ENROLLMENT LARGEST IN SCHOOL'S HISTORY

Lectures Given On Labor Party and Orientation To College Life

THE SUMMER SESSION at Commonwealth opened July 1 with a record-breaking student body of fifty-seven, thirty of whom are men and twenty-seven are women.

The program for the first week of the session included lectures on the organization and activities of Commonwealth, a series of talks by the first visiting lecturer, three pre-class discussion groups which the student body attended in sections, and the interviewing of students by faculty committees to assist them in their choice of courses.

Lucien Koch, director, delivered talks on "The Plight of the Sharecropper," "Commonwealth and Its Neighbors," and "The History and Organization of Commonwealth." David Englestein, who is lecturing at the school for the first two weeks of the quarter, gave three of his series of five talks on "The Problems of the Labor Party."

Discussion groups on the labor spy system, the significance of the supreme court decision on the N.R.A., and the future of the agricultural movement in the United States, were led by Marvin Sanford, Gabriel Kent and Carl Parker. Marvin Sanford, librarian, also spent one period familiarizing the new students with the library.

Registration for courses took place July 1 and regular classes began July 5. The Labor Orientation class has the largest enrollment, this course being required of all new students. Other courses offered during the summer session are: Public Speaking, Principles of Marxism, Political Economy, Farm Organization and Problems, Creative Writing, Journalism, Labor History and Problems, Typing, and Drawing. Composition and Poster Design. Instruction in the preparation of leaflets will be given in five sessions during the summer by Carl Parker.

Projects in the two writing courses...
Commonwealth Courses

American Labor History

MARVIN SANFORD, INSTRUCTOR

Specifically, the course in American Labor History deals with the rise and development of the Knights of Labor and the American Federation of Labor, after briefly glancing over the European background of American society, the institutions of slavery and "free" labor in the colonies, the role of the workers in the American revolution, post-revolutionary American life, the Civil War, the industrial development and rise of labor struggles following the war, the depression period preceding the era of stimulation and revival which gave rise to the Federation and the Knights.

The beginnings of political socialism are dealt with, the social forces that went to make up the twentieth century socialist party and the institutions of slavery and colonizers, the socialist labor party, the rise of labor movements and attempts at independent political action come within the scope of this course, as do studies of labor's part in the war, labor and the New Deal, labor and fascism. Industrial unionism, dual unionism, co-operation, class collaboration, etc., are problems within the course.

Supplementary subjects include the development of a single industry (as silk) its genesis, growth, attempts to organize it, various types of union attempting, etc. As specificity of Patterson, Detroit, Milwaukee may be similarly traced; its economic growth, rise of labor movement, political experience of the workers. A single state (Louisiana, Washington, North Dakota) may be similarly traced.

In studying contemporary organizations, no effort is made to "convert" or convince the student of the correctness of any one faction. The object is to present sympathetically the "angle of vision" of all groups and make all possible information concerning each program available to the student.

Those who know to what depths our movement fell in 1873-80, who know the tragedies and heartaches of the Utica epoch, who know what socialism amounted to in the United States around the turn of the century, who know its groupings and strivings, the unlearnedness which it stubbornly regarded as knowledge, and its numerical weakness, will find that in instituting comparison between what exists today (organizational strength, discipline, ideology) and what existed then, they have really established a contrast.

What the next few years will bring depends upon our work and effort, and its keeping pace with the decay of the system whose exit from the stage of the world's history we are striving to accelerate. The past has much to teach us; there are many experiences whose success or failure throw light on the course for this generation to pursue; there are many roads which have been travelled which may we avoid retracing; if we know the lessons of the past. And the trends of the post-war period, the depression, have introduced new problems which require as much study and analysis as we are able to bring to bear upon them.

Also new groupings have sprung into existence; a continuous change of alignment in left forces takes place. In the course we study each Left political grouping in American politics; origins, nationalistic backgrounds, causes of birth, tendencies, international affiliations, etc.; the things that differentiate the various groups; the things that separate and the things that may unite them. We study the attempts in America at formulating a special "national grown" brand of radicalism free from foreign entanglements and the shows that await this course; we strive earnestly for that unifying ground which may unite freedom's forces before the rise of fascism makes it too late.

