

1960-1991

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of Social Science

Fairhope

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# Henry George School of New Jersey

78 Clinton Avenue, Newark 2, N. J.

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A Non-Profit  
Adult Educational Institution  
Founded 1935

Member  
The New Jersey Association for Adult Education  
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February 24, 1960.

Dear Mr. Rockwell:

It was fine to receive your letter of 22nd, and we are pleased to learn that The Fairhope Single Tax Corporation is setting up a scholarship award to be given for essay on Single Tax.

I well remember your having taught courses in the past using Economics Simplified and glad to know that you will be teaching again. As you mention, the book is out of print and no immediate prospects of a new edition. Here at the school in New Jersey we do not use any text-book. A few years ago, we developed a conference type presentation, with rather elaborate Conference Leader's Guide, Discussion Sheets, Quizes and supplementary materials - charts and other visual aids. I do not recommend these to you as it would be difficult to use them without training here at this school.

Although it is highly desirable that people read "Progress & Poverty" - it is difficult to get them to do so. I make two suggestions to you. One, New York has a good condensed edition of P & P which you might use, or we could loan you half a dozen copies of E.S. to be returned at a later date. Another thought, we still have some copies of the first edition of E.S. which might serve your purpose. The lesson and answer sheets used in the correspondence course based upon E.S. are available and we can send you all you want of them.

I am sorry that I cannot be of greater assistance, but do wish you the very best in your efforts.

Cordially,

*John T. Telley*  
Director.

JTT:am

Mr. R. Lucier Rockwell,  
P.O. Box 765, Fairhope, Ala.

*May I suggest you use the 1st edition of E.S. you could "rent" these to students instead of selling them. Say rent them for 25¢ or 50¢ and after you have used them in this way - they would be paid for. We will let you have them for \$1.00 each*

<b>PRESIDENT</b> Dr. Geoffrey W. Esty District State Health Officer N. J. State Health Dept.	<b>DEAN</b> Alexander M. Goldfinger Attorney	<b>SECRETARY</b> John T. Telley DIRECTOR	<b>TREASURER</b> Addison K. Barry Banker	<b>ASST. DEAN</b> Henry A. Gleffers Management
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# Bookmark

As to any question the consideration of which requires careful reasoning, constructive, intelligent thinking is quite impossible unless one has in mind exactly what one means by the terms in which the thinking is done.

FROM	PRODUCE	
LAND	<b>WEALTH;</b>	<b>RENT,</b>
DOES		<b>WAGES</b>
<b>LABOR</b>	WHICH,	AND
USING	WHEN PRODUCED,	<b>INTEREST</b>
<b>CAPITAL</b>	IS DISTRIBUTED* AS	

**POLITICAL ECONOMY** • The science of the nature, production and distribution of wealth.

**LAND** • The whole universe except man and the things produced by man that have exchange value.

**LABOR** • Human energy, however much it be physical, however much mental, exerted in producing wealth.

**WEALTH** • Any material thing produced by man from land or its products that has exchange value.

**CAPITAL** • Wealth, by the use of which labor is being applied to other wealth, or to land, in the production of wealth.

**RENT** • The landowner's share\* of wealth for granting access to land from which or on which wealth is produced (whether or not the community be the owner).  
*Note:* The rent of any given land is *determined* by its productivity over the productivity of the poorest land in use.

**WAGES** • The laborer's share\* of wealth for labor performed.

**INTEREST** • The capital owner's share\* of wealth for granting permission to use (i.e., for lending) the wealth used (as capital) in producing it.

\*If the laborer uses his own land, then, being both landlord and laborer, he receives both rent and wages; if he owns the capital used but not the land, being laborer and capitalist, he receives both wages and interest; if he owns both land and capital, being laborer, landlord and capitalist, he receives all three—rent, wages and interest. When no capital is used (or when capital is used the lending rate for which is zero), and when land above the margin is not used, there is neither interest nor rent.

OVER

**PRODUCTION** • The making, growing, transporting, exchanging, or otherwise modifying by human exertion, of any material object (other than man himself) having exchange value, whereby it is fitted for, or better fitted for, or is brought nearer to the final consumer.

**DISTRIBUTION** • The apportionment by natural law of product (wealth) among the factors in its production.

**CONSUMPTION** • The use one makes of wealth after its production, which use lessens, however slightly, its capacity to satisfy desire.

**PERSONAL SERVICE** • Something done that satisfies another's desire (whether or not for a material thing) but that does not produce wealth.

For a clear, understandable explanation of Economics, the subject which must be understood if individuals and nations are to enjoy permanent peace and prosperity,  
read

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Street and Number 268 W. TURNER ROAD

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Telephone 3-6079

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Present

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1	2	3	4	5	6	7	8	9	10

A for  
Absent

Date of First Meeting..... Day..... Time.....

Place of Meeting.....

City..... State.....

Notes.....

Instructor.....



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24 Commerce Street, Newark 2, N. J.

HENRY GEORGE SCHOOL  
OF SOCIAL SCIENCE  
1114 BROAD STREET  
NEWARK 5 NEW JERSEY

## CORRESPONDENCE COURSE

Textbook used: "ECONOMICS SIMPLIFIED"

Sheet B—Lesson No. 1

Do not be discouraged if you find the mastering of definitions somewhat dry work. Constructive thinking is impossible without intelligent definitions of the terms in which one thinks.

Sheet A, with your reply "true" or "false" to each of the statements made therein as to the above designated lesson, has received our attention and is herewith returned for your records.

Hereunder you will find the correct answer to each of the statements and a brief comment explaining why the original statement is true or false. Sheet A for the next lesson is also herewith enclosed, to be treated by you in the usual manner and returned to us for correction.

### ECONOMICS EDUCATION INSTITUTE

Comment  
No.

1. True. Political Economy is the science which treats of the nature of wealth and the natural laws that govern its production and distribution.  
*Production:* The making, growing, transporting, changing, or exchanging, by human exertion, of any material object (other than man himself), having exchange value, whereby it is fitted for, or better fitted for, or is brought nearer to, the final consumer.
2. False. Man-made laws often conflict with natural laws.
3. False.
4. True. See Comment No. 1.
5. False. Economy in spending has nothing to do with the natural laws governing production and distribution.
6. False. See Comment No. 5.
7. False. This distinction is geographical, not economic.
8. True. In the study of a science exact terms must be used, each with its exact definition. In this study of economics other terms, even mere "X", "Y", "Z", etc., could be used instead of "land", "labor", "wealth", "capital", "rent", "wages" and "interest"; but these terms are selected because they are the ones commonly used in the study of this science. Choice of a term is not the vital consideration, but a clear concept of what the term stands for.
9. True. They were not produced by man. They must be classed as natural objects, which are land.
10. True. See Comment No. 9.
11. False. It was made by man.
12. True. See Comment No. 8.
13. False. Land was not made by man.
14. False. See Comment No. 9.
15. True. If a product of labor has exchange value it must be desired by more than one person. Political Economy deals only with such objects. An object not having exchange value does not fall within the scope of this science.

(OVER)



16. True.
17. False. Land can never be wealth — either national or individual.
18. False. Money is a medium of exchange and a measure of value. It represents wealth, but is not itself wealth. The material used in printing or stamping money may have intrinsic value of its own, and to that extent is wealth.
19. False. Untouched by labor, they are still land.
20. True. See Statement No. 12.
21. False. These could all be destroyed without diminishing the total wealth. They merely represent wealth.
22. True. See Comment No. 8.
23. False. See Statement No. 22.
24. True. See Statement No. 22.
25. False. Wealth can be capital only while it is being used to produce other wealth; see Statement No. 22.
26. True.
27. False. Labor produces all wealth, though aided by using capital.
28. False. These are human qualities.
29. False. See Comment No. 25.
30. True.
31. True. See Comment No. 8.
32. False. See Statement No. 31.
33. True. See Statement No. 30.
34. False. Energy expended in playing games satisfies a human desire; but since it is not productive of wealth it cannot be labor. See Comment No 1, definition of "production."
35. True. In factories are produced material things having exchange value. Therefore, the human energy exerted in a factory must be labor.
36. False. Energy thus expended develops human abilities, but does not produce wealth. The student may use his abilities for either productive or destructive purposes.
37. True. He aids in the production of wealth.
38. True. See Comment No. 8.
39. True. See Statement No. 38.
40. True. He himself is a laborer, his labor consisting of superintending the labor of others.
41. True. He aids in production by consummating exchange and exchange is one way of producing wealth.
42. False. The physician may improve the health of his patient, but his energy is not devoted to the production of wealth — even though the patient himself may be able to produce more wealth. Indeed, the patient when cured, may devote his strength to the destruction of wealth, or even life. Many a wounded gunman, after treatment, resumed his life of crime.
43. True. See Statement No. 38.
44. True. See Comment No. 8.
45. False. Rent accrues only for permission to use land, and then only for land actually used in production. That which is paid for the land under the house may be its *rental value*, its *site value*, but that does not make it rent. (See Statement No. 44.)
46. True. Wealth is being produced there.
47. True. Oil still in the ground is land. That which is paid for permission to extract the oil and thereby convert it into wealth, is rent.
48. True. See definition of rent — Statement No. 44.
49. True. This is true economic interest, as distinct from ordinary commercial interest — money hire.
50. True. The boat is capital because it is being used to produce wealth. See Statement and Comment No. 49.
51. False. Interest is only the return for the loan of capital. A pleasure boat is not capital.
52. False. Only that part is interest which equals the loaning value of the capital in use.

**You are invited to attend the  
24th ANNUAL CONFERENCE of the  
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**to be held at the  
HOTEL BARCELONA**

**43rd Street, Miami Beach, Florida  
Wednesday, July 3 – Sunday, July 7, 1968**

**Le invitamos a asistir a la  
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HENRY GEORGE SCHOOL OF SOCIAL SCIENCE**

**que se llevará a cabo en el  
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**PROGRAM**

**WED., JULY 3**

- From 2:00 P.M. - Registration (\$2.00) at Barcelona Hotel.  
\*6:00 P.M. - Buffet Dinner (\$5.00), followed by social evening.  
Chairman, Raymond Abrams, Director, Miami HGS.

**THURS., JULY 4**

- 10:00 A.M. - School Session: Discussion on Publicity, led by Harry Pollard, Director, Los Angeles HGS. Chairman, James Ramsay, Director, Alberta HGS. (Separate Spanish-language session will also be held.)  
2:00 P.M. - Panel on Land Value Taxation: Ted Gwartney, Assessor, Southfield, Mich. William W. Newcomb, Vice-President, Henry George Foundation. Chairman, Mitchell S. Lurio, Director, Boston HGS.  
7:30 P.M. - Talks: "Life, Liberty and..." by Robert Clancy, Director, New York HGS. "America's Land, 1776 and Today" by Stan Rubenstein, Director, Long Island HGS. Chairman, George Collins, Director, Philadelphia HGS.

**FRI., JULY 5**

- 10:00 A.M. - School Session: Discussion on Teaching, led by Domenic Della Volpe, Honorary Dean, HGS. Chairman, Loral Swofford, Director, St. Louis HGS.  
\*12:15 P.M. - Excursion: Boat ride and visit to Villa Vizcaya (\$5.00). Lunch available en route. Return to Hotel 5:30 P.M.  
7:30 P.M. - Talks: "The Politics of Latin America" by Lucy De Silfa, Director, Dominican HGS. "The Economics of Latin America" by William Camargo, Head, Spanish Division, HGS. Chairman, Hernan Sanin, Director, Colombia HGS.

**SAT., JULY 6**

- 10:00 A.M. - School Session: Discussion on Fund-raising, led by Robert Tideman, Executive Secretary, Northern California HGS. Chairman, Robert Benton, Director, Michigan HGS. (Also, Spanish-language session.)  
2:00 P.M. - Reports of Progress: Henry George Schools, Schalkenbach Foundation, PREC, Woman's Club, etc. Chairman, Mina Olson, Executive Secretary, Chicago HGS.  
6:00 P.M. - Social hour, followed by  
\*7:00 P.M. - CONFERENCE BANQUET (\$6.50). Speakers: Don C. Shoemaker, Editor, Miami Herald. Claude W. Arnold, Vice-President, Fairhope Single Tax Corporation. Toastmaster, Arnold A. Weinstein, Trustee, New York HGS.

**SUN., JULY 7**

- 10:00 A.M. - Evaluation Session and plans for future. Chairman, John Tetley, Director, New Jersey HGS.

Reserve for events marked with asterisk(\*) with

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*Henry George School of Social Science*

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50 East 69th Street, New York, N. Y. 10021

# Henry George School of Social Science

CHARTERED BY THE UNIVERSITY OF THE STATE OF NEW YORK

50 EAST 69th STREET, NEW YORK, N. Y. 10021

Telephone: RHineland 4-8700

January 29, 1969

Fairhope Single Tax Corp.  
338 Fairhope Ave.  
Fairhope Ala. 36532

Attn: Mr. Claude W. Arnold

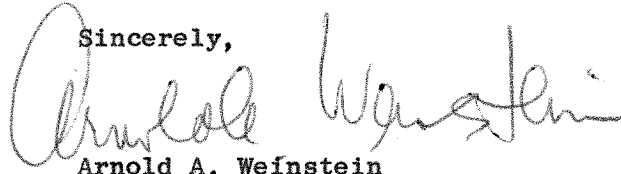
Gentlemen:

Thank you very much indeed for your renewal of your Supporting membership in the School with your \$50 contribution. I am pleased to attach herewith your new card as well as your Honor Scroll for the coming year. I hope you will forgive this tardy response, but our staff has been quite decimated by the flu.

The educational efforts of the School can be continued and improved for greater effectiveness as a result of gifts such as yours.

With deep appreciation,

Sincerely,



Arnold A. Weinstein

AAW:lk



**HENRY  
GEORGE  
SCHOOL  
OF  
SOCIAL  
SCIENCE**

**BULLETIN**  
**1969-70**  
(Revised)

## HENRY GEORGE SCHOOL OF SOCIAL SCIENCE

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## THE PURPOSE OF THE HENRY GEORGE SCHOOL

The most perplexing problem facing us today is the persistence and spread of poverty despite the tremendous power and great wealth of our country. Scientific and technological advances have made possible the most startling discoveries and developments including the ability of man to explore the moon. From this it would seem that the application of man's knowledge and skill, so well fortified with the most modern tools and instruments, could readily and effectively deal with the pressing social and economic problems which face us today.

However, despite development of the most extraordinary abilities, we have not solved the dilemma of growing welfare rolls in the midst of unprecedented national prosperity. Our cities are decaying, urban blight is spreading to the suburbs, crime rates are increasing rapidly, and disastrous strikes are threatening our well-being — all pointing to underlying economic and social maladjustments, the record gross national product to the contrary notwithstanding.

How does one account for the association of poverty with progress? As the Columbia Encyclopedia points out in its biographical sketch of Henry George: "George saw that poverty accompanied and even surpassed the increase in national wealth." This observation is as true today as it was when made nearly a hundred years ago. One has merely to look at the modern scene to see the widening separation of those who have and those who are in want. Measures undertaken by government involving the expenditure of billions of dollars have not reversed this trend.

It is to the solution of this problem that the School addresses itself. The study of basic economic principles, clarified by Henry George's pioneering analysis in *PROGRESS AND POVERTY*, *THE SCIENCE OF POLITICAL ECONOMY*, and the works of others, and a demonstration of the application of these fundamental principles to modern problems, constitute the work of the School.

*"Social reform is not to be secured by noise and shouting . . . but by the awakening of thought and the progress of ideas."* Henry George

## OPERATION

The School was chartered in 1932 by the University of the State of New York. It is a nonprofit institution. There is no tuition charge for any of its courses. This is made possible by foundation grants and the contributions of concerned citizens interested in the support of education in the vital field of economics.

## FACULTY

The faculty consists of specially trained and qualified instructors. All volunteer their services as a contribution to the betterment of the human condition. In classes, primary reliance is placed upon the Socratic method.

## ADMISSION

Courses are open to serious minded individuals who wish to expand their horizons and knowledge in the area of social and economic studies. A prerequisite for admission is an open mind and willingness to devote the necessary time to class attendance for lectures and discussion and to the necessary reading of background material. Information concerning admission to certain advanced courses may be obtained from the School.

## FACILITIES

The School is located at 50 East 69th Street, New York City, just off the corner of Park Avenue. It is a neighbor of Hunter College and the Center for Inter-American Relations and is convenient to subway and bus transportation. The Lexington Avenue subway and East-West and North-South bus transportation are within two blocks of the School.

A reference library of economic literature is maintained for the use of students. A student-faculty lounge is open for continuing class discussions. Light refreshments are available. Special lectures and forums are held from time to time. All students are invited to attend.

The *Henry George News* is a monthly publication of comment on current affairs and provides news of interest concerning the School. College undergraduates and graduate students are invited to use the facilities of the School and to call upon its personnel for assistance in research work.

## **COURSES OF STUDY**

All courses are scheduled for Fall and Winter semesters in day and evening sessions. Information regarding registration dates and specific times for the courses may be obtained from the School.

### **101: Fundamental Economics — 10 weeks.**

A thoroughgoing analysis with detailed emphasis on the problem of persistence of poverty in the midst of plenty. Particular attention is paid to the accurate definition of terms and the statement of economic laws and axioms. Various explanations for such phenomena as involuntary unemployment, business cycles, and mass poverty are considered critically. Proffered solutions to the problem such as socialism, communism, and the welfare state are treated in some depth and contrasted with the solution offered by Henry George.

### **103: Applied Economics — 10 weeks.**

Following the course in Fundamental Economics, the student is invited to proceed to a study of the application of economic principles to national and international problems. The tariff question is critically examined and domestic issues including special privileges, the public debt, governmental functions, and urban and rural problems are discussed.

### **104: Economic Science — 10 weeks.**

A survey of the field of political economy to establish the subject on a scientific foundation. Among the topics covered are natural law, cooperation and competition, the theory of value, and money. The contributions of various schools of economic thought are also studied.

