Fall Quarter Opens on October 4; Apply Now

* Applications for enrollment for the fall quarter, opening October 4, should be made as early as possible.

The tuition fee for the term of 12 weeks is $50, with 20 hours of industrial work per week on the college grounds required in return for room, board, and laundry. Use the blank provided for your convenience on page three.

Tentative Classes for Fall Term Announced

Commonwealth College's fall quarter, the first session to be held under the reorganization plan, will open October 4.

A tentative list of classes and teachers for the 1937 fall quarter has been announced by the college administration. These include: Labor and the International Scene, by Winifred L. Chappell; Labor History, by Marvin Sanford; Labor Journalism, by Douglas Jacobs; Trade Union Methods, by Horace Bryan and Douglas Jacobs; Workers' Dramatics, by Lee Hays and Nell Carpenter.

In addition, plans are being made to give classes in Economics, Methods of Farm Organization, Problems of the Unemployed and Public Speaking. Teachers for these courses will be announced in the near future.

Commonwealth Needs a Printer

A printer is needed at Commonwealth before the next issue of the FORTNIGHTLY goes to press. Norman Law, who has been in charge of the print shop since a year ago last March, is leaving the college to work in Chicago. Norman, a member of the Typographical Union, has been responsible for many important improvements that have been made in the Commonwealth bulletin, and his departure is a serious loss.

There is an opportunity at Commonwealth for a young person who is genuinely interested in the labor movement to study and at the same time make a definite contribution to the work of the college.

Maintenance workers receive no salaries but work 36 hours a week in return for room, board, laundry, medical care, hospitalization, clothes and other necessary expenses. If you are interested in handling the printing at Commonwealth or know a person you wish to recommend, write to the college immediately.

Reorganization Plan Hailed Nationally

Commonwealth's reorganization plan, announced publicly by the college administration August 15, has met with a wide and favorable response within the last two weeks. Among the many writing, Roger Baldwin, director of the American Civil Liberties Union, says, in part, "It looks as if your reorganization was going forward with vigor and good sense."

C. A. Stanfield, Hot Springs attorney and a member of the college's advisory board, writes: "The reorganization plan has my hearty approval." A promise of full support has come from Lillian Gilfillan, secretary of the National Farmers-Labor Service Bureau, who writes: "If this office can be of service to Commonwealth College in any way, please call on us."

From among former Commonwealth students, one in West Virginia says: "The new program and line-up seem the most promising I have heard of to date." In the same vein, a minister in Ann Arbor, Mich., writes to say: "With the reorganization of Commonwealth College, I take occasion to write you a letter of commendation. We ought to be able to make some tangible expression of our interest in what you are doing."

The Progressive, published in Madison, Wisconsin, writes: "We are more than glad to cooperate with you." A rabbi in Uniontown, Pennsylvania, says: "I am very much interested in this announcement because I feel that it is very important for every minister today to be informed on labor."

NEW TEACHERS TO AUGMENT FALL STAFF

Douglas Jacobs, Guild Organizer, To Teach Labor Journalism

Douglas Jacobs, Newspaper Guild organizer, educator and journalist, has joined the faculty staff of Commonwealth College and will teach Labor Journalism during the 1937 fall quarter, which will open October 4.

J. Jacobs, People's Press editor in St. Louis

You Can Help Raise Scholarships

Fifty dollars will enable one young man or one young woman to spend twelve weeks at Commonwealth, to receive a thorough labor education and an intensive course of training in the methods of trade union organization, to go out into the field of southern labor much better equipped to organize southern workers in the struggle for a decent life.

The administration of Commonwealth College has a scholarship fund to enable young southern men and women unable to pay the tuition fee of $50 to attend the school for one session. You can help by contributing toward a scholarship. There is only a short time before the opening of the fall quarter on October 4 and contributions should be sent immediately.

Donald G. Kobler, Secretary
Commonwealth College
Mena, Arkansas

Dear Sir:

I enclose $__________ as a contribution toward the Commonwealth College Scholarship Fund for Southern Workers.

Name_____________________

Address___________________

City_____________________

(continued on page two)
A Labor Library

BY HENRY BACH

The student coming to Commonwealth will have the use of one of the best labor libraries in the country. Not only does the library furnish all textbooks and collateral reading material, but the collections on American labor history, trade union organization and problems, labor in politics, cooperation and related topics is unusually good. The 10,000 books and pamphlets are supplemented by files of 150 current periodicals and newspapers, including nearly all the more important trade union papers.

For the student interested in pursuing some special interest or line of study there are several special aids. An extensive clipping file covers most of the topics of current interest in the American labor movement. A special index, on cards, of ten or twelve trade union papers supplements the Readers Guide to Periodical Literature, The New York Times Index, and other printed indexes. The library staff frequently compiles reading lists or bibliographies, both for individuals and for classes or special groups.

