MENA LITERARY CLUB
SEES SCHOOL MOVIE

H. Lee Jones Will Show Picture to Ohio Groups
This Spring

The Commonwealth movie, depicting the study, work and play done at the college, had its first outside showing recently, before the members of a literary group in Mena, Arkansas. It will be shown during the next three months in Cincinnati, Indianapolis, Dayton, Cleveland and other Ohio cities.

H. Lee Jones, Commonwealth teacher and former instructor in photography at Cornell University, is director and cameraman of the Commonwealth movie. He used an impressionistic technique whenever possible. A pair of hands peeling a potato, by his theory, tells the story far better than does a picture of a girl, a tub, a stool and a potato. The picture is spiced with close-ups of hoes, hammers and spades in action.

The film shows, in the brief twenty minutes that it runs, the life at Commonwealth. Classes under the trees, students studying on the grass, or arguing—these and other scenes give the picture of academic work. Pictures of ploughing, digging, baking, laundering and road building, explain how Commonwealth maintains its low budget. Shots of tennis, swimming, hiking and camping depict the recreational activities.

Libbie Volpie, Commonwealth student, will attend the meeting to be held April 2 at Gillespie, Ill., of the nameless organization of progressive trade unionists. One of the purposes of this meeting is to select a name for the new organization.

Bill Reich, Commonwealth teacher, Truman Peebles and Herman Streisant, students, went to the Gillespie convention held in March, and Truman was elected to the executive board. Truman left, however, before the board met, and Libbie was elected by the Commonwealth group to take his place. She left Commonwealth March 27 and is hitch-hiking to Gillespie.

David Englestein, teacher, and Fred Squires, student, have been in the Illinois mining district for the past week making contacts and getting acquainted with the progressive miners. They will attend the Gillespie conference as observers.

Libbie will remain in Illinois several days after the convention to speak before various groups.

KOCH TO GO NORTH

Director Lucien Koch will leave Commonwealth April 12 for a trip of about two months to Chicago, Madison, Detroit, Milwaukee and other cities in that vicinity.

Exact dates will be announced later. Persons in that section who wish to get first-hand information about Commonwealth should write immediately to the executive secretary so that meetings may be arranged.

THREE NEW COURSES OFFERED FOR SPRING

Quarter To Open April Third
With Curriculum Innovations

Courses in science for workers, proletarian literature, and historical materialism will be given this spring at Commonwealth for the first time. Bill Reich is offering the science course, Bill Cunningham the literature course, and Oliver Carlson the course in historical materialism.

The science course is intended to give the young worker a general knowledge of the history of science and to familiarize him with the most important of recent scientific developments.

The course in historical materialism will be an extension of the work done in the Marxism courses given during the fall and winter quarters. The course in proletarian literature will begin with the most recent novels written upon proletarian themes and will extend to a brief review of literature from the Marxian point of view. Texts used will include Money Writes and Monomania by Sinclair, and The Liberation of American Literature by Calverton.

Other courses offered for the spring quarter are: labor history by Carlson, world history by David Englestein, imperialism by Harold Coy and Mildred Price, English for foreign born by Mildred Price, farm problems by Clay Pulks, and the orientation course by all members of the faculty.

Beatrice Carlson will continue her work in labor dramatics. Several plays will be presented during the spring quarter.

HITTENRAUCH ON LEAVE

O. Hittenrauch, student member of the Association and for the past semester the executive secretary of the college, left April 20 on a two-months' leave of absence. He will visit his parents at his home in Marion, Ohio.
NON-FACITIONAL LABOR EDUCATION

by DAVID ENGLESTEIN

There are two basic groups with which the non-factional labor college is directly concerned, and it is to be effective in its training for intelligent action in a militant labor movement. One group is composed of industrial workers, college students, and farm workers, whose curiosity and interest are directed towards such questions as low wages, unemployment, farm mortgages, Roosevelt's program, and Socialism. The other group includes the militant factions of the labor movement which are working towards a workers' world through uncompromising class-struggle philosophy linked with class-struggle activities.

What is the role, then, that non-factional labor education plays? It is an instrument which may serve to bridge the chasm between these two groups. To the socially-awakening workers and students, non-factional labor education is a transition period from passivity and bewilderment to activity and conviction.

Many of the younger generation in the first group are worried about the real meaning of the present depression. They want to know who they are, where they are going, and where they can best function in this labor movement. They are asking, in their own localities, if they may be of any use or are not a group of like-minded people. They are muddled and confused. They want direction. They need guidance.