### **203: Interpretation of Current Events — 10 weeks.**

Using the daily newspaper as a text, the basic economic principles of the classicists and Henry George are applied for the purposes of demonstration and validation. Carefully reading and in-depth discussion bring out the significance of the news and the underlying causes of current developments.

### **303: The Individual and the State — 10 weeks.**

An exploration of the philosophy of political organization focusing on government, the citizen's rights and obligations, problems of the individual facing a world in crisis, and applicable ethics. Reading will be recommended in course.

### **401: Monetary Theory — 10 weeks.**

Examination of the role of money and credit in an industrial market economy; analysis of the structure and function of the Federal Reserve System with emphasis on the causes and effects of inflation and deflation.

### **411\*: History of Economic Thought I — 15 weeks.**

A survey of the development of economic thought from ancient times through the classicists. Considerable attention will be given to mercantilism, physiocracy, and the writings of Smith, Ricardo, Malthus and J. S. Mill.

### **412\*\*: History of Economic Thought II—15 weeks.**

The study of modern contributions in the field is continued beginning with Marx and other socialist thinkers. Included will be the marginal utility school, the neo-classicists, Keynes and some of his disciples.

\*Winter Semester — 1970

\*\*Fall Semester — 1970



## HOME STUDY COURSES

Where possible, it is desirable for the student to attend class in order to benefit from the discussions. Those who do not live near a branch of the School, or cannot conveniently attend, may enroll for the courses by mail. In addition to English, courses are offered in Spanish, French and Italian.

The basic courses are taken in sequence, as follows:

1. Fundamental Economics.
2. Applied Economics.
3. Economic Science.

Upon completion of these courses, certain advanced courses are available. Please consult the School for detailed information.

Courses by mail are serviced from New York. Meetings with the assigned instructor may be arranged at times which prove to be mutually convenient. For those students who live at a distance from New York, appointments may be made to discuss study problems with faculty members of extensions or affiliated schools located nearest their homes.

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A small museum is maintained.

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**KENYA**

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OF SOCIAL SCIENCE**

*Chartered by the University  
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50 East 69th Street  
New York, N.Y. 10021  
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# THE NEW REPUBLIC

A Journal of Politics and the Arts — December 11, 1971

## Reconsiderations

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### Progress and Poverty

When *Progress and Poverty* was first published by Appleton in 1880, it became a worldwide best-seller almost at once. Reviewers hailed it as one of the most remarkable books of the century. Newspapers ran portions of it as a serial. Cheap paperback editions were printed in both America and England. Foreign editions were published in more than a dozen languages. Within a few years more than two million

copies of the book had been sold, and many more than that number of people were familiar with its ideas. Henry George's popularity was such that, when the Labor Party drafted him in 1886 to run for mayor of New York City, he finished second in a three-way race, outpolling Theodore Roosevelt but losing to the Tammany candidate.

When George died a decade later in the

heat of another New York mayoralty campaign, more than a hundred thousand people passed his bier to pay respect, and the funeral procession through the city streets was compared to Lincoln's.

Yet such are the vagaries of intellectual fame that Henry George today is little more than a footnote in the history and economics texts. When he is remembered at all it is as a single-taxer, a semi-crackpot with a magic cure-all for society's ills. His name is magic only in the dozen or so Henry George schools that have sprung up to perpetuate George's teachings.

This is a great pity, for *Progress and Poverty* is a monumental work that deals only briefly with the single tax. No other economics book that I have read possesses the lucidity, grace or compassion of George's classic. And while there are faults in George's reasoning, and much of what he says has been blunted by the passage of time, what strikes the modern reader is how extremely pertinent this book remains.

The fundamental question posed in *Progress and Poverty* is as the title implies: Why, in the midst of ever-growing plenty, does poverty persist and indeed flourish? Why, "amid the greatest accumulations of wealth, do men die of starvation, and puny infants suckle dry breasts?" This paradox, while worldwide, is nowhere more evident than in the United States, where "almshouses and prisons are as surely the marks of 'material progress' as are costly dwellings, rich warehouses, and magnificent churches." On the American frontier, George observed, there was neither great wealth nor grinding poverty; all men worked hard and were rewarded with material blessings in approximately equal proportion. Yet

as industry progressed and cities rose, so too did the disparity of income and opportunity. New York, the greatest city of all, swarmed with paupers, and San Francisco, where George was a printer and newspaperman, was not far behind. Far from alleviating human want, material progress was augmenting it. "It is as though an immense wedge were being forced, not underneath society, but through society. Those who are above the point of separation are elevated, but those who are below are crushed down."

To discover and then eradicate the root cause of this phenomenon was, for George, the paramount task of political economy. Clearly, he reasoned, the cause must lie somewhere in the mechanics of the distribution of wealth. At about the same time that Karl Marx was placing the blame on the expropriation by capitalists of the surplus value of labor, George's analysis was leading to a different conclusion.

His basic argument can be briefly summarized. Wealth is produced by a combination of three factors: land, capital and labor, the returns on each being, respectively, rent, interest and wages. As the productive capacities of labor and capital increase, so too does the value of the land upon which they must operate. Rent (defined as payment for the use of bare land, as opposed to payment for the use of buildings) therefore rises as fast as wages and interest. Indeed, rent rises so fast that it swallows up all increases in the value of production, thus making landowners, rather than workers or capitalists, the sole (and wholly undeserving) beneficiaries of progress. "The great cause of the inequality in the distribution of wealth, is inequality in the ownership

of land," George concluded, and this led inexorably toward his famous remedy – the transformation, through a tax on rent, of individual land ownership into common land ownership.

George's economic reasoning was buttressed by an excursion into the realm of social ethics, much of which is strikingly resonant with what ecologists are saying today. The only private property that is legitimate, he contended, is that which is the product of labor; as a man belongs to himself, so his labor, when put in concrete form, belongs to him and no other. The gifts of nature, on the other hand, are given to all indiscriminately, and no man has a right to possess what is equally the birthright of his fellows. When, because of population growth or the advance of civilization, a particular piece of land or natural resource rises in market value, that rise is not the result of any one man's exertions, and cannot rightfully be appropriated by any one man. To tax that rise in value – indeed to confiscate it – is therefore just; to tax the fruit of a man's labor, while sometimes necessary, is essentially unjust.

George's economic reasoning has flaws. While for example, *some* increase in the value of production is appropriated by the owners of land, *all* of it is not thusly stolen. Private land ownership is not the only cause of poverty amidst plenty, and taxation of land values, while reasonable and just, cannot by itself bring abundance to all.

And yet, despite these and other weaknesses in George's arguments, and despite the flood of economic writing we have had in this century, I am convinced that American economic thought has, in a most important respect, re-

gressed since *Progress and Poverty*. The great fascination of latter-day American economics has not been the laws of distribution of wealth; it has been, to use the fancy term, macroeconomics: the national-scale problems of growth, inflation and unemployment, and how to use government policies to control them. The present mechanisms for distributing wealth within the total economy are accepted almost worshipfully. All that is necessary, says the conventional economic wisdom, is to iron out the business cycle and increase GNP; income distribution will then take care of itself, mainly through the trickle-down process. If, for any reason, some Americans don't get themselves aboard the gravy train, they can be kept alive (barely) through welfare.

The failure of modern economics to question the distributive system has been accompanied by a parallel brainwashing of the general public. In George's day, millions knew the underlying cause of poverty was not Americans' unwillingness to toil, but the fact that Robber Barons were squeezing every possible penny out of the hides of working men. Today the monopolists are subtler, the unions stronger, and Madison Avenue more ingenious. The Horatio Alger myth, with all its corollaries, is more firmly entrenched than ever. It's not the system that creates economic inequality, says the myth, it's personal inadequacies: lack of education, sloth, a defective family structure. Improve the individual and you eliminate poverty. Henry George disposed of such theories swiftly: "If one man work harder, or with superior skill or intelligence than ordinary, he will get ahead; but if the average of

industry, skill, or intelligence be brought to the higher point, the increased intensity of application will secure but the old rate of wages, and he who would get ahead must work harder still. . . . The fallacy is similar to that which would be involved in the assertion that every one of a number of competitors might win a race. That *any* might is true; that *every* one might is impossible."

When the War on Poverty arrived in the early 1960s and raised the same question posed by George in 1880, it came up with all the wrong answers: give "them," the poor, job training; give others, the bureaucrats, jobs; but don't for a moment tamper with the tax laws or anything that might fundamentally alter the distributive system. Now, five years from the date proclaimed by Sargent Shriver as the millenium by which all poverty was to disappear, there are more poor people in America than before the War on Poverty began.

The great wonder is not that American economists have failed to resolve the poverty-amidst-plenty enigma (for it is a highly cure-resistant paradox) but that they have so easily been diverted from the quest. I am certain that Henry George, were he alive today, would not be nearly so complacent. It outraged him in 1880 that "New York alone spends over seven million dollars a year" on official charity; imagine his sense of injustice today! Perhaps, in surveying our high-technology economy, he would perceive the insufficiency of his land value tax approach; perhaps not. In any case he would assuredly be asking the right questions.

American interest in *Progress and Poverty* ought to revive. Some vital questions might then be reinjected into the economic debate in this coun-

try - questions such as whether land, and even capital, are public resources, and thus ought not to be monopolized for the profit of a few; whether income earned through labor ought to be taxed at the same rate as income not so earned (thanks to the capital gains and other loopholes, labor-earned income is currently taxed at an even higher rate than income gained through manipulation of capital and land); and where, in the entire economic system, the diversions occur that prevent an equitable distribution of wealth.

It has not been fashionable of late for economists to poke at the inner workings of our system, or to evince the passion and compassion Henry George did. That is another reason why *Progress and Poverty* deserves to be revived: it could help make American economics the essentially humane and radical discipline it ought to be. In his preface to *Progress and Poverty*, George wrote that what he tried to do was to reconcile the *laissez faire* ideals of liberty and individualism with the socialist goal of economic justice - as he put it, "to unite the truth perceived by the school of Smith and Ricardo to the truth perceived by the schools of Proudhon and Lasalle." Ninety years later that remains an unfinished task. American political economy should get on with it.

**Peter Barnes**

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Arnold A. Weinstein  
President

Winter 1971-72

Dear Friend:

We have cause for rejoicing. Perry Prentice of Time, Inc. told our Annual Conference in San Francisco that "The Henry George School is now respectable." In fact it is more than that: The School has come a long way toward becoming the respected institution we want it to be.

While abandoning none of our traditional devotion to justice and freedom of opportunity, we have upgraded the School's educational process. This academic year, we are pleased to have:

the Dean of New York University's Graduate School of Public Administration, Dick Netzer, as a member of our guest faculty, teaching Economic Policies for America's Cities;

other professors from metropolitan universities giving courses in social philosophy, presenting George's contribution;

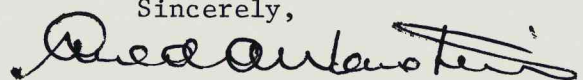
doctoral candidates whose research in land value taxation and zoning we are supporting;

new courses based on George's writings that consider his monumental work in application to our modern industrial society.

This activity has its rewards. I am happy to report that several universities in the New York area are granting college credit for work done at the School. This bespeaks our institution's improved standing. It opens the way to reaching college students who presumably will become effective members of the community.

You can aid in the furtherance of this effort. We have a platform on which to stand. Help us to have a long enough lever and we can move the earth. Please put your contribution in the mail today.

Sincerely,



AAW:pes

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Mr. Pollard also held several radio, television and personal interviews which received wide notice.

Be assured that the members of the Fairhope Single Tax Corporation, its officers and executive council recognize and are appreciative of these efforts on behalf of our common cause.

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Arnold A. Weinstein  
President

Winter 1973-74

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We need your assistance. The School cannot move forward without the aid of its friends and we urge you to put your contribution in the mail today.

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Stan Rubenstein  
Director

SR:lk

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—HENRY GEORGE

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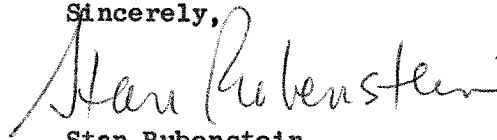
Attn: Mr. Claude Arnold

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Please accept my best wishes for a very happy New Year.

Sincerely,



Stan Rubenstein  
Director

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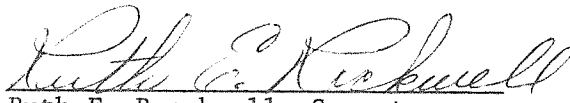
Dear Friends,

Enclosed herewith is our donation of \$50.00 to help in your work in educating the people in the fundamental truths of economics as found in the works of Henry George.

We are hoping this will entitle us to continue to receive copies of the ANALYST and INSIGHT which we find stimulating and helpful as well as encouraging.

Very truly yours,

FAIRHOPE SINGLE TAX CORPORATION

  
Ruth E. Rockwell, Secretary

RER/

Encl: as noted

# Henry George School of Social Science

INCORPORATED NOT FOR PROFIT  
833 MARKET STREET  
SAN FRANCISCO, CALIFORNIA 94103  
(415) 362-7944



June, 1975

"What we call real estate -- the solid ground to build a house on -- is the broad foundation on which nearly all the guilt of the world rests."

(Nathaniel Hawthorne, The House of the Seven Gables, 1851)

Dear Friend:

Isn't it funny how "Georgist" ideas turn up in unexpected places? Besides this Hawthorne quote, there's the June 2 Wall Street Journal. The front page carries a story about unemployed people who can no longer meet their mortgage payments. That story dramatically illustrates George's theory of economic depressions. An article on the next page tells us that Standard Oil of California, Inc., uncertain about the future of oil, has decided to invest also in other natural resources. That little piece illustrates corporate land speculation on a 1975 scale -- but still exactly what George was talking about!

You've probably noticed similar examples yourself. That's because you are educated as most people are not. You see the fundamental relationship of people to the land. You see the difference between production and privilege, between confiscatory taxes and community-created ground rent. You can see!

This June fund appeal is for those who can't yet see, those whom our classes haven't reached.

So far this year 112 people have graduated from our Progress and Poverty classes. One is a pilot. One works for NBC. Several are teachers; several in the health professions. One works for Bank of America. Like you, these graduates can now see and understand a great deal more of what's going on around them. Like you, they can talk and write and have an influence.

But can't there be more? Can't we run more classes in more parts of the Bay Area? And can't we sponsor more seminars and activities to reinforce our graduates' new understanding and maintain their interest?

The answer to all these is YES -- IF you will support the June fund appeal. The School Newsletter has kept you informed of our activities this past year. Please help us do more and better. We depend on you!

Sincerely,

*Polly Roberts*

Polly Roberts  
President

P.S. Give a gift membership of \$5.00 to a friend! They will receive the Analyst, Newsletter and all class announcements for one year.

HENRY GEORGE SCHOOL OF SOCIAL SCIENCE  
833 Market Street, Room 1009  
San Francisco, CA 94103

COUNT ME IN to help expand the work of the Henry George School!

I enclose \_\_\_\_\_ \$10; \_\_\_\_\_ \$15; \_\_\_\_\_ \$25; \_\_\_\_\_ \$50; \_\_\_\_\_ \$100;  
\_\_\_\_\_ other for the June 1975 fund appeal.

I'm sending \$5.00 for a gift membership for:

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_

Contributions are tax-deductible.

*already donated this year 1975*

[1975 Nov]

# Henry George School of Social Science

Chartered by the University of the State of New York

50 East 69th Street, New York, N.Y. 10021

RHinelander 4-8700

Winter 1975-76

Arnold A. Weinstein  
President

Dear Friend:

The fiscal plight of New York and other communities has sharpened attention on what the School has been teaching--and now more people are listening to us.

The movement (land value taxation) originated with Henry George in the nineteenth century and had some early successes in western Canada, Australia, New Zealand, South Africa and a few other countries; urban land use problems have led to a remarkable revival of interest in land value taxation in this country in the last ten years or so.

This is the observation of Dick Netzer, Dean of New York University's Graduate School of Public Administration, and one of the foremost authorities on taxation and urban affairs, in his foreword to Philip Finkelstein's "Real Property Taxation in New York City".

All of us should be gratified that the School has played an important role in illuminating these matters. We have led many to understand what underlies New York's distress. The city sought to alleviate poverty by redistributing wealth, only to have wealth slip beyond municipal grasp. All the while, the city continues to tax inequitably. We are making it clear to more and more people that there is a remedy through which the city might achieve the economic justice now sought so ineptly.

Our task is arduous and we still have much to do. If we are to make further progress, we must rise to the challenge of today's economic adversity. We will need the continued support of our friends. We look to you for urgently needed help. Make it possible for the School to provide instruction for many others; please make your contribution today.

Sincerely,



AAW:lk

P.S. Contributions to the School are deductible for tax purposes.

[1975 Nov.]

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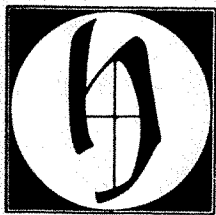
Sincerely,



AAW:lk

P.S. Contributions to the School are deductible for tax purposes.





Founded in 1935

# HENRY GEORGE SCHOOLS OF CALIFORNIA

Los Angeles San Francisco Sacramento San Diego  
(213) 352-4141 (415) 362-7944 (916) 331-1490 (714) 298-2029

**President — Los Angeles**

Harry Pollard

**Departmental Chairmen**

William Truehart PhD

Margil Wadley PhD

Box 655

Tujunga

CA 91042

June 8th, 1976

Dear Friend,

You have another letter on the reverse of this from Bill Truehart. Read this first, then turn to Bill's letter and the Program for the Bicentennial Conference.

There have been some policy changes in New York and it seems that once again the Georgist thrust is to be national in scope. To this end, the pre-LEAF Conference of the Henry George Schools is one of the most important in years.

