THIRTEEN COURSES FOR FALL QUARTER
Faculty Numbers Ten
With John Barnett
As Chairman

COMMONWEALTH opened its fall quarter September 30 with a curriculum offering thirteen courses, under the direction of faculty chairman John Barnett. One subject new to Commonwealth, a course in fact-finding methods, is being offered, and emphasis is being given to the problems of the farmers' movement by increasing classes devoted to that subject.

The faculty now numbers ten, an average of one teacher for every five students.

The class time of the first four days of the term is being taken by lectures, discussions and symposiums on current events and topics connected with the labor movement. The regular classes thereafter will occupy fifty-minute periods between 7:30 and noon. The normal student load is three classes, including the required Labor Orientation course.

Elmer Hamm and John Herrmann could not be released from their organizational work and were forced to cancel their fall quarter engagement.

A detailed list of courses appears elsewhere in this issue of the FORTNIGHTLY.

FORTNIGHTLY TO ISSUE LITERARY SPECIAL
Former Students
And Teachers Invited
To Contribute

As part of its plan for the literary supplement to the FORTNIGHTLY, the committee in charge announces that a generous portion of the publication will consist of articles from the field detailing various campaigns and conditions in the labor movement. One field for reports will be the organizations in the farmers' movement and their programs and development.

Former students and teachers, as well

COMMONWEALTH CANNERY REPORTS
Through
Elvira
Antijunti

COMMONWEALTH's cannery has been running very spasmodically during the summer of 1935; not at all like a well-behaved or efficient institution, but more like one of those beginners' experiments in social ownership and control. The main difficulty has been in obtaining the raw materials required for mass production. This social experiment did not have the benefit of social ownership of the financial institutions and so had to buy with an eye to scrupulous economy. The outcome was that the raw materials bought were not first...

THE WINDSOR QUARTERLY
IS OFF THE PRESS
Final Number Contains Complete Index to All Previous Issues

For the first time in its history, the Windsor Quarterly will publish a complete index.

The index will appear in the Fall issue and it will cover the Hartland Four Corners, Vermont, issues (Vol. I, No. 1 to Vol. II, No. 1, inclusive) and the remaining ones published from Mena, Arkansas. Copies of Nos. 2, 3 and 4 of Vol. II, and of Vol. III, No. 1, are available at the college.

Back numbers of the earlier issues are rare and Volume I, Number 1, of which only two hundred and fifty were printed, is unobtainable.

CLASSIFICATION OF FALL COURSES
Labor Drama
Presented As
Extra-Curricular

LISTED below, under four main classifications, are the courses and teachers for the Commonwealth fall quarter:


MENA CITIZENS
STUDY ECONOMICS

STUDY ECONOMICS
Present Series
Of Public Lectures
In Janssen Park

Signalizing the completion of its first 12-week course, the Mena economics class presented a series of public lectures on topics of general interest. Talks were given on Sunday afternoons during September in the town's Janssen Park.

The subjects and speakers were: Ethiopia and War Danger, by Elvira Gonzalez; War and Fascism, by Arley Woodrow; Workers and Farmers in the USSR, by John Barnett; and Soviet China Today, by Arthur Skreberg.
Commonwealth Courses

Imperialism and Fascism
HENRY BLACK, INSTRUCTOR

It is quite generally recognized that the menace of Fascism is the greatest danger confronting the American people today. But if we are to resist Fascism intelligently, if we are to defeat it, we must have a thorough understanding of it.

This course begins with a survey of the roots of Fascism, the decay of capitalist society all over the world. We find that the present depression, now in its seventh year, is but the climax of a much deeper and more widespread crisis that began, in Europe, as early as 1912 or 1914.

But study and discussion are not confined to economic fields; there is always a close relationship between the prevailing economic system and social activities such as education, political life, amusements, literature and religion; all these fields display many symptoms of the weakening of existing society.

Having acquired this preliminary material the class proceeds to work out the definition of Fascism. This is a larger task than might at first be thought. For example, the Fascist regimes in Italy, Germany and Austria each have their own peculiarities; what are their common characteristics? Or again, how much truth is there in the oft-made assertions that the illegal activities of vigilantes in California, Oregon, Illinois and other places are samples of American Fascism? Or is there any basis for the charge that the New Deal is "essentially Fascist"?