Non-factional labor education does not offer them a panacea right off the bat. It analyzes our environment—in its economic, social, political, and cultural phases, and demonstrates scientifically with the Marxian method the bankruptcy of our present civilization. In answer to the question, "Is there an individualistic way out of the present chaos?" non-factional labor education presents courses in the social sciences, economics, history, social psychology. The groping student begins to question the "go-getter" philosophy, and the conviction of the facility of individualistic economic ambitions grows on him. He realizes that the whole set-up of present day society is against him.

Let us review the steps in the development of a typical prospective student. Perhaps he has only a vague notion that he must have an education in order to know what is wrong in the economic organization of society, or perhaps he is attracted to non-factional labor education as a training which will provide him with a critical understanding of present social trends in order that he may best fit in with class-conscious agencies to rebuild the world. Then, through teaching and discussions, he will assimilate a new outlook upon life and acquire theoretical weapons, convincing arguments to spread his belief in a class-conscious philosophy with roots in political, industrial, and cultural organizations of the working-class. But to understand and to act are two different things. Finally the student will ask, "What can I do about it?"

The student has become acquainted in the class room, if not elsewhere, with the philosophy, the tactics, the historical role, and leadership of the numerous squabbling militant factions in the labor movement. Commonwealth College has been non-factional. It is not affiliated with any group in the labor movement. It accepts the principle of the class-struggle as a point of departure for militant action. It aims to prepare its students for intelligent action in one of the militant groups.

What is our attitude towards these various factions in the labor movement—the progressive trade unions, the Communist Party, the secessionist Communist groups, the Socialist Party, the Socialist Party militants, the C. I. L. A., the Proletarian Party, and so on? As a school our advice to the departing students is: "Get in touch with one of these groups. Work with it. Get the experience of class activity. Learn where you can best function individually in the interests of your class and join that group." This is not political adventuring but the unavoidable results of the present confusion and factionalism in the labor movement. To deny the latter would be to present a utopian view of the workers' class-struggle fronts in America.

The role of the factional schools, those directly controlled by the factional groups, is to combine their radical educational aims with immediate practical issues. Their members and sympathizers are taught to function in the labor movement through that particular faction. They connect theory with practical activity in the shop, in the union, on a demonstration.

It is clear that non-factional labor education and factional labor education perform two distinct tasks. The former aims chiefly to give the student a scientific analysis of the capitalist society and a survey of working-class history, out of which he will be prepared to enter in a militant wing of the labor movement. Commonwealth College as a non-factional labor institution, is neither neutral nor impartial. It is positive. It accepts the historic mission of the working-class, the replacement of the profit system and the building of a social order based on planned economy. Factional labor education presents all that non-factional labor education offers, but adds it to the particular specific, political program. We at Commonwealth College cannot collectively point to any particular one of these factions as the best oriented and the most effective in the American labor movement, and consequently we remain non-factional.

The function then of non-factional labor education is primarily theoretical training. Yet we do not maintain that the movement is ready to enter the class room for study, not the paradox said for drill." This view seems erroneous and dangerous separation of theory and practice—a militant labor movement must not divide theory from practice or vice versa.

The task of non-factional education is to impart to the student theoretical clarification and philosophic conviction, not as ends in themselves, but for intelligent labor action. The question, as it offers, but adds it to the particular versus action. It is only a matter of relative stress on each, not mechanical separation.

To the youth—the socially curious, the disillusioned, the class-conscious youth—non-factional labor education offers a scientific interpretation of our socialills, presents a revolutionary conception of life, and inspires a desire to educate, organize, and fight, along with radical working-class groups, against a system which is officially individualistic and consequently officially anti-social. A hundred years ago a working-class thinker saw the importance of labor education when he said, "It would be better for a man to be deprived of education than to have his education from their masters, for education in that sense is no better than the training of the cattle which are broken to the yoke."

Commonwealth College adheres functionally to the view of non-factional labor education as expressed above, and is sending a growing number of its students into radical working-class activities which aim at the immediate betterment of the workers and the ultimate reconstruction of American society.

An evaluation of the objective labor situation in America today indicates a growing need for non-factional labor schools.
Spring is actually here, and Commonwealth's bird population is large and active. Some of the birds are transients, remaining here for a few hours or days, then flying on to the North. Others are busy at nest building.