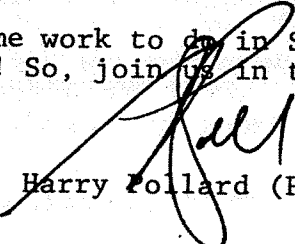
That Conference will start on the Thursday evening - July 1st - with a Cocktail Party. I'd like to say that Glenn Weeks, new President of the New York School will buy drinks for everyone (I'd like to say that but unfortunately I can't because he hasn't offered!).

In any event, Glenn and a bunch of Easterners will join us in the West (along with some wild Northern Canadians) for the Cocktail Party and a heavy day and a half of work. The work, which will involve much planning for the future course of the movement, will last through Friday and Saturday morning.

Then LEAF can take over and run us happily through the July 5th holiday. Highlights include the Saturday night Banquet at which the featured speaker will be Ted Gwartney. Ted is a Southern California Georgist who got to Canada via Southfield, Michigan - Sacramento, California - and Hartford, Connecticut. His British Columbia Assessment Authority has recently completed the re-assessment of one million parcels in the Province.

An important part of the LEAF meeting will be the discussion of whether LEAF should continue in its present form. There seems to be a strong body of Henry George School sentiment for a change to a more educational, and less political, format. You may find my 8 page paper on "MOVEMENT ON THE MOVE" enclosed with these announcements. If not, you'll be able to pick it up at the Chicago or San Francisco Conferences.

In any event, we've got some work to do in San Francisco, and you know we'll have a lot of fun, too! So, join us in this Bicentennial year.

  
Harry Pollard (President in Los Angeles)



# LEAF

## Land Equality And Freedom

NATIONAL HEADQUARTERS  
454 MISSION VALLEY CENTER WEST  
SAN DIEGO, CALIFORNIA 92108  
(714) 299-0714

June, 1976

Dear Friend:

LEAF's 2nd Annual Convention will be held Saturday, Sunday, and Monday, July 3, 4, and 5, at the University of San Francisco, cor. of Parker and Golden Gate Aves. It is preceded by the Henry George School's national Conference on Friday, July 2, and on Saturday morning, July 3.

This bicentennial "double-header" is of great importance. We have the opportunity of rededicating ourselves to the great principles of economic freedom and justice, which are essential to complete the American revolution. LEAF is the action arm, to carry the principles into practical application. The School is the important educational arm.

LEAF has assembled an outstanding Convention program. Look it over. But the most important part of it is YOU--our members and friends. Your PRESENCE is essential, to assure success. LEAF, after all, is a democratic, membership organization. Our goals will be achieved to the extent that our members and friends roll up their sleeves and pitch in. Never before have the opportunities been greater. We simply cannot afford not to take advantage of them.

We have arranged reasonable accommodations and other details at the University. See prices on coupon below. But it is essential for you to get your reservation in at once. To delay is to risk losing out. Your payment must accompany your reservation. If you wish us to arrange details for you at the Henry George School Conference, we shall be glad to do so. The School now means business on a national scale. Or, contact Cathy Covell, 833 Market St., San Francisco, Ca. 94103. May we expect your reservation by return mail? You'll be glad you sent it!

Yours sincerely,

*Bill Truehart*  
Bill Truehart

---

### CONVENTION RESERVATION FORM (Send to National Headquarters)

Second Annual LEAF Convention/University of San Francisco; corner of Parker and Golden Gate Avenues; July 3-4-5, 1976

Please register me for the Second Annual LEAF Convention at the registration fee of .....\$7.50

Please reserve room(including meals) for me/us the nights of

Thursday, July 1	( )
Friday, July 2	( )
Saturday, July 3	( )
Sunday, July 4	( )
Monday, July 5	( )

Double: \$13.50 per night per person ( )  
Single: \$15.50 per night per person ( )

Reserve \_\_\_\_\_ banquet tickets for Saturday evening. Choice of entree is indicated:  
8 oz. N.Y. steak .... \$9.00 ( ) Beef burguignonne .... \$6.50 ( )

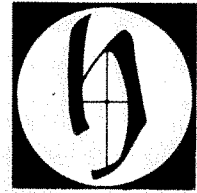
Check (Payable to LEAF--herewith) - Total - - - - - \$ \_\_\_\_\_

Name \_\_\_\_\_ Address \_\_\_\_\_  
(Please print)

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

# Henry George School of Social Science

INCORPORATED NOT FOR PROFIT  
833 MARKET STREET  
SAN FRANCISCO, CALIFORNIA 94103  
(415) 362-7944



March 29, 1977

Dear Sirs:

Your Henry George School membership expires this month.

What have your dollars done this past year?

They've helped promote the School's free classes in political economy. Our students discover that economics at the Henry George School is lively, challenging, and relevant. They confront the basic economic problems of mankind: poverty, unemployment, the unjust distribution of wealth. They learn the facts about land and land values that are largely ignored elsewhere. George's clear analysis stimulates them to investigate a remedy that's logical, fair and workable.

In addition to the classes, your support has helped publish the Analyst, which is mailed to legislators and community leaders. You've also helped sponsor economic seminars for the public. And you've kept our office and library open, so that those interested in Henry George have a place to come and learn more.

Thanks to you, the School is having an influence. Therefore, why not increase your commitment to this work this year? Now more than ever our society needs to hear that economic justice is possible and practical.

Please renew your School membership - today. Your pledge envelope is enclosed.

Cordially,

*Charles Lumm*  
President

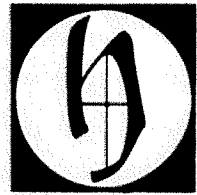
Previous Membership:

1976 - \$75.00

~~sto~~ approved for payment 4/11/77  
R.E.R.

# Henry George School of Social Science

INCORPORATED NOT FOR PROFIT  
833 MARKET STREET  
SAN FRANCISCO, CALIFORNIA 94103  
(415) 362-7944



March 29, 1977

Dear Fairhope Single Tax Corp:

Your Henry George School membership expires this month.

What have your dollars done this past year?

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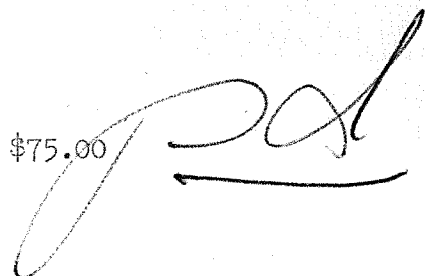
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Cordially,

President

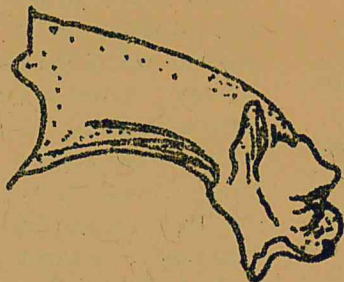
Previous Membership:

1976 - \$75.00





# The Gargoyle



"A throat, mouthpiece, spout." Opinions expressed herein are those of the writers and not necessarily endorsed by the Henry George School.

HENRY GEORGE SCHOOL of NEW JERSEY

Issue #221

OCTOBER 1978

Our taxes have been rising more rapidly than the cost of living. Cost of Living 40% - Taxes 65%: Taxes on business, Federal, State and Local up 320% 1960 - 1975

1879 -- 1979

PLEASE

A "Progress and Poverty" Centennial Committee, commemorating the 100th anniversary of Henry George's Masterwork "Progress and Poverty" - has been formed, sponsored by Georgists groups and individuals. Agnes deMille is Honorary Chairman. The purpose is to obtain as widespread as possible - publicity for this occasion. GARGOYLE invites its readers to submit suggestions and/or comments.

If you would prefer that the GARGOYLE no longer be sent to you, will you be good enough to send us a post card - just say "Remove my name from your list."

THANKS

WITH THIS ISSUE THE GARGOYLE WILL TEMPORILIALLY SUSPEND PUBLICATION !!!!!

## FILM AVAILABLE

FOR THE LAND IS MINE - new, 27 minute, color documentary.

Provides excellent introduction for discussion of Proposition 13.

Why an explanation of the tax on land must be understood to avoid serious consequences. The film may be booked for showing to any group in North Jersey, daytime or evening, with accompanying speaker.

Address request to Henry George School, P.O. Box 637 Woodbridge, N.J. 07095

HENRY GEORGE SCHOOL of NEW JERSEY

P.O. BOX #637 Woodbridge, N.J. 07095

RECEIVED  
DEC 18 1978

NONPROFIT ORG.  
U.S. POSTAGE  
PAID  
Woodbridge, N.J.  
Permit #208

ADDRESS CORRECTION REQUESTED

FAIRHOPE SINGLE TAX CORP.  
336 FAIRHOPE AVE.  
FAIRHOPE, ALA. 36522



CAMBODIA - Hell on Earth

When news of the Nazi extermination camps was broadcast at the conclusion of WW II, the world reacted in amazement and horror. No one could conceive of any government reaching such depths of depravity, and it was assumed that no government would ever match such barbarism. But today there exists a government of scoundrals whose actions are so ruthless as to make even those of the Nazi pale by comparison. It is the Cambodian government which is run by communists who call themselves the Khmer Rouge.

This gang of thugs is practicing genocide against their own people on an unbelievably horrendous scale. Out of 7 million people, it is believed that 2½ million have been systematically slaughtered. Some idea of the enormity of this crime might be appreciated when it is realized that this is equivalent to about 57 million Americans out of our 220 million being exterminated.

When these communists gained control of the country, they embarked on what appears to have been a carefully calculated plan to destroy anyone who had been connected with the previous government; who had held a professional position; or who had an education above the seventh grade was liquidated. The firing squads were so busy working overtime that rather than expend more ammunition, they finally resorted to butchering their victims with knives or hammers. In one village -- Kauk Ton -- all 360 inhabitants, including men, women and children were machine-gunned to death.

This writer has just completed reading "The Holocaust in Cambodia" by Jeff Calkins in the October 1978 issue of "The Plain Truth" and finds it so sickening that it is with difficulty that he attempts to give the reader some conception of the ghastly actions going on in that unfortunate country.

On April 17, 1975, these communist murders captured the Cambodian capitol of Phnom Penh. In two days everyone had to leave their homes and march into the jungle with no provisions of food, water or shelter. Those who fell behind--the elderly, the weak, the little children were shot and left unburied. The smell of rotten flesh became unbearable. But not only those living in Phnom Penh were forced to evacuate but the people in every major city or town were compelled to leave to go into the jungle. The communists even emptied all the hospitals, stopping operations midway, forcing everyone to leave. What is going on in Cambodia under these madmen is simply indescribable.

Who are the Khmer Rouge? It is said these sadists came from middle class

They came under the influence of French communists who had adopted the policies of Stalin. The Khmer Rouge consider themselves to be the supreme communists. They are the ultimate that the logic of communism decrees. They have the courage to do what has to be done to create the communist heaven. First make everyone go through hell. Those who survive will arrive at heaven. Everyone, of course, goes through this hell but this elitist gang of thugs, None of them ever soiled their hands by working yet they extol physical labor above all else. This is typical of liberals whether of the socialist or communist sausion. They praise labor and sacrifice, no matter how great, but of course it is always some one else who is to do the labor and the sacrificing.

Probably there is no one as insanely vicious as a do-gooder intellectual who believes he has seen the vision of heaven on earth with himself as one of the chosen few to do whatever heinous deeds must be done to create the utopia he has seen in his dreams.

Those who have survived in Cambodia find that the communist heaven means work in the fields seven days a week in an egalitarian nightmare. They receive only the barest amount of rice to live on. They get one suit of clothes a year. No pleasures are permitted--only continuous work. There are no positive inducements to labor--only the fear if one does not meet his quota he will be shot.

And what has that Tower of Babel -- the United Nations -- done about this horror? For all practical purposes, a thunderous silence comes from that glass house in New York. Its Human Rights Commission regularly condemns Israel, South Africa and Chile but for Cambodia, it merely sent a list of allegations.

And what about our own country? Altho the President belatedly called this murderous clique as "the worst violators of human rights in the world today" the United States has done little more than sit on its hands. It is a question why this is so. Possibly a feeling of guilt pervades the officials. After all, it was the invasion of Cambodia by the U.S. which set off the events which led to the communist take over. Possibly domestic politics is back of it all. But whatever the reason, nothing is being done.

And the government could do plenty. It could easily bring pressure on China the ally of these thugs to ease the conditions of these unfortunate people, but unless the people of our country demand action, nothing will be done. And Cambodian people have been noted for their gentleness and friendliness.

For us to do nothing to stop this insanity is to condone the hell on earth in Cambodia.

OSCAR B. JOHANNSSEN



THE GARGOYLE suspends publication with this issue.

There are a number of reasons contributing to the suspension of publication at this time.

The publication was originally devised as a house organ for the Henry George School of New Jersey graduates, who contributed financially to the school. It was intended to keep such persons informed as to the activities of the school, and hopefully to hold their interest in the Philosophy of Henry George.

It was also sent to other Henry George Schools and to other Georgist organizations. It was sent without charge to anyone requesting to be put on the mailing list. Some persons now and then sent in a check "toward meeting the expense of publication."

THE GARGOYLE seemed to be liked. A number of persons sent us highly complimentary letters and said they liked and appreciated receiving it. Quotes and entire articles were reprinted in other Georgist publications in the U.S., Canada, England, Australia and other locations.

While this little publication did perhaps publish some information of Georgist activities not otherwise reported, we do not believe it advisable to continue the publication.

The cost is one factor, particularly postage. Since the Henry George School of N.J. is not actively conducting study groups, the holding of a bulk mailing permit, when used only to send 10 issues of the GARGOYLE per year is rather steep. An annual fee must be paid and this fee has been upped several times, as has the rate of postage per copy. It is felt the funds of the school might be used for a better purpose.

Another factor - Mr. Oscar B. Johannsen has had to devote time and energy to preparing a feature article for each issue. He also contributed most of SENSE & NONSENSE, and the humor column SALT OF THE EARTH. Mr. Johannsen will now be able to use the time to write for Media Publications and other Georgist publications.

It may be, although it seems most unlikely, the familiar drawing of the GARGOYLE - on the granite paper, might possibly be revived at some future time - this is the final issue.

JOHN T. TETLEY



INCENTIVE TAXATION

## Proposal:

1. Reduce, and eventual removal of taxes from improvements.
2. Concurrently, assess all land at market value. (The market value of land would approximate capitalized rental value)
3. Raise public revenue by taxing this rental value of land at a rate sufficient to bring funds to cover required operating expenses. (However, this rental value could be taxed 100% and eventually should be so taxed)

## Incentives:

Lower taxes for most homeowners.

No penalties for making improvements.

Increased production.

Lower costs of production.

Increased employment.

Lower or no selling price land.

Elimination of Land Speculation.

TAXES vs RENT

Morgan Harris, public relations person par excellence urges that we talk not "Land Value Tax" but "Rent for the Use of Land". Fine! Those who really understand the proposal of Henry George know this-understand this. It is to us "simple" - however to the vast majority of politicians and the general public, I venture it is not easily grasped.

"Land Rent is the proper source of Government Revenue. There should be no Taxes.

"How simple. How Clear. How accurate. And how saleable!" writes Mr. Harris. I admire him and have respect for his knowledge of public relations. However, I cannot envision getting the idea of rent rather than taxes before the public unless a tremendous comprehensive and expensive educational program is undertaken.

Politicians and the public know what taxes are. It seems to me we must speak to them in language they can understand. The tax agitation throughout the country at the present time offers an excellent opportunity to bring to the attention of both politicians and the public, the dual set-up of the property tax - that the portion falling on improvements should be lowered and eventually eliminated, while simultaneously the portion on land should be increased.

John T. Tetley

SALT OF THE EARTH

To those suffering from an ego trip, stick your finger in a bowl of water and then take it out and see the impression you've made.

Ad in newspaper. "Man wanted to work in dynamite factory. Must be willing to travel."

The most unanswered ad: "Lost track of your creditors? Let us locate them for you."

Isn't it true that an egotist is a person of very low taste who is more interested in himself than in me?

Humility is that virtue that all men preach, none practice and yet everyone is content to hear.

Did you know that the meek are going to inherit the earth and pay off the mortgage we leave them?

Isn't it true that a grapefruit is a fruit that succeeds in getting into the public eye?

The way the government is acting these days, America has oil wells that are untapped and telephones that are.

Newspaper bonners:

The songfest was hell at the Methodist Church.

With 25 pints, the two ladies were high players in four tables of duplicate bridge.

The bride was gowned in white lace. The bridesmaids' gowns were punk.

Mark Twain: Suppose you were an idiot. And suppose you were a member of Congress. But I repeat, myself.

Church: A hospital for sinner.

SINGLE TAX

The welfare of all the people who can be obtained only when they share equally in their right to use the land, including all natural resources. SINGLE TAX restores this right to land, from which all must get their living supplies, by taking for government expenses for all the people, the full rental value which public demand gives to land, and abolishes all tax burdens on industry, allowing the production of the things people need to proceed freely.

MONEY SUPPLY

- M 1 - Currency plus demand deposits \$352 billion up about 7% the last three months.
- M 2 - M 1 plus time deposits other than large C.D.'s \$847 billion up about 8½% last three months

This is why prices have been rising



**Memo**  
from

(213) 352-4141

HARRY POLLARD

The Henry George School of Social Science



**InterStudent Program**

Box 655 Tujunga CA 91042

RECEIVED  
DEC 26 1978

To :

Fairhope Single Tax Corporation  
336 Fairhope Ave.  
Fairhope AL 36532

#####

Another great year and you're responsible! Many thousands of high school students have begun their long march towards understanding. **You** helped them and this year you gave \$ 50 . Remember, your contribution is tax-deductible. Should you wish to add to this year's contribution, make sure your check is dated 1978. Any contributions for next year should be dated January 1st, 1979.

Have a great holiday season and let's all look forward to an even better '79.

