must be scheduled so that they do not

Continued on Page Eight
PURPOSE

New days bring new things. This is a new day, if there ever was one. With it have come new needs. A new kind of education is one of these needs.

Many young men and women can no longer afford to attend ordinary colleges. Even if they manage to fall, they often find that the studies do not deal with the problems which they will face after they finish college. For many colleges (as well as many people) are still trying to live in the "good old days" in which there was presumably a chance for everyone to get rich, regardless of what happened to his neighbor.

Today it is plain that most of us are going to be industrial workers or farmers or "white collar" workers—if we get a job at all! Our own interests are tied up with helping the other fellow to better his condition, and his with helping us. We all rise or fall together.

Education should take this new state of affairs into account. It should help build a new social order for all who toil.

Commonwealth tries to do this. It devotes itself to the interests of labor and the common people—in other words, the overwhelming majority of the American people. It does this in the following ways:

1. By arranging its curriculum from the point of view of the interests and welfare of labor.
2. By making it financially possible for young men and women of very modest means to attend.

Commonwealth is a non-factional, non-sectarian school, encouraging its students to cooperate with their fellows in those various economic, political and cultural activities which may be inclusively described as the labor movement. It is not enough for education to make people bread-minded. It should also make them militant doers.

Commonwealth seeks to be an influence in unifying the efforts of groups already working toward a better social order. It also seeks to strengthen this movement by increasing the number of people who take an active interest in it.

Commonwealth College therefore makes its appeal especially to two types of students:

First, the class-conscious student with some experience or training in the problems of the workers and the farmers, who wants to prepare himself, by acquiring factual and technical tools for more efficient work in some particular field.

Second, the student who is perplexed by the situation in which the world finds itself today, who wants to know more about the important economic and social problems of the day and who hopes to find his bearings at this school.

the problems which the depression has brought out in such strong relief. One result of this has been the organization of extension work, such as sending small groups of teachers and students to visit and participate in scenes of active labor struggles.

During summer of 1932, Commonwealth sponsored its first summer camp and session, throwing its campus and discussion circles open to vacationists and to students who could not attend the regular school year.

The school plant includes 320 acres of land, about half of which is in cultivation, four dormitories, seven cottages, a guest house, a library, a cellar, the "Commons" (kitchen, dining room, and auditorium combined), a print shop, store, laundry and cannery, chicken house, and a barn.

The school has a herd of cattle, a flock of chickens, a few pigs, etc., mules, farm implements, and other equipment. It has a water system and electricity system, neither of which is adequate for all the needs of the school.

All this represents years of unpaid work by students, maintenance workers and teachers, and represents also thousands of donations from funds and individuals. But most of these donations have been small ones. Commonwealth is being maintained by a very small group of people.

Commonwealth must always remain a small school because of its method of support. Its student body ordinarily numbers fewer than fifty.

HISTORY

Commonwealth was organized in 1923 at Leesville, La., its founders having in mind a school which would give young men and women a chance to earn their maintenance while studying the problems to which post-war conditions had given rise. The College operated there until early in 1925, when it removed to Mena, Ark. For a while it occupied rented buildings, but in the summer of 1925 it acquired a site of its own—the present site of 320 acres—and started to build.

Thirty-four cents in capital, a little more credit and a great deal of faith in the ideals for which Commonwealth stands were all that sustained the little group of teachers and resident workers who put up the first crude shelters and prepared for the opening of school the following fall. Somehow the venture survived, and gradually progress has been made in adding to plant and equipment and evolving methods for carrying on the work to which Commonwealth has pledged itself.