Silent, leafless branches swing from empty nest sites. Bluebirds are here and will be here all summer, nesting in bird boxes, crannies, holes in trees. Chewinks, or towhees, black and brown and white, scratch among the leaves. The mocking bird and his mate are busy at their nest, but soon we'll hear him day and night doing his amazing imitations. Included on his repertoire is a realistic impersonation of a small chicken in distress, and now-a-days he will upon occasion imitate squeaking brakes. His art is universal.

The tufted titmouse, with a black forehead, is making a minute examination of the campus trees, swinging from twigs, getting himself into the most peculiar positions. The phoebe, nervous and twitching, is looking for insects. The nuthatch works head downward upon the trunks of pines, sending down a shower of back. The brown-headed nuthatch stays with us all summer.

Chuck-will's-widow will begin his enigmatic night song in a few weeks now, and will continue until late in June, perhaps. He is a bird you seldom see, for he sleeps in the day perched lengthwise on a limb, and he is just the color of the limb. In the late spring he sings with peculiar energy.

The cuckoo's song will soon be heard again, but he too is seldom seen. Wrens will come later. They nest upon Commonwealth porches. Swallows fly down chimneys in the summer time and get themselves imprisoned in cold stores. Released from the stove they cannot distinguish between a window pane and an open door, and after trying the former in vain several times can hardly be induced to fly out the door.

Hoot owls and screech owls are the goblins and baneshees of the summer woods. They will be heard about a month from now. Oven-birds are building their little oven-nests among the leaves and pine needles.

There is a great demand for nest building material on this campus right now. A cotton-stuffed pillow was left hanging on a line behind one of the cottages. The birds found a rent in it and began to pull cotton out. However they could not share their discovery quietly but fell to fighting over it. The owner of these may be heard by the racket and when he investigated he found bits of cotton and bird feathers drifting in the breeze. He restored the peace by taking the pillow inside.

A flock of quail could be seen almost any day last winter upon the campus. These birds are very numerous in this section, where they are little hunted, and are almost as tame as chickens. The flock has probably broken up by this time in order to nest.

Woodpeckers are perhaps the most numerous birds in these hills. The hairy woodpecker, the downy woodpecker, the Texan woodpecker, the sapsucker, (which does not suck sap) the flicker—all these may be seen at any time. But the pileated woodpecker gets the most attention. He is a huge fellow, almost as large as a crow, and has a scarlet crest. A pair of these birds has a nest just off the campus. They have become quite tame.

The red-headed woodpecker is a ruf-fian. He eats the eggs and the young of other species. The blue-jay is equally picturesque and equally bad. When a blue-jay screams on the campus, hundreds of smaller birds leave the ground to get out of sight in the trees.

But the English sparrow is of all birds the most hated. Because he is so noisy and dirty and generally objectionable he chases most other birds out of the bird-houses that stand here and there on high poles. Evidently he does this by moving in with them and behaving so badly that they are glad to move out and let him have the place.

Chicken-hawks are rare in these parts, but the smaller blue-hawk preys upon young chickens. Farmers of this region will not keep white chickens, believing that white chickens are more easily seen by the hawks. The crow, most intelligent of all birds, enjoys young friers, or sub-friers. He likes them just at the age when their mother has weaned them.

Last summer a pair of white herons might sometimes be seen down on the creek. To come down upon these huge birds was an experience to be remembered and often recounted—like surprising a wood nymph or catching sight of Pan. You stopped breathing for a little while as they rowed themselves out of sight on their white wings.

Two weeks ago, upon a warm day, the first squadron of wild geese flew over, in perfect V formation. Commoners hailed them as a sure sign of spring. But even geese can be mistaken. The weather turned suddenly cold, and this squadron, or a similar one, reappeared, in ranged, uncertain formation, changing leaders every few minutes, honking and complaining. They flew west a ways, turned and flew east, finally disappeared in the clouds.

They were plainly out of sorts. They had had complete confidence in one old gander. He had promised them warm weather, but he had erred. He was too optimistic. The cold came. He was discredited. Other ganders took command in the crisis. Confusion reigned. The mountains offered no lakes for resting.

But by this time, surely, their affairs have been adjusted. Warm weather is back again. Perhaps the old gander has regained his leadership, or perhaps he is dead, a has-been, a Hoover—all because the weather changed.

Commonwealth College Fortnightly
There is an unexplored hinterland, as opposed to a few metropolitan centers, which continues to remain untouched by the labor movement. Regional labor schools must penetrate into these states of ideological wilderness. We must help create a movement in the class-room as well as in the class-struggle. Coinciding with increasing confusion and chaos in the capitalist system, there are developing working-class organizations and a working-class philosophy which will give us direction out of the present decadent order. The working-class youth must become conscious of itself as a social force and learn to control events for its own class interests and ultimately for humanity.