*Best Wishes to everyone!*

Harry Pollard  
(12/18/78)

## We had better not.....

".....imitate the action of the tiger;  
Stiffen the sinews, summon up the blood,  
Disguise fair nature with hard-favor'd rage;  
Then lend the eye a terrible aspect."

That kind of thing was appropriate to Henry V  
- but it doesn't fit modern conditions  
(unless you're a football lineman).

So, we prefer debating to duelling;  
Writing rather than riot;  
Voice instead of violence.

Here's how to join us!

### CONTRIBUTION SCHEDULE

I will SPONSOR Interstudent by giving more than \$250! Put me down for \$ \_\_\_\_\_

I'll be a PATRON; here's my \$200 ☐

I'll SUSTAIN your expansion with \$100 ☐

I'll SUPPORT the Program with \$50 ☐

I can afford \$ \_\_\_\_\_. Put it to work!

Please Bill me:

every month (12 times \$ \_\_\_\_\_);

each 2 months (6 times \$ \_\_\_\_\_);

each quarter (4 times \$ \_\_\_\_\_);

each half-year (2 times \$ \_\_\_\_\_).

HERE'S MY CHECK! ☐

NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

Please tell me how I  
can get INTERSTUDENT  
into my neighborhood  
high school ---- //

Zip: \_\_\_\_\_

WHAT YOU GET may not be too important to you (for that's not why you're giving) but it is to us - for this is the way we keep in touch. However, to husband our limited resources, we decided somewhat informally, to maintain priorities for our activities. We think you will approve. First, came our customers - the high schools; second, other prospects for classwork and courses; third, any promotion that would lead directly to classwork; and fourth, our supporters. Our thought was that we were trying hard - as a local Henry George School - to take the burden of a national (multi-national?) organization. You knew this and apparently were in agreement. We could spend *your money* servicing you - or servicing the schools. It seemed to us the schools should get priority.

But, you should be getting those extra special publications that are available to Georgists. We would be happy to send you "Incentive Taxation" for a starter. If you'd also like "The Henry George News" and "Equal Rights" we'll send those as well. Check the proper boxes: IT ☐; HGN ☐; ER ☐

The Henry George Schools of California  
 **The Alumni Group International**  
Box 655, Tujunga, CA 91042

Also, of course, you'll get the monthly letter, with its enclosures and comment - surely alone worth more than the price of admission. Join NOW!

Checks should be made out to INTERSTUDENT or to The Henry George School of Los Angeles and sent to Box 655 - Tujunga CA 91042. Please allow 2 or 3 weeks for processing.

# Henry George School of Social Science

Chartered by the University of the State of New York

50 East 69th Street, New York, N.Y. 10021  
RHineland 4-8700

Christmas, 1978

Dear Friend:

The year 1978 has been busy, with a large number of students attending a wide variety of classes, including the fundamental courses in the basic works of Henry George. A new trimester program attracted almost 1,000 men and women from all walks of New York life, by far the largest attendance we have had in years. A number of courses were given in conjunction with the City University of New York, which offered college credit for students (see enclosed brochure). Special events held each term filled our auditorium and lounge with eager participants. A summer seminar was held weekly at the request of the students. Our doors never shut.

With the explosion of interest in property tax issues, the work of our Center for Local Tax Research won wider attention and recognition, including a number of specially commissioned studies for significant metropolitan jurisdictions, even New York City itself. Increasingly, the Center and the School are seen as important sources of general information and specialized knowledge in this vital area of public concern.

The affiliate activities we support in Long Island, Philadelphia, Toronto and California are beginning to be more closely coordinated with the work of the School. The Interstudent Program, begun in Los Angeles, is now being performed experimentally in New York City schools; our research program is creating echoes in Canada. We are all trying to learn from each other.

For the centennial year of Progress and Poverty we will be devoting ourselves entirely to finding new relevance in that work for our own times (as shown in the enclosed flyer) and sharing that with more people through our educational, research and information efforts. There will be special events in New York, including a major exhibit at the New York Public Library and our International Conference in San Francisco.

It will be another busy year. Your generous support will help us make it an effective one.

With best wishes for the holiday season and a Happy New Year.

Sincerely,

*Philip Finkelstein*  
Philip Finkelstein,  
Director

Encls.

"A CENTURY OF PROGRESS AND POVERTY"

1879-1979

Spend a semester studying the  
Henry George classic and how it  
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INFLATION, UNEMPLOYMENT, TAXATION  
and our current economic and social problems

Join our classes this winter

January 15-April 5

twelve sessions, 6:30-8:30 p.m.

one evening a week

Monday, Tuesday,  
Wednesday or Thursday

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OF SOCIAL SCIENCE  
50 East 69th Street  
New York, N.Y. 10021

Tel: 744-8700

Contributions to the school are tax deductible

Students pay only one \$10 facilities fee



# HENRY GEORGE SCHOOL OF SOCIAL SCIENCE

Chartered by the University of the State of New York

## LOCATION

The School occupies a six-story mansion at 50 East 69 Street, between Park and Madison Avenues, in Manhattan.

## TRANSPORTATION

Bus and subway routes make the School easily accessible from all parts of the city. The Lexington IRT subway station is the nearest to the School. Lexington, Madison and Fifth Avenue buses and the 65th and 72nd Street crosstown lines are nearby.

## LOUNGE

The lounge on the second floor serves coffee and snacks and is a comfortable place to meet and chat.

## ALUMNI

An active alumni group conducts stimulating programs. Students are invited to join.

## LIBRARY

A reference library is available to students and alumni on the third floor.

Contributions to the School are tax deductible

No Tuition—Students pay only one \$10 facilities fee to take any number of classes

Classes meet for two hours  
6:30 to 8:30 pm  
for twelve sessions, except where noted\*

## FUNDAMENTAL ECONOMICS

Persistent inflation. High unemployment. Failing cities. Soaring debt. *Why?*

The best minds in the country seek answers to these problems—so far to no avail. Taxes become ever more burdensome, rents increase while the quality of housing diminishes, urban services decline as costs rise. *Why?*

To help New Yorkers better understand such pressing issues, the Henry George School offers a unique course in which fundamental economics and social relationships are explored. The goal is to enable the student to develop an understanding of basic principles which he can apply to current issues.

**Monday**, September 25-December 18

**Tuesday**, September 26-December 19

**Wednesday**, September 27-November 8\*

**Thursday**, September 28-December 21  
(in Spanish)

Holidays—Monday, October 2  
Tuesday, October 10  
Wednesday, October 11  
Thursday, November 23

The following courses are open to students who have completed Fundamental Economics:

## THE MANY FACES OF FASCISM

Mondays, September 25-December 18

Instructor—Dr. Harry Fornari

This course will review the political, economic and sociological origins of fascism, and its development both in the countries which allegedly have outgrown it and in those which are still under its rule.

## URBAN POLITICS IN THE UNITED STATES

Tuesdays, September 26-December 19

Instructor—Professor Philip Finkelstein

The political economy of local government with emphasis on the New York metropolitan region. This course is an elective offering of the Hunter College Political Science Department.

## A HISTORY OF SOCIAL REFORMS: FROM HENRY GEORGE TO F.D.R.

Wednesdays, September 27-December 20

Instructor—Dr. Bernard Bellush

Dr. Bellush, historian and author, will discuss various reform movements from those of Henry George to Theodore Roosevelt and Woodrow Wilson, through F.D.R. and the New Deal. This course may be taken for college credit.

## MONEY AND BANKING

Wednesdays, November 15-December 20\*

Instructor—Oscar Johannsen

A novel interpretation of money and banking from the viewpoint of control by private enterprise rather than by government. This course includes the nature of money and its relationship to banking; Federal Reserve policy and inflation with reference to our recurrent monetary crises, gold, and a survey of Keynesian and Austrian School theory.

## HISTORY OF ECONOMIC THOUGHT

Thursdays, September 28-December 21

Instructor—Kevin Radu

This course surveys the rise and development of capitalism from its embryonic stage in early feudalism through the 20th century with an emphasis on the works of Smith, Ricardo, Marx, George, and Veblen.

HENRY GEORGE SCHOOL 50 East 69 Street, New York 10021 744-8700

Please enroll me in the courses listed below. My check for \$10 is enclosed to reserve my seat in class. I understand that students pay one facilities fee for all classes.

Course Title \_\_\_\_\_ Day \_\_\_\_\_

Course Title \_\_\_\_\_ Day \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

Zip \_\_\_\_\_

Telephone (Bus.) \_\_\_\_\_ (Home) \_\_\_\_\_



SCHOOL OF SOCIAL SCIENCES

HENRY GEORGE



FALL 1978

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BY THE AWAKENING OF THOUGHT  
AND THE PROGRESS OF IDEAS.  
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CORRECT THOUGHT,  
THERE CANNOT BE  
RIGHT ACTION..."

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(Select method of payment and fill in accordingly.)

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(The Henry George School offers with every donation of \$15.00  
and over an annual subscription to the Henry George News.)

HENRY GEORGE SCHOOL OF SOCIAL SCIENCE

50 EAST 69th STREET

NEW YORK, N. Y. 10021

INTERNATIONAL DIVISION

# Henry George School of Social Science

INCORPORATED NOT FOR PROFIT  
833 MARKET STREET  
SAN FRANCISCO, CALIFORNIA 94103  
(415) 362-7944



February 14, 1979

Dear Member,

Some changes are being made around the school.

My letter arrives with your first copies of the Henry George School News. You'll receive this publication monthly to keep you posted with the activities, personalities and issues of the School nationwide.

You will find particularly interesting the two leading articles. One deals with a homeowner who paid more taxes than she was assessed and explained the principles of Henry George in the ensuing media attention. The other article highlights the decision of the City Council in Pittsburgh Pa to increase the land portion of the property tax rather than increase the sales or income taxes.

Your Board of Directors is also pleased to announce our new staff. We are happy to say that two former Presidents of the School and one of our teachers will now administer our activities.

E. Robert Scrofani, a school teacher, writer and activist noted for his energy and enthusiasm is our new Executive Vice President. Working closely in our San Francisco office with him is Charles W. Turner who will be the new Director of Education. Bob and Charles will work closely together to expand our classes and educational activities.

The new Secretary is Laurie Hodges, who was Director of Education for Delancey Street. She brings a variety of skills to her job and intends to expand our volunteer program.

Our new staff and publication program is dedicated to making 1979 an outstanding year in celebration of the Centennial of Progress and Poverty. A host of community activities are planned including the International Convention of Georgists in August of 1979.

These activities require your continuing support. If you have renewed your membership, we are delighted. If you have not, please send a check for \$15 or more so that you can help our important work. In this Post Prop 13 world, the market for economic knowledge is more important than ever. Please send your check today.

My thanks and good wishes.

*Bob O'Donnell*

Robert O'Donnell  
President

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# TEACHERS SAY

Not all teachers express the enthusiasm of the New Yorker, who swept into the faculty room after her first brush with InterStudent and gleefully announced "**Ten of the paralytics are working !**" but the Program does receive an extraordinary number of rave reviews. Any teaching material gets better results with an enthused teacher, but InterStudent tends to strike sparks and catch fire.

## **But, at first teachers won't believe it!**

"I was skeptical at first, fearful that InterStudent was just another gimmick. But I am convinced that what we are dealing with is a program consisting of fundamental principles of learning and human behavior that works . . ."

"Original pessimism re the program's language and approach was soon dispelled by their enthusiastic response . . ."

## **Something happens —**

"... below average grade students come out of their shells and become involved in discussions I would have considered beyond their interest and depth."

"Rarely have I seen such genuine enthusiasm . . ."

"... they became totally involved . . ."

"The students were visibly stimulated, they became involved. Most of them discovered a 'new high' - thinking for themselves."

## **The content is exciting and useful —**

"... students who had been taught only what to think quickly found it not only necessary but terribly exciting to learn how to think."

"I found that a special virtue . . . was that each Mini dealt with a basic concept. Questions were so designed to lead a student by easy stages, using his own knowledge of what he knew to be true . . ."

"... it teaches . . . the valuable skills of critical thinking, research, debate and group cooperation and interaction. . . . there is a noticeable change in the classroom. Students begin to look for intellectual integrity in fellow student and teacher alike. They examine statements for contradictions and consistency, and they begin to trust their own ability to make valid judgements and to defend valid positions."

"Much buzzing concerning the course took place around the school and affected students not even in the course."

## **AND STUDENTS . . . .**

"The InterStudent Mini-Course Program . . . . develops a system of ideas in a logical fashion from two basic axioms and four definitions. The value of the program is that it — (1) gives the student a working exposition of the Classical Analysis and . . . . (2) helps develop the use of logical and systematic thought . . . . The student is faced by a series of propositions all of which derive from the two universal axioms by means of the intervening propositions. He is obliged to function under certain 'non-normal' definitions which require that he associate new concepts with familiar names. This seems terribly confusing at the start . . . . Yet the successful participant in the program has profited by learning how to orient himself . . and how . . to think in a clear and reasonable manner."

(Robert Means — 12th Grade)

## **It's used in any course —**

"We found the ideas could be augmented in every historical period we covered . . ."

"... classes in International Relations, U.S. History, Contemporary American Problems, and European History. In all these classes, representing fairly wide divergences in ability level, his program was effective."

## **— and with any ability**

"... provides a wide range of interest . . . for many students at all grade levels."

"It was especially gratifying to see the response of some of my poorer students. The format . . . . caught their attention and interest and they became valuable contributors . . ."

"Oddly enough, the final scores of the very able Academically Enriched class did not differ from the spread of scores in other classes. The AE kids are a little concerned about this, since it seems to suggest that other students may have their strong points too !"

## **Some surprises —**

"The results have been astonishing, amusing and stimulating. It became quickly obvious to me that students are not necessarily unmotivated, they simply need to be thrust into a demanding, self-motivated situation. Without question, InterStudent is that."

"Some unexpected sideplay --- Two students with exceptional truancy records were suddenly 'dropping in'. Peer pressure revealed some previously hidden talents - not always positive ones at that."

"One of these meetings was of particular significance in that a number of parents were also present. Family conversations had been so stimulated by the repetition of classroom and afternoon discussions that students arranged for their parents to join us one evening . . . . this meeting was extremely successful and set an educational precedent in that such a demonstration of positive interest in academic activities had never been exhibited in such a manner."

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# InterStudent Program

Box 655 Tujunga CA 91042

## How to Subscribe

SUBSCRIPTION (Students)	Initial Fee	Number Ordered	Total	Renewal Fee	Number Ordered	Total	RUNNING TOTAL
Basic	\$ 12			\$ 12			
Demo. (60)	\$ 18			---	---	---	
Classroom (30)	\$ 29			\$ 15			
Classroom L (45)	\$ 40			\$ 20			
Subject (60)	\$ 50			\$ 25			
Subject L (90)	\$ 70			\$ 35			
Course (120)	\$ 90			\$ 45			
Course L (150)	\$ 100			\$ 50			
Grade (195)	\$ 120			\$ 60			
Department (240)	\$ 140			\$ 70			
School (600)	\$ 300			\$ 150			

Date :

Manuals (each) : \$2.00 X # =

Purchase Order #

Rulebooklets (15's) : \$7.50 X # =

Signature :

Mini-Units (15's)\* : 60¢ X # =

\* On a separate sheet, note how many of each Mini-Unit is required (15 of Mini-One; 30 of Mini-Two, etc). Remember, there is a minimum order of \$15.

GRAND TOTAL :

(We send 'Educational Rate' which is 'school to school' : please use your school shipping address.)

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School :

School :

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Our school is interested in a 'Socratic Session' visit. Our best week(s) would be during —

: the month of \_\_\_\_\_ between \_\_\_\_\_ or the month of \_\_\_\_\_ between \_\_\_\_\_

Call: \_\_\_\_\_ home ( ) - \_\_\_\_\_ school ( ) - \_\_\_\_\_

Founded 1935

The Henry George Schools of California



# The Alumni Group International

Box 655, Tujunga, CA 91042

(213) 352-4141

February, 1979

Dear Alumni Group Member,

As you know, the **Henry George News** is now edited, published and printed in Tujunga. Phil Finkelstein in New York, Bob Scrofani in San Francisco, Stan Rubenstein on Long Island, Everett Seeley of San Diego and I, have been discussing the extension of the **HG News** into a truly national magazine. Phil and I have a particular interest in 'special-interest' publication — each periodical pointed to a particular direction.

Arrangements have already been made with San Francisco and Long Island for general distribution of the News to their mailing lists. With New York and Los Angeles, our total initial circulation will move above 2,000.

It seems that we should divide our present lists into three categories:

- our first is the most important, consisting of graduates and supporters on whom we depend for financial, teaching and other volunteer help — the first group is 'us' ;
- the second group consists of friends who are sympathetic to some aspects of our philosophy, but who are not "Georgists" ;
- the third group are those we feel should hear our point of view, because of **their** position in the community (politicians, opinion leaders, etc).

The first Group will get the **HG News**, which will consist of 'hard-core' Georgism. The second Group should also get the **News**, because they are most likely to be seduced into our ranks. The third group will read anything **only** if it is worth their while. We should make it worthwhile. They should get **Incentive Taxation** AND special reprints (such as "Full Value Land Assessment" from the November **HG News**).

We should think in terms of non-subscription. Those who approve of us will give money and other help in any event, so collecting subscriptions is not very economic. (Most periodicals would be happy to provide free copies while earning their profit from advertisements. Unfortunately, the circulation czars won't count freebies, so the nationals spent most of their subscription income getting subscriptions!)

We happen to have good things to say. We also have writers who can say good things well. Given the chance, they could move our readers into the first group above; then enthruse them enough actively to promote, teach and support.

Incidentally, you are probably on many Georgist lists. Until we get some heavy culling done, you may get more than one **HGN**. Bear with us for a while as we remove the duplicates and create the national listings.

  
Harry Pollard

P.S. Enclosed is some more of our latest InterStudent promotional material.