But a definition of Fascism is only a beginning. If we are to combat it we must know what the program of the Fascists is. Both their slogans and promises, and their actual behavior when in power. The relationship of various classes and social groups, workers, capitalists, professional people, small business men, army men, etc., is thoroughly examined. Fascism has now existed in Italy for more than a decade and in Germany and Austria for nearly three years, and there are what might be called "semi-Fascist" governments in Hungary, Japan and some of the Balkan countries, so there is a considerable body of actual experience available.

Though much time is devoted to events and trends in Europe, the chief emphasis is naturally on the United States. The evolution and trend of the New Deal is carefully studied, and the various openly Fascist bodies such as the Silver Shirts and the Order of 76, their programs and potentialities are examined. Other organizations, like the Technocrats, the Utopians, and the groups around Upton Sinclair and Father Coughlin are examined for Fascist tendencies.

Then comes the problem of how to combat Fascism. What shall we do to resist it? The tactics and activities of the radical parties are thoroughly discussed. The problem of winning over the trade unions, the liberals, the religious groups and others come in for critical discussion.

The course deals not so much with facts and theories that are new to the students as with the evaluation and synthesizing of material that is more or less widely known. Naturally, therefore, there is often sharp disagreement and vigorous discussion of the significance or importance of particular personalities or trends.

Fascism occupies roughly the first two months of the quarter. The last three or four weeks are devoted to a discussion of social revolution. At first glance it might seem odd to link these two topics in one course, but there is much reason for believing that Fascism is one of the last stages of capitalist society, so a discussion of revolution naturally follows. What is a social revolution? When does it arise and what does it involve? What are the problems it brings? Can we say anything about the new society coming up during and after the revolution? These are the principal questions discussed. These questions are examined, not merely from the theoretical side, but in the light of what actually happened in the great revolutions of the past.

WORKERS' SCHOOL
Chicago Labor College, 20 West Jackson Blvd., opens its fall term October 1. It is sponsored by fifty trade unions.

Society Notes

What will your well-dressed labor leader be wearing this fall and winter, and even after that?

If the L.L. is an average of the student body of the 1935 summer session of our wooded, Ouachita'd, labor college, it is twenty-five years old, Half-Man-Half-Woman, bourgeois-college-educated to the extent of a year, and comes from all over the country. It will wear an apron over its street clothes, muddy work shoes, and a huge white collar.

Statistics show.

The members of the group that attended Commonwealth during the summer term will no doubt be surprised to learn that they have been painlessly "broken down" to furnish occupation, geographic and education summaries. The 24 male and 24 female students, representing the average attendance, were just so much fodder for the cold, cold analysis.

Occupations were roughly categorized, in more or less Marxian fashion, thus: pharmacists, machinists, teachers; miners, office-workers, housewives, stock clerks; farmers; students. The 6 students being out of the running as creators of surplus value, the laboring groups were apportioned crews sized thusly: skilled, 9; semiskilled, 19; unskilled, 9; farmers, 3.

The bunch who paid their forty bucks ($50 to you, hereafter) also brought with them 617 years of schooling B. C. (Get it?) Did they have to finish the first year in college to get smart and come to Commonwealth? We'll see.

Of course these summer groups differ from those of the other three quarters because they contain more women, students, vacationers, and less farmers and workers. This particular summer shows that tendency growing. We had to rub our eyes and count the teachers again before we decided that it was some of the class lines that were growing hazy.

Anyway, there were more college grads on the list than there were college grad jobs. And 35 of the 43 are affiliated with major working-class groups.

Will some unemployed correlator step forward to do some rather lively correlating?

* * *

It must be nice and quiet here at Commonwealth during the between-quarters rest period. Boring? Only about fifteen people here.

Follow that executive secretary! We teach you how—to kill time.

She lays around in bed, to begin with, till six in the morning. She almost has her breakfast in bed, but just misses it by a couple of blocks walk through the nice cool wet grass. Then over to the
office for a smoke while she dawdled over writing a couple of dozen letters. Why not? The mailman won't collect them till nine. And to make it less monotonous she can hold court with various persons who call to pay their respects and gossip some, and maybe make her feel comfortable by patronizing her with purchase of a stamp. But after a while she is forced to lie out in the dormitories, and to make it look right she sorts scrubs out a couple of apartments. Kinda cleans up.