**SCHOOL MOVIE**

H. Lee Jones will take the picture to Ohio during the spring quarter and will show it before audiences of workers and others interested in the labor movement. Those wishing to see the picture should write to the school immediately so that arrangements can be made.

If the college were an ordinary institution, the expense of the picture would have been prohibitive. The cost of photographer, film, labor and camera would have been more than twelve hundred dollars. But because Lee knows photography and was able to borrow a camera from the Huber Art Company, he made the pictures at a cash cost of only fifty-two dollars. A Commonwealth dollar is very elastic.

The picture does not show the student-built scaffolding, faculty made stage scenery, and the group cooperation that made it possible, but it makes Commonwealth live for twenty minutes on the screen.

**THANKS FRIENDS**

Upton Sinclair, responding to an appeal in the last issue of the Fortnightly, sends copies of his, "Masses and Mainstream," and others by Mr. Sinclair, to being used in class literature.


Hugh Gore has donated an enormous encyclopedia of engineering.

Other books have been received from Mr. Ada Sanford and Mrs. M. Schuah.

**MISCELLANEOUS**

Phonograph Records ......... Joseph Roth

Farmers National Committee for Action Mrs. W. A. Wilber

MAGAZINES

Justice and Mrs. Louis D. Brandeis

O. W. Gust

CANH

Rebecca Shapero $10.00

Rebecca G. Small $2.00

James L. Bryer $15.00

**Association Ponders Various Matters**

*Editor's note: The Commonwealth College Association must deal with problems unlike those of any other school. Thus the minutes of this body are unique. The following are extracts from the minutes of the February meeting. They were written by O. Hitchenrauch, student, who is secretary of the Association.*

Present were Mabel and Clay Folks, Lucien Koch, David Englestein, Bill Cunningham, Mildred Price, Flora Watson and O. Hitchenrauch.

The minutes of the last meeting were read and approved. Clay moved and David seconded that the reading of the Executive Committee minutes be dispensed with. The motion was carried and it later developed that the board minutes were not present.

The report of officers:

Russ Rattel, industrial manager. A cow was lost in death. The Dodge coupe was frozen, and a wagon axle broken. The wood crew was busy. The Castle had been remodeled. The recent Blizzard froze the water system and many of the potatoes.

Steve, engineer, led a spirited discussion on the colony vs. the continuous housing schemes for poultry. Clay established the point that elbow room was enough for chickens. Steve added that the gasoline kitchen stove would be ready for next quarter.

Mabel, housing manager: "We had no room for guests if we had had guests."

Clay, wood crew, suggested a survey of the college timber resources.

Under new business Alois made his report on the gardening and campus-beautiful projects. He stated that he would soon start pruning and planting new trees in the peach orchard. A Mr. Slotte of Hatfield will donate dewberry plants if we will call for them. Also included in Alois's gardening report, attached hereto marked A, was a hope that the college have hogs. Russ favored keeping the hogs at the barn in the valley, as the slop could be taken over when the stockman went to milk. This led to a discussion on the location of the new barn, with no decision arrived at.

Russ bemoaned the fact that students did not report for work on wet or cold days.

After a discussion of the payment of taxes on the farm occupied by Pike, the meeting adjourned.

Respectfully submitted,

O. Hitchenrauch, Secretary.

**Books We Need**

**RUSSIAN HISTORY**

Economic History of Russia (2 vols.) - James Mavor

Our Revolution - Leon Trotsky

Russia and its Crisis - Milhukov

Russia, Today and Tomorrow - A. Kerensky

The Catastrophe - Kautsky

Modern History of Russia - Komillov

From Marx to Lenin - Grahalll

Peter the Great - Pares

Reaction and Revolution - Pares

History of Russian Revolution (vol. 1, 2, 3) - Trotsky

**AMERICAN HISTORY**

Meet General Grant - Woodruff

Lincoln the Maker - Mastro

Essays on the Civil War and Reconstruction - Mencken

Reconstruction in Mississippi - J. W. Garner

Any of Wm. Dods's works.

**HISTORICAL MATERIALISM**

Historical Materialism - Bukharin

Power and Philosophy - Marx

Critique of Political Economy - Marx

Foundations of Christianity - Engels

Rise and Fall of the Second International - Engels

Lent Conditions of the Working Classes in England in 1844 - Engels

Social History of Germany - Franz Mehring