MAR 19 1979

'liberty and justice for all'



*The Henry George School of Social Science*



**InterStudent Program**

**Box 655 Tujunga CA 91042**

**(213) 352-4141**

\*\*\*\*\*

We've been teaching adults in California since 1935. An adult version of InterStudent is available for your local Adult Program (it has been tested in 3 countries and it's good). Social Studies teachers have few opportunities to practise their skills with older people. If any of your department teachers would like some interesting extra work, have them contact us. Adult education is fun and the extra pay is good!

\*\*\*\*\*

Dear Social Studies Chairman,

**The same InterStudent Mini-Units are used from 7th to 12th grade with students ranging from remedial to gifted — without any re-write!!**

That's not supposed to be possible, yet it's happening in the U.S. and Canada, in country, suburban and central city schools, with a variety of teachers and a wide spectrum of 'unique' problems. The InterStudent Program works because 8 years of development, the input of scores of classroom teachers and more than 100,000 Mini-Unit completions have made it work.

Now, your department has the opportunity to use this effective and successful teaching tool.

As you are aware, many graduates are ill-prepared to face college and the adult world. They can be helped by this unique Program. A Mini-Unit is scheduled into **any** social studies course every few weeks. The format is always the same — 4 periods of Socratic Discussion and a period of Trivium Debate — and it is easily learned (by students AND teacher) during Mini-One.

InterStudent does three things well :

- it develops **academic skills** with special emphasis on communication;
- it offers an **interdisciplinary introduction** to the 'science of Man' ;
- and it's a '**life-skills**' course, stressing individual responsibility.

Students are pitchforked into a competitive pressure-cooker, where cheating and 'goofing off' lead, not to punishment, but to wasted time and a losing grade. Work and cooperation become sensible. Students discover that 'immorality' isn't profitable without victims and, as students learn to protect themselves, victims disappear. They enjoy the contest, warm to the 'belonging', and acquire the fundamentals necessary to every social study — and to adult life.

To put it simply, the InterStudent Program —

- : teaches **social science** rather than **social studies**;
- : has been used in every 'social study' — as well as English and History ;
- : is effective across ability levels — an advantage in most classrooms ;
- : loses no syllabus time (**your** course content is part of every Mini-week) ;
- : runs itself, allowing the teacher to concentrate on small group teaching ;

(more)

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MAR 19 1979

- : stresses maturity, as students must make all their own decisions ;
- : grades a bundle of essential life-skills as well as student comprehension ;
- : changes 'discipline' from a teacher to a student imperative ;
- : teaches morality by allowing students to realize 'good' makes sense ;
- : cuts truancy and is cheap !

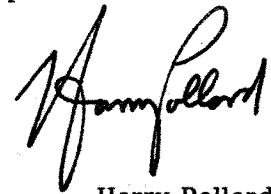
Three or four Mini-Units per semester are sufficient. Skills are developed by practice, so we suggest the Program begins in freshmen classes. Its low cost makes possible your scheduling of six Minis for every grade during your initial Subscription year. (This can lead to an exciting year-end Trivium Debate contest between grades, with teachers coaching and everyone involved!)

The following year, freshmen would begin the first six Mini-Units, while other grades complete the next six. An Intermediate Course of 12 Minis — dealing with practical political and cultural effects on human behavior — will be ready in Fall 1979. Students will complete 24 Mini-Units, including 24 Trivium Debates over 3 or 4 years.

Elsewhere, you'll find some glowing testimonials to InterStudent's effectiveness as a teaching tool (some you may not believe). Also, the contents of the Basic Minis and Subscription Fees. You won't believe the low fees either, but we are a charitable educational institution, which means you get Minis at not much more than the cost of the paper.

✱ Finally, we will resume "Socratic Sessions" in a month or so. These are visits to subscribing schools for 'question' periods. Usually, a visit is an all day affair, with every period contributing several classes to criticise Minis or discuss something you want stressed (from the death penalty to the declining dollar). Apart from the content, these Sessions serve to demonstrate the usefulness of socratic questioning. There is no charge, but to reduce our costs, we must schedule carefully. If you would like a visit, tell us as soon as possible.

But, first you will want to subscribe to InterStudent. A Basic Subscription — which gives you the complete Program with reprint rights — is only \$12. Other Subscriptions are equally inexpensive. Use the order form (insert a purchase number if you have one) and prepare to receive fun, excitement and learning wrapped in one very usable package.



Harry Pollard  
(Director)

# The InterStudent Program

## Subscription Fees

There are twelve Basic Mini-Units, but Mini-Eleven and Mini-Twelve will not be available until Spring, 1979, when they will be supplied by request at no charge. Subscriptions below\*\* contain the first ten Minis for each student. In other words a **Classroom** Subscription contains 300 Mini-Units (30 students x 10 weeks); a **School** Subscription contains 6,000 Mini-Units (600 students x 10 weeks). We are a 'charitable educational' institution, supported by Foundation and individual grants and this enables us to provide low cost Subscriptions to InterStudent Subscribers.

<u>SUBSCRIPTION</u>	<u>Students Involved</u>	<u>Initial Fee</u>	<u>Cost Per Student*</u>	<u>Teacher Kits</u>	<u>Renewal Fee</u>	<u>Cost Per Student*</u>
Basic ***	---	\$ 12	---	1	\$ 12	---
Demonstration **	60	\$ 18	30¢	1	---	---
Classroom	30	\$ 29	97¢	1	\$ 15	49¢
Classroom (L)	45	\$ 40	89¢	1	\$ 20	45¢
Subject	60	\$ 50	83¢	2	\$ 25	42¢
Subject (L)	90	\$ 70	77¢	3	\$ 35	39¢
Course	120	\$ 90	75¢	4	\$ 45	38¢
Course (L)	150	\$ 100	67¢	5	\$ 50	34¢
Grade	195	\$ 120	62¢	5	\$ 60	31¢
Department	240	\$ 140	58¢	6	\$ 70	29¢
School	600	\$ 300	50¢	8	\$ 150	25¢

\* 'Cost per student' is the cost per student for 10 weeks of Mini-Unit activity.

\*\* A **Demonstration Subscription** contains 60 Mini-Ones, 10 Student Rulebooklets and a Teacher Kit. Two classes can try one week of InterStudent by rationing material.

\*\*\* The InterStudent **Basic Subscription** contains the complete Program. No charge is made for delivery of Subscription material. All Subscriptions run for one year (beginning July 1st or January 1st). The InterStudent magazine "Insight" is provided to the department or to individual teachers according to the number of 'Teacher Kits' in your Subscription. Subscribing schools may reprint the Mini-Units and "Insight" material **for its own classroom use only**.

**Renewal** orders are the same as initial orders but with no Teacher's Manuals and with only 5% of the Rule Booklets (to make up initial losses). Renewal orders include latest edition Mini-Units complete with Answers and Teacher's Guides.

— ( ) ( ) —

### Supplementary Price List

Student Rulebooklets and Mini-Units may be purchased **only** in multiples of 15:  
 Rulebooklets (15's) ----- \$7.50 (50¢ each);  
 Mini-Units (15's) ----- 60¢ (4¢ each — includes Answers and Guides).  
 Teacher's Manuals ----- \$2 each.

(Note: A minimum order of \$15 is required.)



# The Classical Analysis of Political Economy

## Basic Mini-Units

### Part One : Scientific Method and Human Behavior . . .

**MINI - ONE :** Scientific reasoning tools; socratic questioning; the basic assumptions of social science

Simple relationships; sequence, consequence and Natural Law; hypothesis, induction and deduction; the tool of 'imagination'; socratic questioning; two basic principles of human behavior; human costs – exertion and time.

**MINI - TWO :** Fundamental concepts, definitions and names; Factors of Production and rewards

Learning the same language; classification; defining procedures; Labor, Capital and Land; kinds of Capital; Wages, Interest and Rent; 'real' and commercial Interest; confusion caused by 'profit'.

**MINI - THREE :** Operating definitions; Man's reasoning ability; his primary desire and basis for valuing

Classifying – prejudice and discrimination; 'sharpening' definitions; exertion, time and location; instinct and deliberate action; choice; survival and 'immortality'; aggression and non-aggression; 'value' as a preference.

### Part Two : Man's Relationship to Other Men . . .

**MINI - FOUR :** Averaging; maintenance and coercion; coercion and cooperation; combination and division

The quest for advantage; observation problems; measures of 'progress'; basic cost of 'maintenance'; the cost of 'coercion'; cooperation versus coercion; combination and division; Leviathan and 'Greater Leviathan'; 'human' and 'property' rights; conscious and unconscious cooperation; 'Invisible Hand'; cooperation across time.

**MINI - FIVE :** Justice; Law of Human Progress; direct and indirect cooperation; price mechanism

The **conditions** of cooperation; how freedom and justice are related; economic equality – by law; peace and war; contract cooperation and market cooperation; competition and the 'Law of the Jungle'; price mechanism control and the 'equilibrium'; free market and price-fixing.

**MINI - SIX :** Stages of production; cooperation and civilization; quality of civilization; the control of trade;

Adapting, growing and exchanging; reasons for trade; Leviathan and 'greater Leviathan'; imports and exports; trade barriers and unemployment; the dollar and trade.

### Part Three : Man's Relationship to His Environment . . .

**MINI - SEVEN :** Malthus, Mill and Ricardo, the dismal prophets of a desperate future

Persistent poverty and low wages; how wages are determined – the price mechanism and the alternative wage; subsistence level wages; using a model to reason toward consequences; Margin of Production; minimum wages and other income maintenance policies; introduction of capital.

**MINI - EIGHT :** Malthus and Ricardo and an advancing technology; the 'iron law' and pressure for welfare

Persistent poverty and overpopulation; poverty and underproduction; the frontier and poverty; the iron law of wages; welfare and the 'iron law'; how abundant natural resources become scarce and expensive.

**MINI - NINE :** Speculation and capitalization; the growth of legal privilege; how the 'free market' fails

Speculation as a service; dampening fluctuation in the market; why governmental control of the market is likely to be ineffective; capitalizing incomes; 'privilege' or private laws; capitalizing privilege; subsidizing transit; why the land market cannot be controlled by the price mechanism.

### Part Four : Problems, Causes and Solutions . . .

**MINI - TEN :** Ricardo's Analysis and the modern world; how to begin the search for solutions

Unlimited resources and overpopulation; legislation against the 'iron law' of wages; technology and poverty; basis of land-value; cause of environmental pollution, urban sprawl, energy waste and poor transit systems.

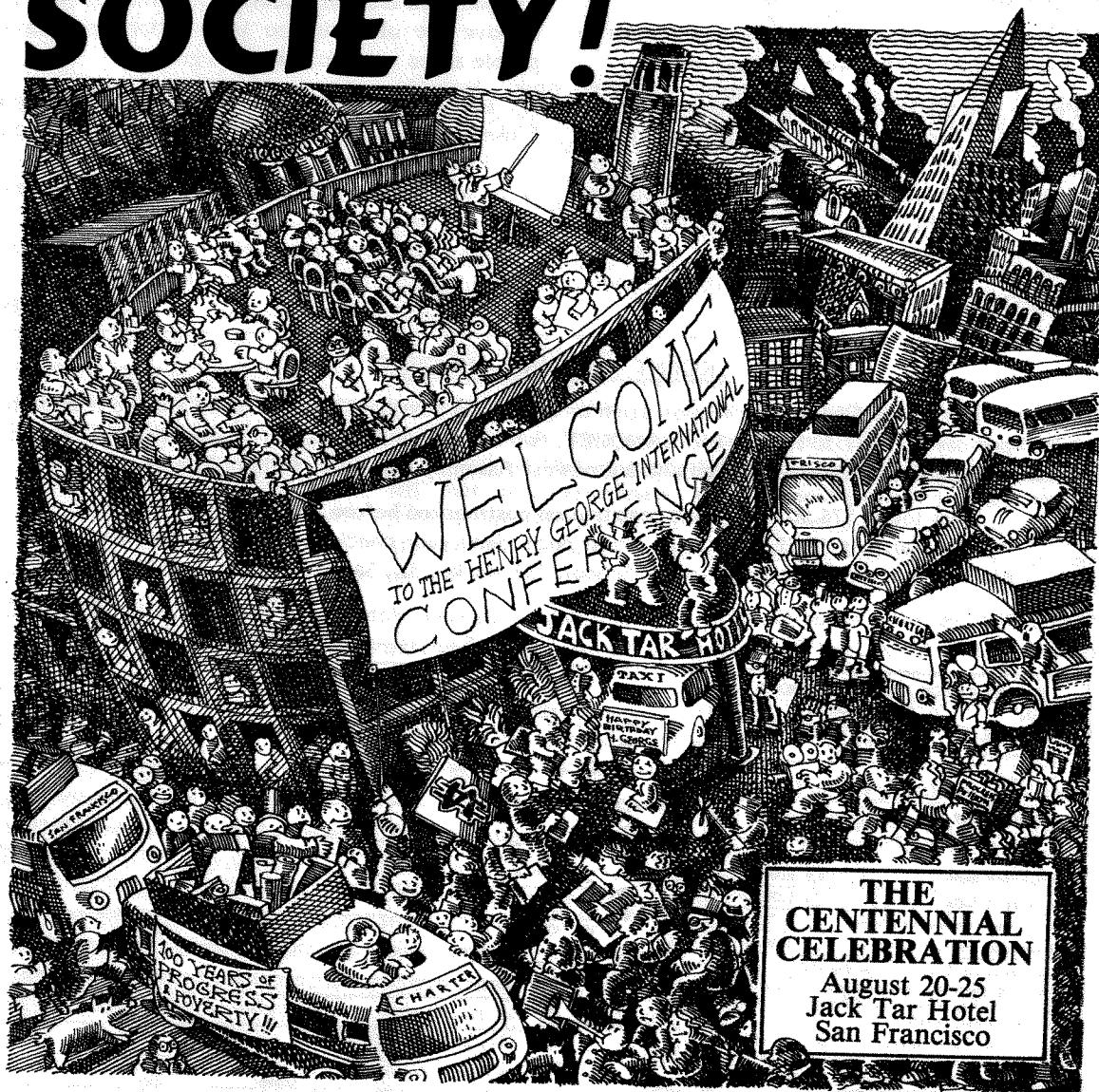
**MINI - ELEVEN :** Major areas of confusion – Money, Banking and Government (in re-write)

**MINI - TWELVE :** Boom and Bust (in re-write)

(Note: InterStudent is a 'live' on-going program and the content may change in response to classroom input.)

# THE GOOD SOCIETY!

"And they who fight with Ormuzd, though they may not know each other – somewhere, sometime, will the muster roll be called."



**THE  
CENTENNIAL  
CELEBRATION**

August 20-25  
Jack Tar Hotel  
San Francisco

Published by the Henry George School of Social Science

July, 1979

# Editorial

Volume 43 - #7

What happened?

I hope you've enjoyed your Henry George News this last few months. We've been making changes - both in content and format. However, now you are holding a metamorphosis. Size, shape and content have changed by an order of magnitude.

It means we're going public! We have things to say and it's time for the world to hear them.

People find difficulty placing the Georgist comfortably in a corner of the political spectrum - which is an asset. But, they don't know what we are for - which is a liability. (They **think** we want to increase taxes, which encourages the left and turns off the right.) (They also think we want to remove every restriction - which turns the right on again, but switches off the left.)

The good society is what we want and what everyone wants. Our philosophy is unique. We don't want to do things for people; we want instead to create an environment where they may do things for themselves. As an English Georgist growled, "One doesn't **make** the grass grow; one merely removes the boulders from the lawn." Our philosophy is to remove the obstacles to free action and leave people alone to do their own growing.

**'The Good Society'** will be published by Philip Finkelstein, for the New York Henry George School. I will continue editing from Tujunga, California - home of the Henry George School of Los Angeles. You may be receiving this Conference issue as a courtesy of your local Henry George School. Thank them with a tax-deductible donation.

Harry Pollard

## URGENT - URGENT - URGENT

We must have your Conference Registration as quickly as possible. That's a basic \$10. To it must be added \$5 per day and \$41.50 for the **BIG BANQUET**, two lunches AND a special Friday breakfast session with best-selling author David Hapgood and our newest Assemblyman - Dr. William Filante.

**This totals \$76.50 - BUT for registration postmarked before August 7th, we'll give you the Banquet FREE! You must act at once. Send your check for \$61.50 to Centennial Committee, c/o Henry George School, 833 Market St., San Francisco CA 94103.**

You will also need accommodation. The official Conference Hotel is the Jack Tar. Clip the coupon below and send it to:- Jack Tar Hotel : Van Ness at Geary, San Francisco CA 94101.

PLEASE CHECK ACCOMMODATIONS	
Single	<input type="checkbox"/> \$37.00
Double Bed (2 persons)	<input type="checkbox"/> \$44.00
Twin Beds (2 persons)	<input type="checkbox"/> \$44.00
Double/Double (2 Double Beds)	<input type="checkbox"/> \$50.00
<b>SUITES</b>	
1-Bedroom Suite	<input type="checkbox"/> \$100.00
2-Bedroom Suite	<input type="checkbox"/> \$135.00
1-Bedroom International Suite	<input type="checkbox"/> \$175.00
2-Bedroom International Suite	<input type="checkbox"/> \$200.00

Extra Person—\$10. No charge for children under 12 sharing parents' room. All rooms subject to city tax. Parking in our in-building garage is free to all registered guests.

Please note: Reservations must be received 30 days prior to arrival date in order to be confirmed. All reservations received thereafter will be confirmed on availability only.

\*Rooms will be held until 6 PM on day of arrival unless accompanied by deposit to cover first night's rental.