In the fall of 1931, the school clarified its position with relation to the labor movement, openly accepted a class-conscious program, and since that time has placed greater emphasis on

ANNOUNCEMENT OF

COMMONWEALTH COLLEGE

SCHOOL FOR WORKERS

MENA, ARKANSAS

1933-4

FALL QUARTER OPENS OCT. 2
WINTER QUARTER OPENS JAN. 2
SPRING QUARTER OPENS APRIL 2
SUMMER SESSION OPENS JULY 2

Commonwealth was organized in 1923 as a school dedicated to the cause of labor and the common people. It is non-factional and non-sectarian, aiming to prepare young men and women for intelligent service in a militant labor movement.

Commonwealth is located in the wooded Ouachita Mountains of western Arkansas.

Commonwealth operates its own farm and communal services, thus making it possible for young men and women to attend on today's incomes.

Commonwealth students work 20 hours a week in exchange for room, board and laundry service. Virtually the only expense to the student is the tuition fee of $10 per 12-week quarter.

Entrance to Commonwealth does not depend on amount of formal education so much as on seriousness of purpose and eagerness and ability to learn. No degrees are granted.

For Additional Information or Application Blanks Write to

EXECUTIVE SECRETARY,

COMMONWEALTH, COLLEGE

MENA, ARKANSAS

Page Two

COMMONWEALTH COLLEGE FORTNIGHTLY (Catalog Supplement, 1933-34)
Method of Operation

Commonwealth reduces its operating costs by doing for itself many of the things which most colleges pay to have done. There are two reasons why Commonwealth does this:

First, it enables the college to get along on the surprisingly small cash budget of $5,000 to $7,000 a year.

Second, it creates work by which all Commonwealth students earn their room, board and laundry service while in attendance.

Commonwealth teachers and students work side by side at the required industrial and communal tasks. Students put in 20 hours a week—four hours a day, five days a week. Teachers put in 15 hours at industrial work (unless they have an unusually heavy teaching load), being allowed credit for the other five hours for administrative and faculty committee work. There are also a few resident workers who contribute their services to the College, putting in a minimum of six hours a day.

To-date, no teacher or resident worker has received any pay for his services, aside from room, board, laundry service and a commissary account averaging $2 or $3 a month. It has been recognized by all, that at a school like Commonwealth, services must be contributed during the pioneer years until the College has firmly established itself.

Because the work is interesting and significant, however, there have always been persons willing to participate on this basis.

Classes are held in the morning and industrial work is usually performed in the afternoon.

The work activities which Commonwealth carries on, and which enable it to be self-supporting to a considerable extent, include:

Farming and Gardening. The college holdings of 320 acres are sometimes called a "farm-campus". About half of this land is under cultivation, and the College raises a substantial part of its own food.

Preparing and Serving Meals. Cooking meals, baking bread, serving meals, washing dishes, etc., are carried on by student and teacher labor.

Canning. Every spring and summer, the College puts up in tin and glass about 6,000 quarts of fruits, vegetables and preserves for use during the coming year.

Building. All college buildings, including dormitories, cottages, the Commons, library, guest house, classroom building, work shops, barn, etc., were erected by students and teachers and are kept in repair by them.

Laundry. The community washing is done weekly.

Printing. The College does its own printing. Until funds are available to purchase more equipment, it must rely on hand-setting and a simple job press. Both the photography and printing of this catalog was done by students and teachers.

Office Work. Correspondence and mailing is handled through the office with teacher and student labor.

Other Tasks. Other community work includes bookkeeping, library work, operation of the community store and maintenance of the water system, Delco plant and other equipment, together with installation of new equipment.

All industrial work is performed under the direction of the industrial manager and the foreman of the particular department. So far as possible, the preferences and experience of students will be taken into consideration in assigning tasks, but the College cannot guarantee to satisfy everyone in that respect. It needs to be remembered that Commonwealth is not a trade school. Industrial work is undertaken primarily to reduce costs, both of the school and of the individual student. Labor therefore must be assigned where it is most needed.

Managers and department heads are chosen by the director on the basis of their ability. Often students occupy managerial positions and "boss" faculty members in the industrial work.