The library is perhaps freer, more informal and open longer—about 18 hours a day—than any other library in the country. In addition to the material on the labor movement, a fair general collection for recreational reading is maintained.

Orientation

BY GLADYS NAHAMIN

Student from Boston

I have learned a great deal. Prior to my coming to Commonwealth I was under the impression that the entire labor movement was somewhat isolated and limited to the larger northern cities. However, from my experience and study at Commonwealth I have learned that the American labor movement is broad and active in almost every state of the union; that especially in the South, despite adverse and difficult conditions, sharecroppers—black and white—are organizing their ranks for the struggle for a better living.

Commonwealth has given me a more profound and basic understanding of the forces at work in the South and in the North, and a great desire to learn more in order to utilize and apply this knowledge in my day to day activities. To me the attainment of this one realization, the concretizing of feelings and ideas into an objective reality, means more than any amount of book knowledge.

This much Commonwealth has given me, and more. For the future, as a result of the reorganization plan, I feel it has even more to offer sincere students of the labor movement. I feel, too, that Commonwealth will forge ahead, preparing a vast number of labor leaders and will become an integral part of the trade union movement of the South and Southwest.

A Labor Education

BY WILLIAM CUNNINGHAM

Director, Okla. Federal Writers Project

Commonwealth College, a resident labor school, has always had certain advantages over the best labor night schools in this country. Granted, the night school, situated in an industrial center, can secure the services of excellent teachers, men who are in the midst of the current struggles. Granted, also, the worker-student has easy access to the school in his own city.

But at Commonwealth both the teachers and students can give the best part of the day to educational work. Classes are held in the morning, when energy is high and heads are clear. More important, however, is the 90 per cent labor atmosphere which is built up at the resident school. Labor classes in the morning, discussion during the afternoon at industrial tasks, forums, debates, reports in the evening. With every breath the student absorbs a labor philosophy. Whereas, in the night school, however excellent the class work, the student's head is full of the confusion of everyday life. An attitude built up during the class may be shattered in a home dominated by middle class ideas, or may be beaten down by daytime arguments of his own well-intentioned but confused fellow workers.

However, now that Commonwealth is fitting itself into the southern scene, it is not even a matter of choice between a resident school and a night school. Southern cities, with a few exceptions, do not afford any sort of labor education. For most southern or western students Commonwealth will open up a new and exciting world.

Whether they are interested in the immediate tasks of building labor unions in the South, or in the no less urgent necessity of understanding the economics, the politics and the culture of our troubled world, they will find in this physically isolated mountain school a closer contact with reality and with world affairs than any home-town or home-city institution can possibly give them.

Workers' Dramatics

BY LEE HAYS

For the fall quarter Commonwealth will have a full program of workers' dramatics. The program will be a part of the regular curriculum and will meet a need long felt in workers' education in the South. Emphasis will be placed upon the drama as a weapon for union organization.

A course in workers' dramatics will include a survey of professional plays of social content and of special interest to labor. The professional theater and the motion picture, as institutions influencing and molding opinion, will be studied.

An important part of the course will be the reading and study of the many labor plays which have been produced by workers' groups and published by labor schools and unions. The library is adding to its collection of such plays, and the students will find in them valuable information about the activities of unions over the country. Some of these plays will be produced by the students.

The program will include labor songs, mass chants and other theatricals.

Most important, students will write and produce their own plays out of their common experiences and ideas. They will learn how to use dramatics in attacking their own social, economic and organizational problems. These plays will be produced on the college stage and before workers' audiences in the Southwest.

ARKANSAN WILL LEAD LABOR DRAMATICS

Lee Hays, native of Little Rock, will join Commonwealth's faculty with the beginning of the fall quarter, October 4, to teach Workers' Dramatics and to supervise Commonwealth's drama groups.

Lee has been active in the New York Workers' Dramatics at Little Rock, has worked in the Religion and Labor Foundation under the direction of Wiliard Uphaus at New Haven, Connecticut, and is a member of the American Federation of Teachers.

He has been assistant to the drama director of Highlander Folk School and was a member of the Sharecropper Film Committee which produced "America's Disinherited." Lee brings with him to Commonwealth valuable experience and ability.
A Brief History Of Commonwealth

BY MARTIN SANFORD

FROM dilettante liberalism to progressivé laborism: this, in a single phrase, is the evolution of Commonwealth College.

The school was born in the period following the collapse of radical political and industrial movements after the World War. Four figures assumed the burden of creating Commonwealth: Kate and Frank O'Hare, writers and editors; William Edward Zeuch, educator; Covington Hall, southern labor organizer.