HENRY GEORGE CENTENNIAL CONFERENCE August 20-25, 1979	
Please reserve _____ room(s) of the type and rate checked	
*Arrival Date _____ AM <input type="checkbox"/> PM <input type="checkbox"/>	Departure Date _____ AM <input type="checkbox"/> PM <input type="checkbox"/>
Name _____	
Address _____	
City _____	State _____ Zip _____
Company Name _____	
Additional Name _____	
Address _____	
City _____	State _____ Zip _____
Company Name _____	



# One Hundred Years Of Progress And Poverty

As you can see from the following Centennial Celebration conference program, we have brought together for this historic occasion many of the top activists and thinkers of the international Georgist movement. This conference, to be held in central San Francisco in the middle of the warm and balmy season, promises to be the largest, most interesting and relevant gathering of Georgists in many years.

We hope all our friends will attend, participate, and work with us to make this a once in a lifetime event all will remember. Do encourage friends and family to participate, and inform your local media of this exciting event.

We have been lucky in requests for speakers and workshop facilitators. Topics range from public relations and property tax reform to comparative economic systems, population, land trusts and the American Indian attitude towards land. You will find innumerable activities to stimulate your better understanding of Georgism in today's world.

The gathering is truly inter-

national, with speakers from Kenya, South Africa, Denmark, England, Canada, New Zealand, Holland and the United States. An exciting roster of economists, philosophers, social scientists, politicians, educators, business people, assessors, authors, mathematicians, heretics and rebels, has been chosen. We feel sure you will find the gathering a most rewarding experience, and we look forward to working with you all in making this an event that will not only rejuvenate your interest in Georgism, but also attract many new faces to our movement.

The weather should be warm at the end of August, so dress accordingly. We do have, however, occasional fog and wind this time of year, so you would be wise to bring a limited supply of warm clothing.

Although the scheduled events fill most of the week, there are times set aside for exploration of the San Francisco area. We will have local people on hand at the conference to help you find your way about and to make your stay in San Francisco a memorable experience.

We are asking that tickets for the events be procured directly at the conference, to save our committee unnecessary bookwork. Make sure of your hotel reservations, either at the Jack Tar, or at another you may have chosen. San Francisco is **very** crowded in August, so make your plans well in advance.

At this crucial time in history, when the basics of sound political economy seem to have been almost entirely lost and the call to fundamental reform remains largely unanswered, let us come together in the spirit of friendliness, cooperation, and shared vision of a better, more just world. With your enthusiasm and help we can together make this the Georgist event of the century.

For help with any problems please contact our on-site personnel at the Henry George School, 833 Market St. Room 1009, S.F. CA 94103, (415) 362-7944.

See you in August.

**Terry Newland**  
Chairman  
Centennial Conference Comm.

**The Good Society**

**Page Three**



Monday, August 20th

# WELCOME TO SAN FRANCISCO



A century ago a man who was to become the most illustrious San Franciscan of his time finished, in this city, a masterpiece of social philosophy and political economy, **Progress & Poverty**.

Writing with persuasive authority, Henry George became the unofficial spokesman for millions of working people all over the world as he courageously attacked the privileges, monopolies, and vested interests of his day. His book, **Progress & Poverty**, which sought to explain and offer a remedy for the age old enigma of want amidst plenty, sparked the imagination of reformers like Sun Yat Sen, John Dewey, Helen Keller, Leo Tol-

stoy, and G. B. Shaw, and thrust the author, dubbed "The Prophet of San Francisco", into the very forefront of economic and social change.

One hundred years after publication of this seminal masterpiece, friends, advocates, and opponents of George's philosophy gather in San Francisco to pay tribute to this outstanding American, to his epoch making book and to discuss together the relevancy of his teaching in the light of today's social realities.

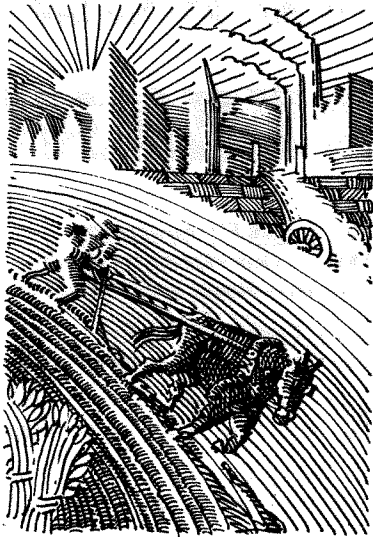
It is a time of rededication to the worldwide struggle he so fearlessly began one hundred years ago.

## WELCOME TO SAN FRANCISCO

9 am	Registration (all day) Jack Tar Hotel		Justification of Public Property in a Free Society	George Hardy
10 am	Opening Remarks	Paul Nix	Who Owns What Where?	Al Krebs
11 am	The Essence, Function and Destination of Land Values	Siebe Sevenster		
	Georgism and Socialism - A Perspective	Martin Brown	3.00 pm	The Application of Georgism in Taiwan
				Dr. Archibald Woodruff
Noon	No host lunch, on the town.			The New Zealand Experience with Land Value Taxation
				Roland O'Regan
1:30 pm	The Distribution of Wealth in a Georgist Society	Stanley Hart	7:30 pm	Cocktail Reception: Hosts - San Francisco
				Henry George School - - - Bob Scrofani
				Charles Turner - - - Wendell Fitzgerald

All Programs are subject to change

Tuesday, August 21st



# IN THE SPIRIT OF HENRY GEORGE

We begin with the basics of Henry George's broad, democratic philosophy. The roots of George's historical perspective, his unique blend of ethics and economics, his often dazzling intellect, and his special heroism are the leading sub-

jects of the day. The day will be devoted to a consideration of the wider significance and application of Georgism's most fundamental principles. Scope and historical destiny of his reform movement will be examined.

## IN THE SPIRIT OF HENRY GEORGE

- |         |  |   |         |  |   |
|---------|--|---|---------|--|---|
| 9 am    | <b>General Session:</b><br>A Survey of the Georgist Movement   | <b>Robert Clancy</b>  | 2:30 pm | <b>General Session:</b><br>Film  | <b>Floyd Morrow</b><br>"For This Land Is Mine"                                  |
| 10 am   | <b>Seminar One</b><br>Henry George and the American Ethic<br>Essence of Georgism<br>Henry George - An American Physiocrat<br>People and Progress | <b>Frank Goble</b><br><b>Dr. John Wiggins</b><br><b>Ron Burgess</b><br><b>Ernie Bryan</b> | 3:15 pm | Council of Georgist Organizations<br>Chairman:   | <b>Clay Berling</b>   |
| 12 noon | Luncheon: Jack Tar Hotel<br>(President, Golden Gate University)  | <b>Dr. Otto Butz</b>  | 4:00    | A Serious Look At Land Banks<br>Workshop -<br>Site Value Rating in South Africa<br>Chief Valuer-Johannesburg<br>Tax Shift or Lease Shift     | <b>Mildred Loomis &amp; Bob Swan</b><br><b>J. McCulloch</b><br><b>J. J. Pot</b> |
| 1:30 pm | The Next Century of Progress & Poverty<br>The American Indian Ethic Towards Land   | <b>Philip Finkelstein</b><br><b>Francis Allen</b>   | 7 pm    | Symposium I: International Georgism<br>Kenya's Experience with Land Taxation<br>Land Rent As Public Revenue in Australia<br>Open discussion. | <b>Dr. Gitango Aritho</b><br><b>Alan Hutchinson</b>                             |

The Good Society

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# ONE HUNDRED FOR A CENTENNIA

Mr. Francis Allen  
American Indian Attitude  
Towards Land and Nature.

Dr. Robert V. Andelson  
For the Earth is the Lord's.  
Neo Georgism

Mr. G. M. Gitonga Aritho  
Kenya's Experience  
With Land Taxation

Dr. John Bardaro  
The Other Side of  
the Population Question

Hon. James Bates  
Panelist: Cities in Crisis

Mr. Clay Berling  
Council of Georgist Organizations

Mr. Martin Brown  
Georgism/Socialism: A Perspective

Dr. Philip Brown  
Selling Air Rights

Mr. Ernie Bryan  
People and Progress

Mr. Ron Burgess  
Henry George-American Physiocrat

Dr. Larry Butler  
Panel: Monetary & Banking Reform

Dr. Otto Butz  
President - Golden Gate University

Ms. Andrea Carmen  
Progressive Utilization Theory

Mr. Joseph Castrovinci  
San Fran. Chamber of Commerce

Mr. Gerald Cauthern  
Pres.: "San Francisco Tomorrow"

Mr. Johan Christenson  
Prospects for the Henry George  
Movement in Denmark

Mr. Robert Clancy  
A Survey of the Georgist Movement

Ms. Penny Colgan  
Panelist - Single Tax in the 1980's?

Mr. George Collins  
Dir.: Henry George School, Phil.

Hon. Vernon Cook  
(Oregon Senate)  
Is Property Tax a Progressive Tax?  
Chair. - Reform for Our Time.

Dr. Steven Cord  
Immorality of  
Private Rent Collection  
Panelist - Reform for Our Time

Mr. Michael Curtis  
Panelist - Single Tax in the 1980's?

Mrs. J. A. Davis  
Panelist - Reform for Our Time

Mr. Robert De Fremery  
Monetary Requirements for a  
Free Society  
Panel: Monetary & Banking Reform

Mr. Roy Douglas  
The British Land Wars  
Panel: Common Market/Free Trade  
'Soap-Box' Workshop

Mr. Godfrey Dunkley  
The Three Pillars of Civilization

Dr. Karl Falk  
Chair. Monetary & Banking Reform

Hon. William J. Filante MD  
Political Realities Facing  
Fundamental Land Reform  
Panel: Unemployment & Inflation

Mr. Philip Finkelstein  
The Next Century of Progress  
& Poverty  
Panelist - Cities in Crisis

Mr. Wendell Fitzgerald  
HOST - Henry George School SF  
Panelist - Single Tax in the 1980's?

Dr. V. Frank  
San Francisco City Librarian

Ms. Evelyn Friend  
Panelist - Who Wants Another Tax?

Dr. Mason Gaffney  
Will The Energy Crisis  
Save Our Cities?  
Panelist - Cities in Crisis

Mr. Frank Goble  
Henry George & the Americ. Ethic

Mr. Richard Gochal  
Progressive Utilization Theory

Mr. Robert Goodier  
The Land and Mass Transit Finance

Mr. Sid Gilchrist  
The True Causes of Unemployment

Mr. Lancaster M. Greene  
Treas. - Henry George School NY

Mr. Richard Grinham  
(International Union for LVT & FT)  
V/Chair: Coordinating Council  
Panelist - Reform For Our Time

Mr. Ted Gwartney  
Political Realities and Advanced  
Techniques in Land Valuation

Mr. David Hapgood  
(Author "The Screwing of  
the Average Man")  
How To Sell Henry George  
to the Average Man  
Panelist - Who Wants Another Tax?

# OR L CELEBRATION

Mr. George Hardy  
Justification of Public  
Property in a Free Society

Dr. C. Lowell Harriss  
Assessments and Inflation

Dr. Morgan Harris  
Chairman - Who Wants Another Tax?

Mr. Fred Harrison  
Oil and the Petty Effect  
Panel: Common Market/Free Trade  
'Soap Box' Workshop

Mr. Graham Hart  
Distribution of Wealth  
in a Georgist Society  
(Listed incorrectly as 'Stanley!')  
Panelist - Reform For Our Time

Ms. Alanna Hartzok  
New Age Caucus on  
Conscious Land Use

Mr. Allen Hayward  
Exchange in Georgist Economics

Mr. John Henning  
(Cal. Fed. of Labor AFL/CIO)  
Henry George and the  
American Labor Movement

Mr. Alan Hutchinson  
Land Rent As Public Revenue  
in Australia

Mr. Carl Iverson  
Panelist - Single Tax in the 1980's

Dr. Duval Jaros  
M/C - \*'Centennial Banquet'\*

Mr. Oscar Johannsen  
Panel: Monetary & Banking Reform

Mr. John M. Kelly  
Whence Shall Come  
the New Barbarians

Mr. Louis Kelso  
Making Progress Towards  
Eliminating Poverty

Mr. Al Krebs  
Who Owns What Where?

Mr. Bart Lee  
Libertarians and the Land Question  
Debate: Who Should Own The Earth?

Dr. Richard Lindholm  
Should Small Business Support  
Land Value Taxation?

Ms. Mildred Loomis  
A Serious Look at Land Banking

Mr. Mitchell S. Lurio  
Panel: Monetary & Banking Reform

Mr. John Maher  
Pres. Delancy Street Found.

Ms. Eleanor McCauley  
Monopoly and Concentration  
of the Food System

Mr. Michael McClosky  
(Exec. Director - Sierra Club)  
Economics of Land Stewardship

Mr. Dan McCorquodale  
Panel: Unemployment & Inflation

Mr. J. McCulloch  
Site Value Rating In South Africa

Mr. Tony Meis  
Panelist - Single Tax for the 1980's?

Mr. Peter Meyer  
(Auth. "Land Monopoly" - Harpers)  
Terra Incognita: Significance  
Of Knowing Who Owns The Land

Hon. William Morris M.P.  
(Australian Parliament)  
Panel: Unemployment and Inflation

Mr. Floyd Morrow  
Film - "For This Land Is Mine"  
Chairman - Cities in Crisis

Dr. J. S. Narayanamurti  
The Eastern Attitude  
Towards Nature and Its Gifts

Mr. David Nesmith  
The Richest Land

Mr. Terry Newland  
Master of Ceremonies  
\*The Centennial Festival\*\*  
Panel: Monetary & Banking Reform

Mr. Paul Nix  
Pres. Henry George School NY

Mr. Rolland O'Regan  
The New Zealand Experience  
With Land Value Taxation

Mr. Harry Pollard  
Our First 150,000 - the InterStudent  
High School Program  
Panel: Common Market/Free Trade  
Debate: Who Should Own The Earth?

Mr. Jan. J. Pot  
Tax Shift or Lease Shift?

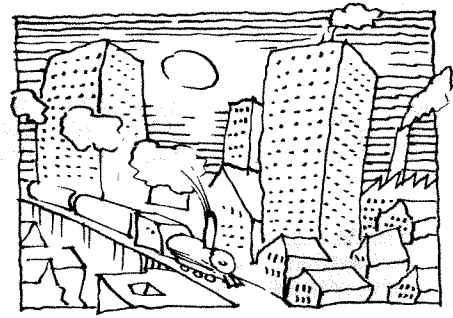
Mr. Perry Prentice  
The Trillion \$ Cost of Today's  
kind of Property Tax  
Panelist - Cities in Crisis  
Panelist - Who Wants Another Tax?

Mr. Keith Roberts  
The Consumer and the  
Monopoly of Resources

Miss Wendy Rockwell  
Fairhope Single Tax Corp.  
Panelist - Single Tax in the 1980's?  
(continued on back page)

Wednesday, August 22nd

# THE MENACE OF PRIVILEGE



George's specific solution to the enigma of poverty amidst plenty was the abolition of special privilege. He opposed vigorously every policy and device that unjustly shifted income from 'earned' into the 'un-earned' category. His penetrating economic analysis appealed to working people, businessmen, reformers, socialists and libertarians. To workers he offered the full reward of their labors; to the businessman, freedom from state intervention and from multiple taxation; to the socialists the abolition of exploitive economic institutions; and to libertarians freedom.

His message found receptive listeners in men like John Dewey who said George ranked with Plato among the world's half-dozen greatest social philosophers. Albert Einstein said, "Men like Henry George are rare, unfortunately. One cannot imagine a more beautiful combination of intellectual keenness, artistic form, and fervent love of justice".

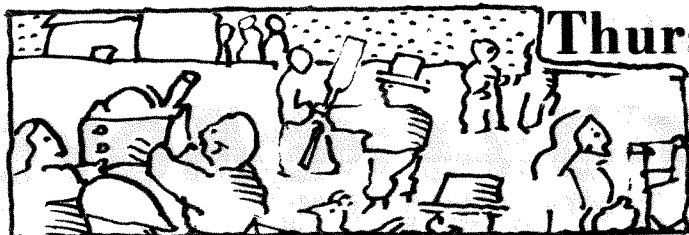
On this third day of the conference we examine the working tenets and specific remedies of Georgism and compare them to those of others who have sought reform of crucial problems.

## THE MENACE OF PRIVILEGE

9 am	<b>General Session:</b>	<b>John M. Kelly</b>	1:30	The Trillion Dollar Cost of Today's Kind of Property Tax	<b>Perry Prentice</b>
	Whence Shall Come The New Barbarians?				
10 am	Prospects for the Henry George Movement in Denmark	<b>Johan Christenson</b>	3 pm	Three Concurrent Presentations:	
	The Consumer and the Monopoly of Resources	<b>Keith Roberts</b>		The Moral and Ethical Basis of Georgism	<b>Jack Schwartzman</b>
	The Richest Land	Film Presentation <b>David Nesbit</b>		The Immorality of Private Rent Collection	<b>Dr. Steven Cord</b>
11 am	Exchange in Georgist Economics			The Three Pillars of Civilization	<b>Godfrey Dunkley</b>
	Monetary Requirements for a Free Society	<b>Alan Hayward</b>		Questions and Discussion	
	The Mathematics of Land Value Taxation	<b>Robert De Fremery</b>	4:00	Council of Georgist Organizations	
	Land Tax and Inflation	<b>Mike Trigg</b>		Chairman:	<b>Clay Berling</b>
12:15	No-host Luncheon	<b>Knud Tholstrup</b>	7 pm	Civic Reception - S.F. City Hall Rotunda	
				Keynote Speaker	<b>John Maher</b>
				President - Delancy Street Foundation	

**The Good Society**





Thursday, August 23rd

# REFORM FOR OUR TIME

Today we turn to the 'nuts and bolts' of enlightened reform. Right means are as important as right ends, and it is natural that following our discussion of Georgist principles we now turn to the forms of institutional policy change that may be germane and necessary for orderly advancement

towards our mutual aim: a just economy within a free society. The wide panorama of reform issues offers us many exciting avenues of discovery – energy conservation, unemployment, urban decay, everpresent poverty, inflation, the role of the state – and much, much, more.