It is necessary to insist that work be faithfully and efficiently performed. Only by hard work can Commonwealth hope to remain in existence.

Entrance

There are no formal entrance requirements to Commonwealth, such as a given number of units or amount of schooling. Some students are largely self-educated; others have high school or college graduates. Each applicant is considered on his own merits. Eagerness to learn and ability to learn count for the most; the student who has these qualities can soon catch up with others, even if he has not had the same opportunity for schooling.

Most Commonwealth students are young men and women from factory, mill, office and farm. Some are accepted, however, who have not had industrial experience, provided they have a real interest in the problems with which Commonwealth is concerned. Application is made on a form which may be obtained by writing to the Executive Secretary, Commonwealth College, Mena, Ark.

Commonwealth grants no credits nor degrees. Whatever the student takes away, he must carry in his head. Commonwealth's purpose is essentially different from the purpose of the ordinary college, and its methods and courses must also necessarily be different.

Commonwealth does not attempt to prepare students for advanced or graduate work at other institutions. There have been a few instances, however, where students interested in doing advanced study at some other college have been able to get recognition for work done at Commonwealth. This has been a matter of special arrangement between the student and the institution concerned in each case, and Commonwealth can give no assurance that such recognition would be accorded in the case of any particular student.

Costs

As stated above, all Commonwealth students work 20 hours a week (15 hours during the summer session), and receive in return their room, board and laundry service. The College charges a tuition fee of $40 a quarter (twelve weeks), payable on or before the opening of each quarter. This amounts to $120 for the regular school year from October to June, or about $13.50 a month. In the case of
withdrawal or expulsion before the end of a quarter, no refund is made for the remainder of the quarter.

A breakage deposit is required from each student, most of which is usually returned on his departure. On acceptance of a student's application, a deposit of $5 on the tuition for the first quarter becomes payable.

Students provide their own clothing; but inasmuch as over other work clothing is usually worn, this is a very small expense. Commonwealth is located 12 miles from town, and there is little temptation to spend more than a few cents a week for candy or tobacco.

In exceptional cases, the College will consider accepting live stock, food or needed equipment, at local market prices, in exchange for tuition, as means of aiding students from farms to attend. Any arrangement for payment of tuition in kind must be accepted by the College in writing before the arrival of the student, and delivery must be arranged by the student.

Courses

The first- and second-year courses described below will be offered during the term of 1933-34. Second-year courses not described here but listed below in the suggested curricula will be offered if there is sufficient demand. Anyone desiring a description of any such course should write the executive secretary.

Labor Orientation. (Six sessions weekly.) All students taking this course during their first semester at Commonwealth and all members of the faculty participate in teaching it. A brief survey is made of the development of man from primitive times to the present day. The course deals primarily with the series of conflict situations in the history of mankind, beginning with the struggles against the forces of nature, the conquest of the elements, early social struggles, religions and tales, and economic conflicts. The survey goes on through the rise of Greek and Roman civilizations, and considers the factors leading to feudalism and the rise of capitalism. The class begins to consider the conflict situations, economic, political, religious, scientific, nationalistic, and imperialistic, which have characterized the nineteenth and twentieth centuries.

Effective Writing. This is not a "beginners’" course, but is planned especially for workers in the labor movement. It will consider the problem of how to present in short, clear, and concise form the ideas of the active worker when reports, compositions, letters, etc., are required.

Labor History. In part this course is a social and economic history of the United States. The study of labor history is not considered merely a recording of isolated events. The course begins with an analysis of the cultural carry-over from Europe, especially England, and then the course traces the historical development of the labor movement in the United States. This development is understood from the standpoint of underlying causes, namely the economic and political environment of the time.

Historical Materialism. Considers primarily the development of the theory of the methodology of proletarian sociology and contrasts it with eighteenth-century materialism, the idealism of Kant and Hegel, the teleologists, the pragmatists, etc.