Dedication services in 1925 brought out three points that are uppermost in the minds of the founders.

1. A college education at a price that all can afford to pay.

2. The school was to be protected from the ravages of endowments and was founded on the theory of "self-maintenance as a guarantee of academic freedom."

3. It was emphasized that scientific experimentation was the only solution for social problems. Commonwealth was advanced as one of such experiments.

For several years the ruling ideas of the school held the then existing working class groups to be narrow, sectarian, isolated. Little encouragement was given students to active participation in the labor movement.

With the coming of the 1929 crisis, a new orientation appeared, much closer to labor, much closer to reality. Lucien Koch emerged as the leader of this tendency. And, with the opening of the sharecropper situation in eastern Arkansas, the tendency toward participation in the labor movement was definitely accelerated.

Suddenly America was made Commonwealth-conscious when a delegation of Commonmen to bloody Harlan were lashed and driven out of Kentucky. A textile organization campaign in Mississippi was supported, an appeal to help launch the tenant-farmer union in the terror belt quickly answered.

Commonwealth had accepted the principle of workers education and strove to become a labor school, with farm and practical field courses and extension work in most sections of the South. It believes that a new vitality of the need of labor support; the entrance into southern industry of the Committee for Industrial Organization and its growing economic and political strength; the renewed vigor which is becoming evident in certain sections of the American Federation of Labor and the increasing tendency towards unity in the ranks of all southern labor are all among the elements which make the South one of the most restless sections of the country today.

Commonwealth's Place in the Southern Labor Movement

BY DOUGLAS JACOBS
Editor, People's Press, St Louis

The recently announced reorganization plan for Commonwealth College, which will make the 14-year-old institution an integral part of the southern labor movement, draws sharp attention to some recent developments below the Mason-Dixon line.

There's a shakeup going on in the South and most discerning observers believe that it will shortly have a direct effect on most of the inhabitants of that section.

Not long ago there was no southern labor movement strong enough or interested enough to support a resident school devoted to training southern workers to cope with problems of special interest to them. Cooperatives and "socialist" colonies, folk and handicraft schools, although actually few in number, have played a prominent part in the southern educational scene ever since the Civil War.

Today, political and economic conditions in the South and Southwest make imperative an educational struggle on a wide front. And, although the results of the current shakeup are neither obvious nor complete, sufficient progressive forces have risen to the surface so that, with their support, the practical problems of conducting a southern labor school can now be faced with every probability of solution.

The widening split in the ranks of southern Democrats and the resulting realignment of the feudalistic "plantation interests" with those of the reactionary capitalism of the "new South"; the increasing power of liberal forces and their need of labor support; the entrance into southern industry of the Committee for Industrial Organization and its growing economic and political strength; the renewed vigor which is becoming evident in certain sections of the American Federation of Labor and the increasing tendency towards unity in the ranks of all southern labor are all among the elements which make the South one of the most restless sections of the country today.

 Paramount in importance are the trends toward the organization of the unorganized southern workers along industrial union lines, with the subsequent tendency towards solidarity of black and white and their increasing consciousness of the need for some sort of independent political action.

The faculty and the friends of Commonwealth College know that under such conditions there is a splendid opportunity for the school to be of valuable service. They know, furthermore, that although the South has no fundamental and far-reaching differences between it and the rest of the country, there do exist certain problems that require of southern workers and labor organizers training of a particular nature. Under its new plans Commonwealth will be better able to supply such training, not only through theoretical work done on the campus but also through the practical field courses and extension classes which it will carry on in most sections of the South.

The teachers and friends of Commonwealth College believe that a new vitality is entering into millions of southern workers and that it will enable them to free

Continued on page four.
Cunningham Discusses Cultural Movement

The ninth week of Commonwealth College's discussion group series for the summer term, on Trends in the Cultural Movement, was led by William Cunningham, former Commonwealth instructor and, at present, Oklahoma state director of the Federal Writers Project.

Cunningham, author of two novels, "Green Corn Rebellion" and "Pretty Boy Floyd," outlined the history of culture from the beginnings of mankind, pointing out its class nature and, particularly, how social forces created and are in turn affected by the creation of culture. Cunningham brought his study of culture up to date, spending three sessions on present trends and figures in the cultural world with particular emphasis on the manner in which the existence of fascism in the modern world threatens all culture with extinction.

Summing up, Cunningham said, "A progressive society produces great art, and a progressive artist in any society is a great social force."

The eighth week was spent in a discussion of Trends in the Trade Union Movement under the leadership of Douglas Jacobs, C.I.O. educator and People's Press editor in St. Louis. Jacobs presented a brief history of the American trade union movement since the American revolution and then discussed in detail the A. F. of L. and C.I.O. positions on important problems of today, such as trade union unity, independent political action, and labor legislation.