But lunch breaks the day in a way, and it doesn't seem to drag after that. The person under observation finds herself in a dilemma in the afternoon. She's going to get her lap wet either way. She can sit around the cannery and peel a ton of pears or go down to the farm, in the kitchen, library, office. There's nobody here. It's dead. What if you can start making her feel comfortable by washing machine. Don't you love to play with the suds? Of course if she wants to do something she can go back to the office and balance the books anytime. Any old time.

Now its supper, though, and another day whiled away. After supper, to keep from going home and having to go to bed early, she can fold a few thousand Fortnightlies for the mail, or in desperation for amusement, she may go far away as the neighbors began to pick their pears. It seems that fall is the time of year when Arkansawyers move from one place to another or go to Oklahoma or Texas for the cotton picking, and the crops must be harvested then or their work goes for naught. As a result the cannery was deluged with pears, almost more than could be conveniently taken care of with the few hands available.

The ever-recurring string bean began to put in its appearance from the college farm, the labor of Charley Brown and the fall rains combining in the conspiracy to swamp the cannery. All hands turned out—storekeeper Mable, Marvin of the library staff, Frank of the housing department, Willi and Joe of the kitchen, and Ray Koch, unofficial delegate from Pioneer Youth of America; even Ralph督察 and assistants, thumbing for rides back to town. Provident kulacks, horrified, step on the gas, make fitful speed—spurts, trying to escape from it all.

If the spectres would only keep out of sight,
But they stand like Asian mendicants bandishing sores,
The Terror of the Times
Upon American countenances.
O for a pestilence,
A war,
A destructive miracle of God
To expunge the mockery stiling Milo
Reno in the face!

Though unAmerican it might seem,
That fascism idea
Should civilization let itself be overwhelmed by the mere numbers of Want?
If you could only leave the road at 60 miles per hour,
Take out across a field,
Disappear into the woods,
Double back upon time,
And somehow escape into the ox-cart limbo with a V-8!

Published twice a month at Mena, Arkansas by Commonwealth College. Subscription one dollar a year. Postmaster send to second class, under Act of August 24, 1912. Editors, particularly of labor and farmer papers, are welcome to make the use of material appearing in these columns. A line crediting the Commonwealth College Fortnightly will be appreciated.
BOOKS WE NEED

The library is constantly in need of new books. Particularly needed at this time are the following:

Robert Briffault: The Mothers.
Josephine Herbst: The Executioner Waits.
John R. Commons: Legal Foundations of Capitalism.
Kenneth Burke: Permanence and Change.
Raymond G. Swing: Forerunners of American Fascism.
James Steele: Conveyors of Revolution.
Jonathan Leonid: Tools of Tomorrow.
Paul H. Douglas: Controlling Depressions.
Jerome Davis: Capitalism and Its Culture.
R. Brown: Fascism—Make or Break?

WHAT IS COMMONWEALTH COLLEGE?

Commonwealth College is a non-factional, united-front, national organization, Koch said, which has the endorsement of A. F. of L. unions. It should be built on a broad basis to defend the rights of American working-class youth. It is doing good work in organizing children to fight for their own demands.

He told of a Free Schoolbook demonstration in the state capital, Charleston, in which over 200 miners' children and their parents participated. A dramatic troupe, trained by New Theater League member Ben Golden from New Jersey, constructed plays and gave performances in a dozen mining camps. At least 500 children were drawn into club activity. About 100 spent a week at Pioneer Youth's West Virginia camp.

Ray intends to contact labor organizations in Arkansas as a first step towards launching Pioneer Youth Clubs in the state. He believes that working-class parents in this state will welcome Pioneer Youth with its trade union backing, weekly youth newspaper, and labor education and cultural activities.

MINNESOTA FARMER STUDENTS IN PROSPECT

Stella Mathews reports an encouraging interest in workers' education in the Minneapolis area. Many persons gave cash donations to the college, and a few prospective students were contacted.

From farther north in Minnesota, Carl Parker writes (as this goes to press) that he already has students "lined up" for the winter quarter and will secure others before he returns September 30.

Large photographs of the Jones mural may be obtained through the college at a cost of $2.50 each.

Three feet long by eight inches wide, the pictures reproduce all five panels of the mural in true relation and proportion.