Labor Journalism. This course begins with a study of the American press, and the technique of news writing, feature writing, editorial writing, headline writing, makeup, etc., the aim being to familiarize the young writer with newspapers so that, as a publicity man for a labor organization, he may get his material past the city editor. Most of the course, however, is taken up by a study of labor periodicals, the Federated Press, etc. Early in the course the students begin contributing to labor papers.

Creative Writing. This course carries on the work in labor journalism, but greater emphasis is placed upon writing for labor magazines. Reports upon current labor situations, propaganda articles, short stories with a proletarian point of view are written by the students and submitted to labor publications.

Proletarian Literature. A study of the proletarian elements and influences in current American and world literature. The course begins with a study of the history of criticism. Text books include Trotsky's "Literature and Revolution," and Calverton's "The Liberation of American Literature." Magazine articles by Lunacharsky and Hicks are also used. The class makes a study of novels by Dos Passos, Gorki, Anderson, Vorse, Lampkin, Harrison, Gold, Halper and others, plays by Gorki, verse by Joyce, etc.

Marxism. The course will take up the economic principles of Marxism based on a study of "Capital," including an analysis of commodity production and exchange, the theory of value and surplus value, genesis of money, banking, and finance, etc.

Public Speaking. This is primarily a practice course in speaking. Extemporaneous and prepared talks, symposia and debates, and class discussions and criticisms on subjects of vital interest to workers are the concrete methods used to develop the labor student's effectiveness as a soapbox, organizer or lecturer.

Imperialism. The course proceeds from certain outstanding events of international importance in the news to a study of the forces at work behind them. The Far East, European and American expansion, the World War and international economic struggles are among the topics considered.

World History. The course aims to give the student a good idea of "dram and trumpet history," not chronicled court gossip or parliamentary merry-go-round, nor untruthful facts and isolated events, but a survey of the growth and changes in the mode of production and class relations during the social systems of slavery, feudalism and capitalism.

The course is divided into three sections, given consecutively during the fall, winter and spring quarters: 1. Ancient History, 3000 B. C. - 1500 A. D.; 2. Modern History, 1500 - 1879; and 3. Modern Working Class History, 1789 to date.

The student is not urged to memorize dates or learn by rote obscure happenings, but is encouraged to assimilate the meaning of underlying social and economic forces at work during the given epoch with adequate interpretation. The relationship between cause and effect in social movements and institutions, is stressed. Marx's theory of historical materialism is accepted as the most scientific appraisal of the evolution of human institutions.

Farm Problems. The course will deal with (a) the American farmers' present plight in its most important economic and social aspects; (b) the history of the industry insofar as it relates to the emergence and development of the major factors which have brought about the farmers' present condition; and (c) the proposed plans of salvation. Particular inquiries will be made into the subject of agrarian revolts, especially the present one represented by the Farm Holiday Movement and the Farmers Protective Association.

The farmer himself will be studied, particularly in his somewhat anomalous dual role of capitalist and laborer. This particular study will be intended to explain the hating, uncertain and contradictory attitudes so generally taxay the farmer.

Labor Problems I. This course will grapple with the problems that have confronted the labor movement both historically and currently. Each problem will be analyzed and examined in its socio-economic setting. Some of the subjects considered will be: Reasons for the rise and fall of the Knights of Labor, strengths and weaknesses of the American Federation of Labor, its structure, philosophy, membership, pre-war and post-war accomplishments, etc.
Special attention will be given to the reasons for the growth and decline of various radical labor organizations.

Labor Problems II. This course will be a continuation of Labor Problems I. Many current problems will come up for study and discussion, such as: Factions and factionalism, employers' associations labor spies, labor legislation, causes and remedies of unemployment, labor leadership and racketeering, company unionism, welfare capitalism, strike strategy, etc.