## REFORM FOR OUR TIME

9 am **Symposium II: Earthonomics - 3 Views**  
Will The Energy Crisis Save Our Cities?

**Dr. Mason Gaffney**

The Economics of Land Stewardship

Ex.Dir. Sierra Club **Michael McClosky**

Selling Air Rights **Dr. Philip Brown**

Responses:

Pres. "S. F. Tomorrow" **Gerald Cauthern**

Chamber of Comm. **Joseph Castrovinci**

10:30 am **Seminar Two**

Political Realities, Advanced Techniques

in Land Value Taxation **Ted Gwartney**

Inflation and Assessment Policies

**Dr. C. Lowell Harriss**

Is The Land Value Tax a Progressive Tax?

**Senator Vernon Cook (Oregon Legis.)**

Should Small businesses Support LVT?

**Dr. Richard Lindholm**

The Land And Mass Transit Financing

**Robert Goodier**

Applying Land Value Taxation to Large

Metro Areas **Dr. William Truehart**

12:30 Civic Luncheon – Sheraton Palace Hotel

Exec. Sec., Cal. Fed. of Labor AFL/CIO

**Hon. John Henning**

2:00 pm **Neo-Georgism** **Dr. Robert Andelson**  
Kenya's Experience With The Land Value  
Tax **Dr. Gitango Aritho**

Economics Plain

**Robert Tideman**

\* A workshop for ages 6-15 (only!) \*

3:30 pm **Progressive Utilization Theory**

**Andrea Carmen and Richard Gochal**

**Panel #1:**

**Reform For Our Time**

Chairman:

**Sen. Vernon Cook**

**Marion Sapiro**

**George Collins**

**Mark Satin**

**Graham Hart**

**Richard Grinham**

**Steve Cord**

4:30 pm **Meetings – Georgist Organizations**

Film – "For This Land is Mine"

**OPEN MIKE!** Opportunity to sound off!

7:30 pm **Symposium III: The Spirit of the Earth**

For The Earth Is The Lord's

**Dr. Robert Andelson**

The Eastern Attitude Toward Nature and  
Its Gifts

**Dr. Narayanamurti**

The One Thing That Might Save Us All

**Rev. Wylie Young**

**Friday, August 24th**

# **MOVEMENT ON THE MOVE**

Today we address the need for concerted action on the part of the many. Great visions and ideas, like those of Henry George, need the animating power of human devotion and activity to transform them into actualities. How to act cooperatively, yet independently? Should we appeal to the pocketbook or to moral sentiments? Should we embrace the left, the right, both – or neither?

Are there potent untried means of com-

municating our message which, perhaps have been overlooked? In order to answer these and other questions, we direct ourselves to the exploration of methods of communication, affiliation, education and of popularization.

The world-wide Georgist movement has not survived for 100 years by being doctrinaire and static, but by being ready to grasp opportunity and meet the challenge of the times.

## **MOVEMENT ON THE MOVE**

8:30 am **General Session:** Breakfast – Jack Tar  
Selling H.G. to the Average Man  
David Hapgood  
Political Realities Facing Fundamental  
Land Reform Hon. William Filante MD

10 am Our First 150,000 : the InterStudent  
High School Program Harry Pollard

**Panel #2:** The Single Tax in the 1980's?  
Chairman: Mike Curtis  
J.A. Davis Tony Meis  
Penny Colgan Carl Iverson  
Mike Curtis Wendy Rockwell  
Wendell Fitzgerald

11 am How to package and market Henry  
George's Philosophy Tom Sanders

**Panel #3:** Who Wants Another Tax?  
Chairman: Dr. Morgan Harris  
Perry Prentice David Hapgood  
Evelyn Friend Harlan Trott  
Rolland O'Regan

12 Noon No Host Luncheon

1:30 pm **Panel #4:** Monetary and Banking Reform  
Chairman: Dr. Karl Falk  
Dr. Larry Butler Knud Tholstrup  
Oscar Johannsen Terry Newland  
Robert De Fremery Mitchell S. Lurio  
Earthworks Presentation

Workshop with Eleanor McCauley  
Who Should Own the Earth? – A Debate  
Harry Pollard/Bart Lee

3 pm New Age Caucus On Conscious Land Use  
Workshop with Alanna Hartzok  
The True Causes of Unemployment  
Sid Gilchrist

4:30 pm Reception at San Francisco Public Lib-  
rary. The Centennial Edition of "Progress  
and Poverty" and the new "Critics of  
Henry George" will be presented to the  
City and County of San Francisco by:  
Lancaster Greene & Dr. Robert Andelson  
Response: City Librarian Dr. V. Frank

7:30 pm 'Soap Box' Workshop: Dr. Roy Douglas,  
Harry Pollard, Fred Harrison  
The Next 100 Years: Making Plans Now  
Chairman: Clay Berling

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The Good Society

# Saturday, August 25th

# THE CENTENNIAL CELEBRATION

This day is reserved for a celebration of Progress and Poverty's Centennial, and to salute its author, Henry George, who was born 140 years ago this September 2nd. After the talks and discussion of the morning session, we break for a two hour

extravaganza and rally, with entertainment, dignitaries, and some surprises. Take time to talk with fellow conference goers and join in the festivities. The final major event of the conference is the traditional Saturday evening Banquet.

## THE CENTENNIAL CELEBRATION

9:00 am **General Session:** **Mark Satin**  
Politics of Transformation: the 'Third  
Way'-by the author of "New Age Politics"

10 am **Panel #5:** **Cities in Crisis**  
**Chairman:** **Floyd Morrow**  
**Super. C.R. Silver** **Perry Prentice**  
**Hon. James Bates** **J. McCulloch**  
**Philip Finkelstein** **Dr. T. Monroe**  
**Dr. Mason Gaffney** **Sen. Vernon Cook**

**Panel #6:** **Common Market/Free Trade?**  
**Chairman:** **Dr. Margil Wadley**  
**Richard Grinham** **Dr. Roy Douglas**  
**Fred Harrison** **Harry Pollard**

11.30 am **Panel #7:** **Unemployment and Inflation**  
**Chairman:** **Stanley Sapiro**  
**William Morris MP** **Stan Rubenstein**  
**Dan McCorquodale** **Godfrey Dunkley**  
**William Filante MD** **Dr. Lowell Harriss**  
**Senator Albert Rodda**

12:30 pm **Centennial Festival: Hosts - Centennial  
Committee . . Chairman: Terry Newland**

2:30 pm **Council of Georgist Organizations**  
**Chairman:** **Clay Berling**  
**Thirty-Minute:** "For This Land is Mine"  
**Color Movies:** "One Way to Better Cities"

3:30 pm **Concurrent Talks:**  
**Oil and the Petty Effect** **Fred Harrison**  
**The British Land Wars** **Dr. Roy Douglas**  
**Taxation of Unimproved Land Values, the  
Kenya Experience** **Dr. Gitango Aritho**  
**The Other Side of the Population Question**  
**Dr. John Bardaro**

6.30 pm **Pre-Banquet Cocktails**

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## 7.30 pm THE CENTENNIAL CELEBRATION BANQUET

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**Master of Ceremonies** **Dr. Val Jaros**  
**Keynote Speaker** **Robert Tideman**  
**Awards - Entertainment - Surprises!**

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### Sunday, August 26th

### Present Evaluation and Future Purpose

10 am **Planning for Tomorrow - This wrap-up session is devoted to Conference evaluation and to planning for forthcoming national and international gatherings.**

1 pm **Check out at the Jack Tar Hotel. Have a safe journey home!**

# CONFERENCE PROGRAM PARTICIPANTS (continued from Page Seven)

Hon. Albert Rodda  
(California Senate)  
Panel: Unemployment & Inflation

Mr. Stan Rubenstein  
Panel: Unemployment & Inflation

Mrs. Marion Sapiro  
Panelist – Reform for Our Time

Mr. Stan Sapiro  
Chair. Unemployment & Inflation

Mr. Mark Satin  
Author "New Age Politics"  
Politics of Transformation:  
the 'Third Way'  
Panelist – Reform For Our Time

Mr. Jack Schwartzman  
The Moral and Ethical  
Basis of Georgism

Mr. Robert Scrofani  
HOST: Henry George School SF

Mr. Siebe Sevenster  
Essence, Function and  
Destination of Land Values

Hon. C.R. Silver  
(Supervisor, San Francisco)  
Panelist – Cities in Crisis

Mr. Robert Swan  
A Serious Look at Land Banks

Mr. Knud Tholstrup  
The Land Tax and Inflation

Mr. Robert Tideman  
Banquet Speaker  
Workshop – Economics Plain

Mr. Michael Trigg  
The Mathematics of  
Land Value Taxation

Mr. Harlan Trott  
Panelist – Who Wants Another Tax?

Dr. William Truehart  
Land Value Taxation Applied  
to a Large Metropolitan Area

Mr. Charles Turner  
HOST: Henry George School SF

Dr. Margil Wadley  
(Treas. – Henry George School LA)  
Chair. Common Market/Free Trade

Dr. John S. Wiggins  
Essence of Georgism

Dr. A. M. Woodruff  
The Application Of Georgism  
in Taiwan

Rev. Wylie Young  
The One Thing That  
Might Save Us All

Thursday, August 23rd

2:00 pm

Terra Incognita: The Significance of Knowing Who Owns The Land

**Peter Meyer**

..... takes the place of the talk by Dr. Aritho

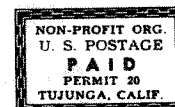
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THE GOOD SOCIETY!

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California 91042

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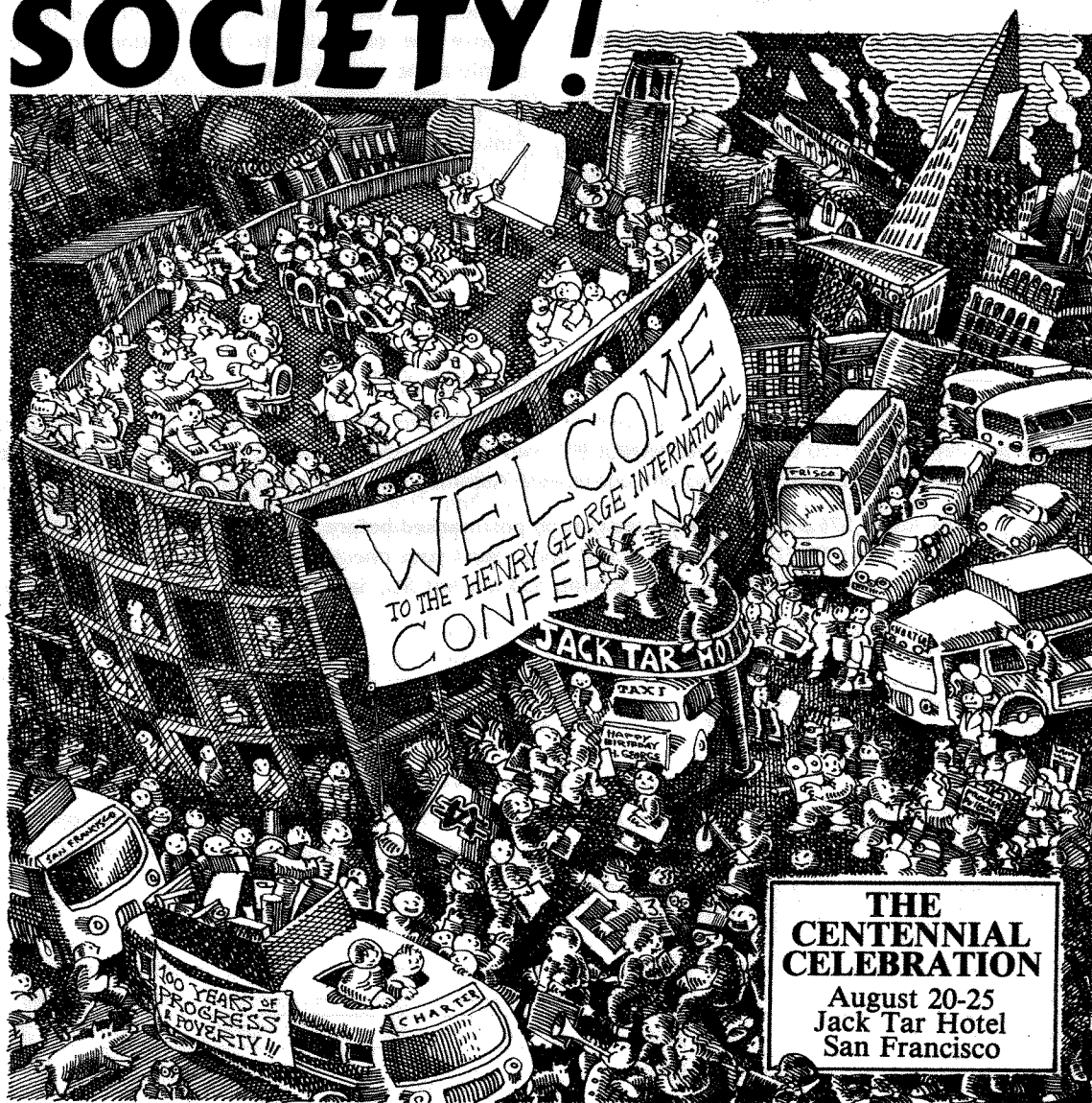
Mr. Claude W. Arnold, Dir.  
Henry George School  
340 Fairhope Ave.  
Fairhope AL 36532





# THE GOOD SOCIETY!

"And they who fight with Ormuzd, though they may not know each other – somewhere, sometime, will the muster roll be called."



## THE CENTENNIAL CELEBRATION

August 20-25  
Jack Tar Hotel  
San Francisco

Published by the Henry George School of Social Science

July, 1979

# Editorial

What happened?

I hope you've enjoyed your Henry George News this last few months. We've been making changes – both in content and format. However, now you are holding a metamorphosis. Size, shape and content have changed by an order of magnitude.

It means we're going public! We have things to say and it's time for the world to hear them.

People find difficulty placing the Georgist comfortably in a corner of the political spectrum – which is an asset. But, they don't know what we are for – which is a liability. (They **think** we want to increase taxes, which encourages the left and turns off the right.) (They also think we want to remove every restriction – which turns the right on again, but switches off the left.)

The good society is what we want and what everyone wants. Our philosophy is unique. We don't want to do things for people; we want instead to create an environment where they may do things for themselves. As an English Georgist growled, "One doesn't **make** the grass grow; one merely removes the boulders from the lawn." Our philosophy is to remove the obstacles to free action and leave people alone to do their own growing.

**'The Good Society'** will be published by Philip Finkelstein, for the New York Henry George School. I will continue editing from Tujunga, California – home of the Henry George School of Los Angeles. You may be receiving this Conference issue as a courtesy of your local Henry George School. Thank them with a tax-deductible donation.

Harry Pollard

## URGENT – URGENT – URGENT

We must have your Conference Registration as quickly as possible. That's a basic \$10. To it must be added \$5 per day and \$41.50 for the **BIG BANQUET**, two lunches AND a special Friday breakfast session with best-selling author David Hagood and our newest Assemblyman – Dr. William Filante.

**This totals \$76.50 – BUT for registration postmarked before August 7th, we'll give you the Banquet FREE! You must act at once. Send your check for \$61.50 to Centennial Committee, c/o Henry George School, 833 Market St., San Francisco CA 94103.**

You will also need accommodation. The official Conference Hotel is the Jack Tar. Clip the coupon below and send it to: Jack Tar Hotel : Van Ness at Geary, San Francisco CA 94101.

PLEASE CHECK ACCOMMODATIONS	
Single	<input type="checkbox"/> \$37.00
Double Bed (2 persons)	<input type="checkbox"/> \$44.00
Twin Beds (2 persons)	<input type="checkbox"/> \$44.00
Double/Double (2 Double Beds)	<input type="checkbox"/> \$50.00
SUITES	
1-Bedroom Suite	<input type="checkbox"/> \$100.00
2-Bedroom Suite	<input type="checkbox"/> \$135.00
1-Bedroom International Suite	<input type="checkbox"/> \$175.00
2-Bedroom International Suite	<input type="checkbox"/> \$200.00

Extra Person—\$10. No charge for children under 12 sharing parents' room. All rooms subject to city tax. Parking in our in-building garage is free to all registered guests.

Please note: Reservations must be received 30 days prior to arrival date in order to be confirmed. All reservations received thereafter will be confirmed on availability only.

\*Rooms will be held until 6 PM on day of arrival unless accompanied by deposit to cover first night's rental.

HENRY GEORGE CENTENNIAL CONFERENCE	
August 20-25, 1979	
Please reserve _____ room(s) of the type and rate checked	
*Arrival Date _____ AM <input type="checkbox"/> PM <input type="checkbox"/> Departure Date _____ AM <input type="checkbox"/> PM <input type="checkbox"/>	
Name _____	
Address _____	
City _____ State _____ Zip _____	
Company Name _____	
Additional Name _____	
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City _____ State _____ Zip _____	
Company Name _____	

# One Hundred Years Of Progress And Poverty

As you can see from the following Centennial Celebration conference program, we have brought together for this historic occasion many of the top activists and thinkers of the international Georgist movement. This conference, to be held in central San Francisco in the middle of the warm and balmy season, promises to be the largest, most interesting and relevant gathering of Georgists in many years.

We hope all our friends will attend, participate, and work with us to make this a once in a lifetime event all will remember. Do encourage friends and family to participate, and inform your local media of this exciting event.

We have been lucky in requests for speakers and workshop facilitators. Topics range from public relations and property tax reform to comparative economic systems, population, land trusts and the American Indian attitude towards land. You will find innumerable activities to stimulate your better understanding of Georgism in today's world.

The gathering is truly inter-

national, with speakers from Kenya, South Africa, Denmark, England, Canada, New Zealand, Holland and the United States. An exciting roster of economists, philosophers, social scientists, politicians, educators, business people, assessors, authors, mathematicians, heretics and rebels, has been chosen. We feel sure you will find the gathering a most rewarding experience, and we look forward to working with you all in making this an event that will not only rejuvenate your interest in Georgism, but also attract many new faces to our movement.