At the last regular meeting of the Commonwealth College Association, Al Lehman was elected to the Executive Committee of the college during Bob Reed's absence. Bob was given a leave of absence for six months so he may do work in the state.

Society Notes

For what seems a long time now, two small children have been romping around the campus beating each other up, getting into trouble, oil cans, fighting over each other's graham cracker.

One of these children was called "Cricky" because the other couldn't say Christopher. The other is known as just plain "Red" or "Sandy," because his hair reminds one of an Arkansas sunset. These two Commonwealth off-springs were inseparable, a constant nuisance, and a permanent source of debate as to whether Cricky was being brought up right and whether Sandy is really having the proper nourishment.

Cricky looked somewhat like a Max Baer as he tore across the campus with his lower lip extended just a trifle. Sandy is the direct antithesis, the marks of his awkwardness being conspicuously on the front of his middle.

Sandy is still seen romping around the campus, but today he is all alone. He still inhabits the same rain barrel, mud hole, et al., but they haven't the same attraction for him that they had heretofore. The reason is that Cricky is through with labor education in the Ozarks, and he has gone to St. Louis to live. Sandy says, "Cricky ah gone," and there "Red" or "Sandy," because his hair reminds one of an Arkansas sunset. These two Commonwealth off-springs were inseparable, a constant nuisance, and a permanent source of debate as to whether Cricky was being brought up right and whether Sandy is really having the proper nourishment.

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profiting from the gap in the Commonwealth forces. And we are learning to get along without her.

"Where ya from?" "Didja hitch-hike?" "Howdja hear about Commonwealth?" These are the bombardment of questions the new students come up against before they are on the campus an hour.

It's a shy tenderfoot who walks into the Commons with a new pair of work shoes and brand new overalls on. He tries to wear them with a nonchalant air—and he thinks that the whole Commons is looking at him. Almost like the first pair of long pants.

At 5:30 the new pair of shoes have seen the first of Arkansas clod—and you can also observe where they have been put into avoidable mud holes to take away that extra-new shine. The overalls have a tear here and there from going through a barbed wire fence or catching on a crossing saw. The girls' faces are ruddy red from the sun and their hands are blistered from the hoes.

On the other hand, Commonwealth has its old-timers—those who have been here for a quarter or longer. The second quarter veteran walks in to breakfast at the beginning of a new quarter with an air of years and years of experience. He directs the initiate to the breakfast line, shows him to the library, wants to make the first speech in class, and down on the farm his advice is free and abundant. So it goes, until after the third day, when the tenderfoot knows the ropes and is considered an old-timer too.

RAYMOND KOCH
ORGANIZING YOUTH

Raymond Koch, instructor of American Labor Problems, left at the beginning of the quarter to start work as organizer for Pioneer Youth of America. He will spend eight weeks during the summer working with the youth in the small mining towns of West Virginia.

Ray will organize two groups of Youth Clubs: one of children ranging from eight to fifteen years of age, and another of those from twelve to eighteen years. The purpose of the clubs will be to serve not only as centres of recreation, but also as bases for workers' education.

This is Ray's second summer with Pioneer Youth. After his work there, he intends to spend a week in New York City before returning to Commonwealth.

Students' Experiences

EDITOR'S NOTE: Frances Cole, who contributes the fourth article to this series, is a Commonwealth student on significant phases of their lives, an office worker from New York City.

The East Side
BY FRANCES COLE

WHEN I WENT TO COLLEGE there were many out of town students, and occasionally they would talk of going back to the old home. And whenever they did, I always had an immediate appointment elsewhere. Because while they were invoking images of old country houses, or rambling cottages, what I had was a too vivid memory of the four undersized rooms that made up the typical apartment of New York's lower east side in which I spent the first eighteen years of my life. They were on the third floor of a five-story tenement that was the counterpart of any one of hundreds of other tenements in the section. Our apartment was at the front of the house and had two windows facing the street, thereby making it an ideal apartment in spite of the fact that there was no bathroom, that the toilet was in the hall, that our heating or cooking facilities consisted of a coal stove, and that the only time we had any hot water was in the summer when the sun heated the cold water pipes. The other two windows in the apartment faced an airshaft four feet wide and six feet long which was used as an unofficial garbage dump by the whole house and the official home of some dozen cats or dogs, and occasionally a corpse.