Curricula

During the first year the student will take a general course intended to familiarize him with the world of labor thought. His subjects will be approximately as follows:

First Quarter Second Quarter
Labor Orientation Public Speaking
Effective Writing Marxism
World History I World History II

Third Quarter
Labor History or Imperialism
Labor Problems I
World History III

During his second year the student will be encouraged to train himself to do service in one of the following capacities: (1) Organizer of unions, co-operatives, the unemployed, etc.; (2) Political organizer; (3) Farm organizer; (4) Labor educator; or (5) Labor journalist or proletarian writer.

Those training themselves for work among the farmers will take the following during their second year:

First Quarter Second Quarter
Individual Psychology Social Psychology
Economic History and Russian History
Geography Farm Problems I
Labor Law

Third Quarter
Propaganda Methods or Labor Journalism
Labor Problems II
Farm Problems II

Those preparing to do work as labor journalists or proletarian writers will take the following during their second year:

First Quarter Second Quarter
Individual Psychology Social Psychology
Labor Journalism Creative Writing
Russian History Economic History and Geography

Third Quarter
Propaganda Methods
Labor Problems II
Proletarian Literature

These curricula are by no means rigid. The student is regarded as the best judge as to his own educational needs. Important first-year courses, such as labor history and imperialism, if not taken in the first year will be placed on the schedule for the second year.

Students who cannot operate a typewriter are expected to take typing instead of one of the courses on the above curricula. Those preparing for work as labor journalists are required to take typing.

If there is sufficient demand, courses of study will be worked out for those interested in labor drama, the organization and direction of children’s groups and camps, or similar activity.

FACULTY

Lucien Koch, Director of Commonwealth
Carmaner, studied at Commonwealth for two years; M. A. University of Wisconsin, '31; taught at the Experimental College at Wisconsin.

Beatrice Carlson
Studied at University of Chicago. Active in directing amateur dramatics.

Oliver Carlson
Studied at University of Michigan; advanced study at University of Berlin and London School of Economics; wide experience in union and political labor activity, and in workers' education, the co-operative movement, etc.; Research Associate in Political Science, University of Chicago.

Harold Coy
A. B. Arizona University, '24; newspaper man, labor research worker.

Clarice Cunningham
Studied at University of Oklahoma; writer for various magazines.

William Cunningham
A. B. University of Oklahoma, '24; formerly editorial assistant Hamden-Juilen Publications; worked on old Illinois Miner, on New Orleans Times-Picayune, etc.; contributor to magazines.

David Englestein
Studied at Commonwealth College, formerly teacher of world history at Workers' College, Montreal.

Clay Fulk
Member Arkansas bar; contributor to American Mercury and other magazines.

Mildred Price
M. A. University of Chicago, '34; formerly high school teacher.

Any additions to this list of faculty members will be announced in the Fortnightly.
Plan of Study

Students are urged, whenever possible, to plan on attending for a two-year period. This is the required time to finish any of the suggested courses of study. The student who remains for this length of time will find himself much better equipped to do efficient and effective work and to derive full benefit from his studies at Commonwealth.

Nevertheless, it is recognized that some students are financially unable to remain that long or have responsibilities from which they can be spared for a short period only. For this reason, Commonwealth also undertakes to arrange courses for shorter periods, varying from a quarter to a year.

Students may enroll at the beginning of any of the four terms, but the largest proportion enroll the fall quarter. Those first enrolling some other quarter will make slight changes in the order in which they take the courses of study. The student (and teacher) who fits in will find just as much to complain about at Commonwealth as anywhere else. He would be happier not to come. So would the person who is "temperamental," and who experiences moods which make it impossible for him to be pleasant to others.

What Kind of Student "Fits In?"

It must not be imagined that Commonwealth is a Utopia to which anyone "unadjusted" to the ways of the world can retreat and find bliss and forgetfulness. Commonwealth is very much concerned with the problems of the "outside world," and, as stated above, it is becoming more and more a part of its program to grapple with some of these problems.