SUMMER SESSION ENDS WITH BANG

The 1937 summer session at Commonwealth wound up with a bang. During this concluding week, the special discussion periods have been led by Horace Bryan, who is joining the college staff for the fall quarter. Bryan lectured on the work of the T.W.O.C. in the South, workers' education and the Arkansas labor movement.

On Wednesday, September 1, students rigged themselves up for the farewell party, the theme of which was "labor in the international scene." The Commons was decorated with union banners and Commoners appeared costumed to represent trade union or prominent figures with which the labor movement is concerned.

The prize for the best costume was awarded to Clarence Selwyn, who satirized that aspect of the labor movement. Adolph Hiller, John and Jean Rockwell made an appeal in their costume for working class unity, Winifred Chappell came in cap and gown, representing the American Federation of Teachers, and Gladys Nahmkin swished around in a dress made of headlines to represent the Newspaper Guild.

The Carpenters, the I.L.G.W.U., the S.T.P.U., the Typographical Union and many others were personified by members of the college group in a hilarious evening that included skits, take-offs on the faculty and refreshments.

From page one:

NEW TEACHERS TO AUGMENT FALL STAFF

and a correspondent for the St. Louis Post-Dispatch, has taught at the St. Louis Labor College and was active in the recent Emerson Electric strike in St. Louis. He has been active also doing educational work in C.I.O. unions and will cooperate with Horace Bryan in the course on Trade Union Methods.

Horace Bryan to Teach Trade Union Methods

Horace Bryan, former Commonwealth student and a native of Arkansas, will conduct the class in Trade Union Methods during Commonwealth's 1937 fall quarter, which opens October 4.

Bryan, a coal miner and at one time vice-president of Local 374 of the United Mine Workers of America, attended the Arkansas Polytechnic College and Michigan State College. He has been Arkansas state organizer for the Workers Alliance and was strike organizer for the general strike of unemployed workers in Sebastian County, Arkansas, in 1935.

Bryan, who has been director of workers' education under the American Federation of Government Employees in Knoxville, Tennessee, spent the summer of 1937 teaching at the Southern Summer School for Women Workers in Industry at Arden, North Carolina. He is a member also of the American Federation of Teachers.

Office Worker Member Will Join College Staff

Nell Carpenter of Milwaukee, Wisconsin, will join Commonwealth's office staff with the opening of the fall quarter, October 4.

Nell, who has worked for the United States Department of Agriculture as a corresponding auditor, is at present affiliated with the Office Workers Union, No. 16450, A.F. of L., at Milwaukee. She has been doing general organization work, union convention reporting, and assisting the business representative of the Office Workers Union there.

She has been active also in the Wisconsin Workers Education Program, restaging the drama director in the production of labor plays, skits, and mass revitations. At Commonwealth Nell will assist Lee Hays in organizing drama groups.

"Consider . . ."

"No vacation in fifteen years." "I'll have to apply for relief." "I'm sick and disgusted." "I ain't strong like I used to be." "Anything's better than working in a laundry."

These things are what flesh-and-blood laundry workers said to Jane Filley and Therese Mitchell of the League of Women Shoppers. For a year these two women have been plodding through back streets and alleys, up stairs and down, wherever they learned that laundry workers could be found. They were making a survey of an elementary service industry which has heretofore been largely neglected by labor students. They have graphically recorded the results of their study in a pamphlet which the League has issued under the arresting title "Consider the Laundry Workers." (League of Women Shoppers, Inc., 229 Fifth Ave., New York.)

The personal testimonies, supplemented by photographs, form the heart of the story; but there is in the booklet much other usable information. There is a summary of the history of the power laundry and a description of a typical laundry with its department for marking and assorting, its kitchen, flatwork, starching and collar, ironing, folding and wrapping departments (have we ever visualized it and its weary workers as we have sent out our laundry?).

There are facts about legislation which protects or fails to protect women workers in laundries. There are summaries of wages and working conditions. There is an account of the beginnings of laundry workers' organization.

The writers and the League of Women Shoppers, itself, would have consumers, and especially the vastly potential women consumers, help achieve organization and collective bargaining for laundry workers, and they tell us how to do it; "Go into your laundry. Find out what conditions are. When the anti-union employer sees that the public resents his attitude, he will be quick to change. Just as the laundry workers have so long been at the mercy of unfair employers, so also can unfair employers be placed at the mercy of an aroused public opinion."

W. L. C.

From page three:

COMMONWEALTH'S PLACE IN SOUTHERN LABOR MOVEMENT

themselves of the servitude which, for so long, has clung to them like the mud of a Louisiana swamp.

Commonwealth, itself, is lending a newfound strength to aiding in that task and, because of this, deserves the support of all friends of labor.