It was absolutely impossible to open the windows for more than long enough to throw out a spare piece of garbage or yell at some cat whose screeching was keeping us all to bed at night. It did not matter much in the winter because then we got all the air we needed through the cracks in the building. Nobody opened windows then; the heat that we got from the stove on the occasions when there was coal or wood to burn never warmed the place for more than a radius of two feet around the fire. We wore all our warm clothes in the house and piled them up on us when we went to bed. We only ventured out of doors when it was absolutely necessary, and managed somehow to keep going until the spring.

But in the summer we rarely stayed indoors, because the heat was unbearable. It was impossible to open the back windows and let the hot air escape into the hot narrow street didn't do much to cool the place. We spent most of our spare time on the street either sitting on chairs that we brought down, or on the stoop if we were lucky enough to get some space. It wasn't any cooler there than upstairs, but the presence of so many other suffering people made our lot easier. Sometimes the janitors put the garbage cans away during the day, but more often the cans stood on the sidewalk where the flies swarmed over them and the cats fought for the delicate morsels of week-old meat. At about 11 or 12 at night people began wearily dragging themselves upstairs to sleep; some to take their mattresses to the roof where they slept with the odor of hot tar enveloping them, others to sleep on their fire escapes. On a very hot night many sat on the street or by the docks all night long.

Keeping clean was a problem. Very few of the houses had baths, fewer had hot water. Sometimes we heated water and took a pseudo bath in the washbowl or sink, sometimes we used the public baths. When we had water, we were kind enough to open for us, and went swimming off the docks of East river. This last was more exciting than cleansing, for the water was dirty and covered with a sheath of oil, and there were all kinds of things floating in it. There were old mattresses and springs which entangled our feet; huge logs that the current whirled swiftly down upon us or carried sudenly out to render a dock, bodies of drowned cats or dogs, and occasionally a corpse. It was bad, but no worse than our playgrounds. These were the hallways and cellars in the winter and the gutters in summer. The cellars were filthy and rat infested and the gutters filled with cars and autos; but we had no other places, and in spite of the fact that there were many accidents and deaths we continued to chase balls between autos and hitch on the back of street cars.

The average tenement has six stories and five families on each, with about four children per family. And every member of the family was capable of making plenty of noise. The women chopped meat or fish and gossiped in the halls or through the windows, the children raced madly up and down the stairs yelling and shrieking, the older men and boys played ball or cards, arguing loudly. In the summer the ice cream men and milk men and newspaper men for customers, and in the winter he was replaced by the coal man. All during the year there were peddlers and junk-
Instructor's Collection Improves Library

The Commonwealth Library is in the process of receiving about five thousand newspapers, pamphlets, correspondence and other documents of historical significance from the collection of Marvin Sanford, Commonwealth instructor. Marvin has been collecting this material, from which histories of the labor movement are compiled, for years. He has assembled more than ten thousand valuable pieces, but is lending the Commonwealth College library only the best half of the collection because of the expense involved in providing cases and catalogue cards.

Examples of material to be found in the Marvin Sanford Loan Collection are: early unofficial organs of the First International on American soil; the early utopian publications; the publications of the Knights of Labor; hundreds of pre-war Socialist papers, such as copies of the New York Call, Chicago Daily Socialist, Milwaukee Leader, etc.; files of northwestern Labor papers complete from 1900 for several years; newspaper accounts of proceedings of the Communist Party and Communist Labor Party conventions of 1919; accounts of the 1905 revolution in Russia and the 1917 revolution in Russia; newspaper clippings (forming one of the largest of such collections in existence) of the Moyer-Haywood-Pettibone trial of 1907.

This collection will be useful not only to the students in American labor history, but to anyone interested in studying the original sources.