Commonwealth has found from experience that the student (and teacher) who fits in best is the one who has well-developed qualities of good nature, adaptability and tolerance. A healthy dissatisfaction with the social injustices that afflict the world is a highly desirable quality. But the person who is merely discontented with his fellow-man in general will find just as much to complain about at Commonwealth as anywhere else. He would be happier not to come. So would the person who is "temperamental," and who experiences moods which make it impossible for him to be pleasant to others.

Personality plays a more important role in his school than at other colleges or in ordinary walks of life. The College is located several miles away from a town. Movies and drug stores are not close at hand. Students and teachers must depend on their own resources for inspiration and amusement. They must bear with the other fellow's weaknesses and annoying ways and at the same time try not to cause annoyance themselves.

Commonwealth welcomes students with strong vigorous opinions; but they should not insist on forcing their opinions on others or on quarreling with those who do not agree with them. Everyone has a right to his honest opinions at Commonwealth and to courteous treatment in spite of them.

It needs to be remembered, too, that semi-pioneer conditions still prevail at Commonwealth. The College has literally been built from the ground up. There are many inconveniences which must be borne. The buildings are simple frame affairs. There is electricity only in the central buildings, such as the library and Commons. In their rooms, students and teachers study by kerosene lamps. They carry water to their rooms in buckets. The food, though adequate and wholesome, is necessarily plain.

Those who "fit in" at Commonwealth learn to bear these inconveniences cheerfully. They become a part of the informal life at Commonwealth, a part of the price that is paid for translating a new idea into a reality.

While one has at Commonwealth a rare sense of freedom and of being "oneself," perfect freedom does not prevail at the College any more than anywhere else. Consideration for the comfort and rights of others, as indicated above, must play an important part. Further, the welfare of the school must be kept in mind. Work must be efficiently done if the school is to remain true to its purpose. We must carry on in the neighborhood of other human beings: consequently it seeks not to offend the standards of the neighborhood in matters of dress and conduct, and students are expected to put the good of the group ahead of any personal whims or inclinations they may have.

The Field Is Open

Young men and women looking for a task at which they can function need not be disappointed. They can be pioneers in a great movement which today is just in its infancy. There are not many well-paid jobs in that line of work, and there is often hardship attached to it; but the opportunities for responsibility and service are thereby all the greater.

The "Industrial Recovery" Act, by drawing manufacturers closer together in trade associations, presents at the same time a challenge to labor to unite to safeguard its interests. Those competent to take the initiative in this work are all too few, and the field for useful activity is unlimited. So it is in other spheres. The farmer is learning that he must co-operate with his fellow-producers if he is to share equitably in the national income. The common people everywhere stand in need of persons in their ranks—writers, speakers, organizers: active spirits—who will add drive and momentum to the progress of their cause in the stirring days ahead.

Commonwealth does not turn out ready-made "leaders," but it helps to develop the capacity for service and eventual leadership in its students.

Summer Session and Camp

Besides the regular school year, consisting of fall, winter and spring quarters, Commonwealth each year operates a 10-week summer session and camp. This permits persons to visit or study at the school who could not attend at other times of year. Some regular Commonwealth students also remain for the summer. Arrangement is made for special lecturers and teachers for the summer, in addition to members of the regular staff. Informal discussion groups are held as well as the regular classes.

The cost for room, board, laundry service and tuition for the 10-week summer session is $10 to students and campers alike, provided they work 15 hours a week at community tasks. Those preferring to take a complete vacation and not work pay twice this amount. Moderate daily and monthly rates are also made. Additional information about the summer program may be obtained from the executive secretary.
Life at Commonwealth

In many respects life at Commonwealth is unlike life at any other college in the world. The "collegiate" atmosphere, as developed at conventional institutions, is entirely absent. There are no fraternities, sororities, final examinations. Students do not "pass" or "fail.

Every student is "on his own" in the sense that he is regarded as having considerable responsibility in the matter of his own intellectual development, but students are never pitted against each other in a desperate struggle for "scholarships," or "honors." Academic work is, so far as possible, a group enterprise.

There are at Commonwealth many debates, but no varsity debate team. There are athletic games of some sort almost every day, but there are no "teams," except that occasionally some of the Commonwealth boys get together and "work out" for a game of baseball with a mountaineer nine in the neighborhood.

Bourgeois standards do not prevail at Commonwealth. No student finds it necessary, or even wise, to boast that his dad has the biggest feed store in Skunk Gap. "Honors" won in individualistic competition elsewhere are never taken seriously at Commonwealth, and any student inclined to remind his fellows of his former greatness is dubbed an "eagle scout."

Government

Commonwealth College is owned and controlled by the Commonwealth College Association, incorporated under the laws of the state of Arkansas. To be eligible for membership in this body one must have been at the school as a teacher or maintenance member nine months or as a student ten months. The Association selects new members from among those eligible, a two thirds vote being necessary for admission.

Final authority in all matters rests with the Association, but this body delegates to the student body complete jurisdiction in the following: (1) Enforcement of rules of conduct, (2) Enforcement of standards of academic work, (3) Enforcement of industrial efficiency; except that only the Association can expel. Any administrative responsibilities delegated to the student body are subject to revocation by the Association when judged by the Association to be ineffectively handled or when encroaching upon the jurisdiction reserved to the Association.

Recreation

The staging of labor plays, and group singing of labor songs are two features of the recreational life at the school. Seats are written by Commonwealth teachers and students have been produced by labor theater groups in various parts of the nation.

"Stunts," musical numbers, dances, "take-offs," humorous talks and debates make up the Saturday-night entertainments. Serious talks, debates, reports, discussions are held each Sunday.

Volley ball, tennis and horseshoe pitching are the favorite games. Hiking is popular in winter, and swimming in summer.

Location

Commonwealth is located in a section unspoiled by tourists, billboards, dump heaps, deforestation or jazz music. The Ouachita mountains are the mountains of the Ozarks, and are famous for their beauty. But because of the poverty of the soil these highlands are sparsely settled. It is possible to go on an all-day hike through almost virgin wilderness without encountering a sign of human habitation. The campus is located upon a seventy-foot bluff beside a dashing stream, and is heavily wooded. The farm lies in a mountain valley.

What to Bring

Students should bring three sheets (cot size), two pillow cases, a pillow, towels, blankets to meet individual needs. It should be borne in mind that although Mena is in the South zero weather is not unknown here.

Clothing worn at Commonwealth is of the very simplest kind, as this is one of the ways by which students economize. Overalls or other work or outdoor clothing is always in style. It is well to have a pair of heavy work shoes for industrial work, and a comfortable pair for hiking over mountain paths. Sandals and tennis shoes are convenient in warmer weather.

Baggage may be shipped ahead prepaid by freight, express or parcel post and addressed in care of Commonwealth College. In such cases, the College will collect it in his hand baggage, rather than to pack it in baggage which is to follow him.

A few points, but hitch-hiking is not what it used to be. Sometimes the College can put you in touch with another student driving this way. Travel service bureaus provide a cheap means of transportation, and are located through the classified columns of newspapers. For example, it is possible to come from Chicago to Mena by passenger car for $8 and even to bargain to be brought direct to the campus for that amount. But be careful to guard against the "gyp" driver who will take your money and leave you stranded.

Upon arrival in Mena, inquire at Mack's Grocery for the Commonwealth truck. If the truck is not in town, it is necessary to hire or rent a car to the campus. A car may be hired at a reasonable cost. The campus is eleven miles west of Mena on the Talihina Highway.