BOOKS WE NEED

Socialist Labor Party: Daniel DeLeon
DeLeon: Two Pages From Roman History
Chang: The Marxian Theory of the State
Vanderwelde: Socialism vs. the State
Wallin: The Socialists and the War
Kautsky: The Dictatorship of the Proletariat
Engels: Origin of the Family
McMaster: The Acquisition of Political, Social, and Industrial Rights of Man in America
Simons: Social Forces in American History
Binlin: History of the American Working Class
Adamic: Dynamite
Symes: Rebel America

Commonwealth staff to join her husband in St. Louis.

Of the sports, ball and swimming are the favorite activities. On Sunday af

fternoons the neighbors come over for a game of volley ball or soft ball. The two swimming pools have occupants at all hours of the day and night. Moonlight bathing is quite popular this quarter.

The industrial work, which sometimes has its athletic aspects but is not usually classified under the heading of recreation, is the economic base of Commonwealth life. Most of the new students have been assigned their work for the quarter. Community labor has been distributed through the different departments without the special concentration points which were necessary last quarter because of the housing and farm programs. The farm, however, is still receiving all available time since it is producing more of the college's food supply than ever before.

ENROLLMENT FROM PAGE 1

being taught by Pauline Schindler are the wall newspaper, the Campus Fluff, which is the organ of the journalism students, and Revolt, the Creative Writing class's typewritten magazine. Revolt contains contributions not only from the members of the writing class but from all other persons interested in writing on the campus. The students and instructor of the art class will contribute the cartoons, illustrations and cover. The one copy of the magazine is placed in the library, and is one of the most popular publications on display there.

EXPERIENCES FROM PAGE 3

men continually coming by. There was never any cessation of noise. If there was a few hours' silence in the middle of the night, it was broken by the sounds of the elevated train two blocks south or the foghorns on the river five blocks east.

We never had any quiet or peace, either externally or internally. We were all poor and we all worried. There were exceptions to this rule, because as soon as one lifted himself out of the class of the really poor that lived here, he moved to a better section of the city. That was the aim and hope of every family there, to become prosperous enough to move away. And we all confidently expected to do it some day. There was no doubt in our minds that we could, that it was up to us to manage it. Those who never did, attributed it to bad luck. We never waited at our existence so much as we did at fate for condemning us to it. We hated our bosses and landlords, but envied them and hoped some day to be like them. It never dawned on us that they had anything to do with our conditions, except in that they did not want to paint the apartments or refused to fix the plumbing. We accepted all our surroundings as God-made and never stopped to wonder what part man played in creating them.

At the time I moved away, I was extremely glad to get out of the poverty and squalor, and wanted to forget it completely. But in the past few years I've been studying, both in New York and at Commonwealth, and not quite the same things I learned at college. Because whereas while I was there I was ashamed of my background, and felt that it showed a lack of ability in my family, I realize now that they as individuals had nothing to do with it. Their only fault lay in accepting conditions as they were, and not doing something to change them—not only for themselves, but for the other thousands in the same plight.

And I have decided that instead of forgetting my ancestral home, I shall remember it. Instead of avoiding telling people about it, I shall tell them so that perhaps all of us together will do something to change it.

DEPT. HEADS FROM PAGE 1

The entertainment committee wishing to announce the marriage as a surprise to the community, kept the purpose of the celebration a secret until the party was actually under way.

The most outstanding aspect of the evening, however, was the fact that the bride and groom did not return to the college on Saturday as expected, and the disappointed entertainment committee had to go forward with proceedings without the guests of honor.

WHAT IS COMMONWEALTH COLLEGE?

Commonwealth College is a non-traditional labor school which has as its function the training of young men and women for active service in some militant organization in the labor movement.

Its courses, which include economics, history, labor problems, proletarian literature, creative writing, public speaking, journalism, philosophy, etc., are taught from a point of view partisan to the working class. Most of the food consumed at the college is grown on the college farm. The school has its own laundry, canning, print shop, etc. All work is done communally by members of the group. The school pays no salaries or wages. Teachers receive only their maintainance.

Students pay $44 tuition per quarterly term (three months) and receive their board and room in exchange for 26 hours work per week during fall, winter and spring terms, and 15 hours per week during the summer term, on the college farm, in the college office, library, etc.

Commonwealth is located near Memm, Arkansas in the Ouachita Mountains, the southernmost range of the Ozarks.