CLASSES ARE OFTEN HELD UNDER THE TREES

Commonwealth is located in a section unspoiled by tourists, billboards, dump heaps, deforestation or jazz music. The Ouachita mountains are the mountains of the Ozarks, and are famous for their beauty. But because of the poverty of the soil these highlands are sparsely settled. It is possible to go on an all-day hike through almost virgin wilderness without encountering a sign of human habitation. The campus is located upon a seventy-foot bluff beside a dashing stream, and is heavily wooded. The farm lies in a mountain valley.

What to Bring

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Commonwealth Impressions of Carl Haessler

Carl Haessler, managing editor of Federated Press, was the first special lecturer of the summer session. His topics included: "The Race Between Capitalism and Communism," "Red Vs. Yellow Journalism," etc.

A few random comments upon Carl Haessler by various members of the Commonwealth group:

"Adding-machine mind," "the best lecturer I ever heard," "you have to get used to his squirming while he talks," "increased my respect for the labor movement," "he could have faced a firing squad just like he faces a class," "why hasn't he written a book about his war experiences?" "the labor movement certainly has better brains than the government," "constantly Haessler with a senator," "knows more about what is going on in the world than any one I ever heard," "too optimistic," "over-simplifier," "good story-teller," "sometimes he makes me feel ill at ease," "nothing pompous about him," "quick-witted, makes good comebacks," "his generalizations are excellent—always sound authentic.

PLANS TO RETURN

Carl (he insisted upon being called by his first name) made a dozen talks upon a wide range of subjects during his stay at Commonwealth, and has promised to return to Commonwealth if possible the first week in September for a last visit with the present student body. His ideas are being discussed and will be discussed for a long time to come at this labor school. As a thinker and interpreter of current history he has made a deep and lasting impression upon the college.

But he made also an impression as a personality. His mannerisms and personal traits must of course be discussed and accounted for.

FIFTEEN-CENT HAT

While here he purchased a fifteen-cent straw hat and wore it at an angle made famous by the late Calvin Coolidge’s cowboy hat. He went out on the wood crew and “made a hand” at chopping wood. All this is accounted for on the basis of his early experience as a farm hand.

His informal manner as a speaker was attributed to his years at Oxford, but his nervousness was labeled “American.” His skill at exposition was traced to his experience as a teacher; his economy of words to his practice of writing for the home: "his style is always sound authentic.

ENJOYED PRISON LIFE

His attitude toward his own war experiences made a deep impression. We had assumed that a man who spent twenty-six months in prison would be bitter, would hint that he had been a brave fellow, would describe a ‘living hell.’ Imagine our astonishment when we heard from Carl a highly entertaining account of the whole experience. "I had the time of my life," he told us.

In a military camp where he was a prisoner for a time the rumor got out that he was the secret agent of the Secretary of War and as a result he was treated almost royally. Thus the paradox of a despised “slacker” eating officers’ grub.

Later at a federal prison he got the reputation of being a dangerous agitator. He and several companions were placed in a sealed train and taken half way across the continent. The train was not permitted to stop at stations for fear the agitators within might come in contact with free citizens and start a revolution. But they were taken to another prison and immediately given charge of the prison school, where they could agitate to their hearts’ content. And so on. One hilarious situation after another.

And yet he does not give a false impression of prison life. He tells many instances of prison brutality. He describes plenty of suffering—but it is always the suffering of someone else. Unlike most of us he is never the hero of his own narrative.

NEVER RECOMMENDS HIMSELF

He never thinks of himself as exhibit A; never recommends himself. He does not even make a virtue of modesty. He seems to be interested in practically everything in the world except himself.

Perhaps his habitual unconcern with himself partly accounts for the fact that he has not written a book about his prison experiences. Certainly he could write an important book, probably a popular book on this subject, but apparently he has no intention of doing so. One gets, also, the impression that he has not much regard for “literature” as such—a paradox, for the art of poesy—as distinguished from journalism, in the best sense of that term. He is probably contemptuous of the type of literary man who goes into a poetic frenzy to celebrate himself.

AMERING TO LECTURE

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