The weather should be warm at the end of August, so dress accordingly. We do have, however, occasional fog and wind this time of year, so you would be wise to bring a limited supply of warm clothing.

Although the scheduled events fill most of the week, there are times set aside for exploration of the San Francisco area. We will have local people on hand at the conference to help you find your way about and to make your stay in San Francisco a memorable experience.

We are asking that tickets for the events be procured directly at the conference, to save our committee unnecessary bookwork. Make sure of your hotel reservations, either at the Jack Tar, or at another you may have chosen. San Francisco is **very** crowded in August, so make your plans well in advance.

At this crucial time in history, when the basics of sound political economy seem to have been almost entirely lost and the call to fundamental reform remains largely unanswered, let us come together in the spirit of friendliness, cooperation, and shared vision of a better, more just world. With your enthusiasm and help we can together make this the Georgist event of the century.

For help with any problems please contact our on-site personnel at the Henry George School, 833 Market St. Room 1009, S.F. CA 94103, (415) 362-7944.

See you in August.

**Terry Newland**  
Chairman  
Centennial Conference Comm.

**The Good Society**

**Page Three**

Monday, August 20th

# WELCOME TO SAN FRANCISCO



A century ago a man who was to become the most illustrious San Franciscan of his time finished, in this city, a masterpiece of social philosophy and political economy, **Progress & Poverty**.

Writing with persuasive authority, Henry George became the unofficial spokesman for millions of working people all over the world as he courageously attacked the privileges, monopolies, and vested interests of his day. His book, **Progress & Poverty**, which sought to explain and offer a remedy for the age old enigma of want amidst plenty, sparked the imagination of reformers like Sun Yat Sen, John Dewey, Helen Keller, Leo Tol-

stoy, and G. B. Shaw, and thrust the author, dubbed "The Prophet of San Francisco", into the very forefront of economic and social change.

One hundred years after publication of this seminal masterpiece, friends, advocates, and opponents of George's philosophy gather in San Francisco to pay tribute to this outstanding American, to his epoch making book and to discuss together the relevancy of his teaching in the light of today's social realities.

It is a time of rededication to the worldwide struggle he so fearlessly began one hundred years ago.

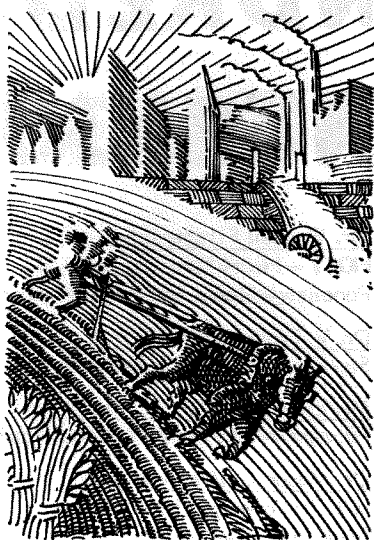
## WELCOME TO SAN FRANCISCO

9 am	Registration (all day) Jack Tar Hotel		Justification of Public Property in a Free Society	George Hardy
10 am	Opening Remarks	Paul Nix	Who Owns What Where?	Al Krebs
11 am	The Essence, Function and Destination of Land Values	Siebe Sevenster	3.00 pm	The Application of Georgism in Taiwan
	Georgism and Socialism - A Perspective	Martin Brown		Dr. Archibald Woodruff
Noon	No host lunch, on the town.			The New Zealand Experience with Land Value Taxation
				Rolland O'Regan
1:30 pm	The Distribution of Wealth in a Georgist Society	Stanley Hart	7:30 pm	Cocktail Reception: Hosts - San Francisco
				Henry George School - - - Bob Scrofani
				Charles Turner - - - Wendell Fitzgerald

All Programs are subject to change



Tuesday, August 21st



# IN THE SPIRIT OF HENRY GEORGE

We begin with the basics of Henry George's broad, democratic philosophy. The roots of George's historical perspective, his unique blend of ethics and economics, his often dazzling intellect, and his special heroism are the leading sub-

jects of the day. The day will be devoted to a consideration of the wider significance and application of Georgism's most fundamental principles. Scope and historical destiny of his reform movement will be examined.

## IN THE SPIRIT OF HENRY GEORGE

- |         |  |                           |         |   |                         |
|---------|--|---------------------------|---------|---|-------------------------|
| 9 am    | <b>General Session:</b>                | <b>Robert Clancy</b>      | 2:30 pm | <b>General Session:</b>                         | <b>Floyd Morrow</b>     |
|         | A Survey of the Georgist Movement      |                           |         | Film  | "For This Land Is Mine" |
| 10 am   | <b>Seminar One</b>                     |                           | 3:15 pm | Council of Georgist Organizations               |                         |
|         | Henry George and the American Ethic    |                           |         | Chairman:                                       | <b>Clay Berling</b>     |
|         |  | <b>Frank Goble</b>        | 4:00    | A Serious Look At Land Banks                    |                         |
|         | Essence of Georgism                    | <b>Dr. John Wiggins</b>   |         | Workshop - <b>Mildred Loomis &amp; Bob Swan</b> |                         |
|         | Henry George - An American Physiocrat  | <b>Ron Burgess</b>        |         | Site Value Rating in South Africa               |                         |
|         | People and Progress                    | <b>Ernie Bryan</b>        |         | Chief Valuer-Johannesburg <b>J. McCulloch</b>   |                         |
| 12 noon | Luncheon: Jack Tar Hotel               | <b>Dr. Otto Butz</b>      | 7 pm    | Symposium I: International Georgism             |                         |
|         | (President, Golden Gate University)    |                           |         | Kenya's Experience with Land Taxation           |                         |
| 1:30 pm | The Next Century of Progress & Poverty |                           |         | <b>Dr. Gitango Aritho</b>                       |                         |
|         |  | <b>Philip Finkelstein</b> |         | Land Rent As Public Revenue in Australia        |                         |
|         | The American Indian Ethic Towards Land |                           |         | <b>Alan Hutchinson</b>                          |                         |
|         |  | <b>Francis Allen</b>      |         | Open discussion.                                |                         |

The Good Society

Page Five

# ONE HUNDRED F A CENTENNIA

Mr. Francis Allen  
American Indian Attitude  
Towards Land and Nature.

Dr. Robert V. Andelson  
For the Earth is the Lord's.  
Neo Georgism

Mr. G. M. Gitonga Aritho  
Kenya's Experience  
With Land Taxation

Dr. John Bardaro  
The Other Side of  
the Population Question

Hon. James Bates  
Panelist: Cities in Crisis

Mr. Clay Berling  
Council of Georgist Organizations

Mr. Martin Brown  
Georgism/Socialism: A Perspective

Dr. Philip Brown  
Selling Air Rights

Mr. Ernie Bryan  
People and Progress

Mr. Ron Burgess  
Henry George-American Physiocrat

Dr. Larry Butler  
Panel: Monetary & Banking Reform

Dr. Otto Bütz  
President - Golden Gate University

Ms. Andrea Carmen  
Progressive Utilization Theory

Mr. Joseph Castrovinci  
San Fran. Chamber of Commerce

Mr. Gerald Cauthern  
Pres.: "San Francisco Tomorrow"

Mr. Johan Christenson  
Prospects for the Henry George  
Movement in Denmark

Mr. Robert Clancy  
A Survey of the Georgist Movement

Ms. Penny Colgan  
Panelist - Single Tax in the 1980's?

Mr. George Collins  
Dir.: Henry George School, Phil.

Hon. Vernon Cook  
(Oregon Senate)  
Is Property Tax a Progressive Tax?  
Chair. - Reform for Our Time.

Dr. Steven Cord  
Immorality of  
Private Rent Collection  
Panelist - Reform for Our Time

Mr. Michael Curtis  
Panelist - Single Tax in the 1980's?

Mrs. J. A. Davis  
Panelist - Reform for Our Time

Mr. Robert De Fremery  
Monetary Requirements for a  
Free Society  
Panel: Monetary & Banking Reform

Mr. Roy Douglas  
The British Land Wars  
Panel: Common Market/Free Trade  
'Soap-Box' Workshop

Mr. Godfrey Dunkley  
The Three Pillars of Civilization

Dr. Karl Falk  
Chair. Monetary & Banking Reform

Hon. William J. Filante MD  
Political Realities Facing  
Fundamental Land Reform  
Panel: Unemployment & Inflation

Mr. Philip Finkelstein  
The Next Century of Progress  
& Poverty  
Panelist - Cities in Crisis

Mr. Wendell Fitzgerald  
**HOST** - Henry George School SF  
Panelist - Single Tax in the 1980's?

Dr. V. Frank  
San Francisco City Librarian

Ms. Evelyn Friend  
Panelist - Who Wants Another Tax?

Dr. Mason Gaffney  
Will The Energy Crisis  
Save Our Cities?  
Panelist - Cities in Crisis

Mr. Frank Goble  
Henry George & the Americ. Ethic

Mr. Richard Gochal  
Progressive Utilization Theory

Mr. Robert Goodier  
The Land and Mass Transit Finance

Mr. Sid Gilchrist  
The True Causes of Unemployment

Mr. Lancaster M. Greene  
Treas. - Henry George School NY

Mr. Richard Grinham  
(International Union for LVT & FT)  
V/Chair: Coordinating Council  
Panelist - Reform For Our Time

Mr. Ted Gwartney  
Political Realities and Advanced  
Techniques in Land Valuation

Mr. David Hapgood  
(Author "The Screwing of  
the Average Man")  
How To Sell Henry George  
to the Average Man  
Panelist - Who Wants Another Tax?

# OR L CELEBRATION

Mr. George Hardy  
Justification of Public  
Property in a Free Society

Dr. C. Lowell Harriss  
Assessments and Inflation

Dr. Morgan Harris  
Chairman—Who Wants Another Tax?

Mr. Fred Harrison  
Oil and the Petty Effect  
Panel: Common Market/Free Trade  
'Soap Box' Workshop

Mr. Graham Hart  
Distribution of Wealth  
in a Georgist Society  
(Listed incorrectly as 'Stanley!')  
Panelist—Reform For Our Time

Ms. Alanna Hartzok  
New Age Caucus on  
Conscious Land Use

Mr. Allen Hayward  
Exchange in Georgist Economics

Mr. John Henning  
(Cal. Fed. of Labor AFL/CIO)  
Henry George and the  
American Labor Movement

Mr. Alan Hutchinson  
Land Rent As Public Revenue  
in Australia

Mr. Carl Iverson  
Panelist—Single Tax in the 1980's

Dr. Duval Jaros  
M/C—\*"Centennial Banquet"\*

Mr. Oscar Johannsen  
Panel: Monetary & Banking Reform

Mr. John M. Kelly  
Whence Shall Come  
the New Barbarians

Mr. Louis Kelso  
Making Progress Towards  
Eliminating Poverty

Mr. Al Krebs  
Who Owns What Where?

Mr. Bart Lee  
Libertarians and the Land Question  
Debate: Who Should Own The Earth?

Dr. Richard Lindholm  
Should Small Business Support  
Land Value Taxation?

Ms. Mildred Loomis  
A Serious Look at Land Banking

Mr. Mitchell S. Lurio  
Panel: Monetary & Banking Reform

Mr. John Maher  
Pres. Delancy Street Found.

Ms. Eleanor McCauley  
Monopoly and Concentration  
of the Food System

Mr. Michael McClosky  
(Exec. Director—Sierra Club)  
Economics of Land Stewardship

Mr. Dan McCorquodale  
Panel: Unemployment & Inflation

Mr. J. McCulloch  
Site Value Rating In South Africa

Mr. Tony Meis  
Panelist—Single Tax for the 1980's?

Mr. Peter Meyer  
(Auth. "Land Monopoly"—Harpers)  
Terra Incognita: Significance  
Of Knowing Who Owns The Land

Hon. William Morris M.P.  
(Australian Parliament)  
Panel: Unemployment and Inflation

Mr. Floyd Morrow  
Film—"For This Land Is Mine"  
Chairman—Cities in Crisis

Dr. J. S. Narayanamurti  
The Eastern Attitude  
Towards Nature and Its Gifts

Mr. David Nesmith  
The Richest Land

Mr. Terry Newland  
Master of Ceremonies  
\*"The Centennial Festival"\*  
Panel: Monetary & Banking Reform

Mr. Paul Nix  
Pres. Henry George School NY

Mr. Rolland O'Regan  
The New Zealand Experience  
With Land Value Taxation

Mr. Harry Pollard  
Our First 150,000—the InterStudent  
High School Program  
Panel: Common Market/Free Trade  
Debate: Who Should Own The Earth?

Mr. Jan. J. Pot  
Tax Shift or Lease Shift?

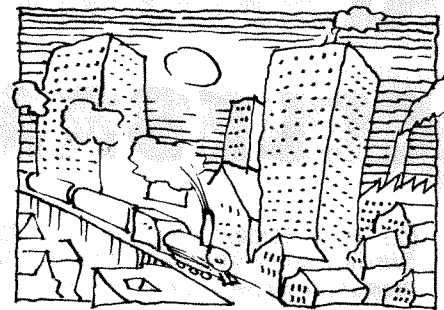
Mr. Perry Prentice  
The Trillion \$ Cost of Today's  
kind of Property Tax  
Panelist—Cities in Crisis  
Panelist—Who Wants Another Tax?

Mr. Keith Roberts  
The Consumer and the  
Monopoly of Resources

Miss Wendy Rockwell  
Fairhope Single Tax Corp.  
Panelist—Single Tax in the 1980's?  
(continued on back page)

Wednesday, August 22nd

# THE MENACE OF PRIVILEGE



George's specific solution to the enigma of poverty amidst plenty was the abolition of special privilege. He opposed vigorously every policy and device that unjustly shifted income from 'earned' into the 'un-earned' category. His penetrating economic analysis appealed to working people, businessmen, reformers, socialists and libertarians. To workers he offered the full reward of their labors; to the businessman, freedom from state intervention and from multiple taxation; to the socialists the abolition of exploitive economic institutions; and to libertarians freedom.

His message found receptive listeners in men like John Dewey who said George ranked with Plato among the world's half-dozen greatest social philosophers. Albert Einstein said, "Men like Henry George are rare, unfortunately. One cannot imagine a more beautiful combination of intellectual keenness, artistic form, and fervent love of justice".

On this third day of the conference we examine the working tenets and specific remedies of Georgism and compare them to those of others who have sought reform of crucial problems.

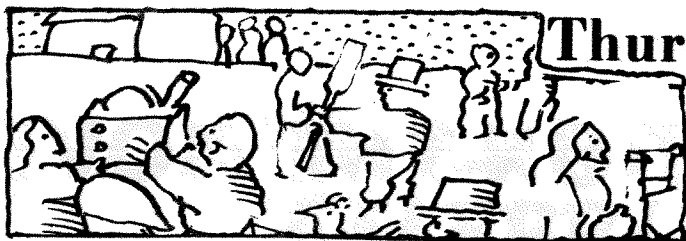
## THE MENACE OF PRIVILEGE

9 am	<b>General Session:</b>	<b>John M. Kelly</b>	1:30	The Trillion Dollar Cost of Today's Kind of Property Tax	<b>Perry Prentice</b>
	Whence Shall Come The New Barbarians?				
10 am	Prospects for the Henry George Movement in Denmark	<b>Johan Christenson</b>	3 pm	Three Concurrent Presentations:	
	The Consumer and the Monopoly of Resources	<b>Keith Roberts</b>		The Moral and Ethical Basis of Georgism	<b>Jack Schwartzman</b>
	The Richest Land	Film Presentation <b>David Nesbit</b>		The Immorality of Private Rent Collection	<b>Dr. Steven Cord</b>
11 am	Exchange in Georgist Economics			The Three Pillars of Civilization	<b>Godfrey Dunkley</b>
	Monetary Requirements for a Free Society	<b>Alan Hayward</b>		Questions and Discussion	
	The Mathematics of Land Value Taxation	<b>Robert De Fremery</b>	4:00	Council of Georgist Organizations	
	Land Tax and Inflation	<b>Mike Trigg</b> <b>Knud Tholstrup</b>		Chairman:	<b>Clay Berling</b>
12:15	No-host Luncheon		7 pm	Civic Reception - S.F. City Hall Rotunda	
				Keynote Speaker	<b>John Maher</b>
				President - Delancy Street Foundation	

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The Good Society





Thursday, August 23rd

# REFORM FOR OUR TIME

Today we turn to the 'nuts and bolts' of enlightened reform. Right means are as important as right ends, and it is natural that following our discussion of Georgist principles we now turn to the forms of institutional policy change that may be germane and necessary for orderly advancement

towards our mutual aim: a just economy within a free society. The wide panorama of reform issues offers us many exciting avenues of discovery – energy conservation, unemployment, urban decay, everpresent poverty, inflation, the role of the state – and much, much, more.

## REFORM FOR OUR TIME

9 am **Symposium II: Earthonomics - 3 Views**  
 Will The Energy Crisis Save Our Cities?  
**Dr. Mason Gaffney**  
 The Economics of Land Stewardship  
 Ex.Dir. Sierra Club **Michael McClosky**  
 Selling Air Rights **Dr. Philip Brown**  
 Responses:  
 Pres. "S. F. Tomorrow" **Gerald Cauthern**  
 Chamber of Comm. **Joseph Castrovinci**

10:30 am **Seminar Two**  
 Political Realities, Advanced Techniques  
 in Land Value Taxation **Ted Gwartney**  
 Inflation and Assessment Policies  
**Dr. C. Lowell Harriss**  
 Is The Land Value Tax a Progressive Tax?  
**Senator Vernon Cook (Oregon Legis.)**  
 Should Small businesses Support LVT?  
**Dr. Richard Lindholm**  
 The Land And Mass Transit Financing  
**Robert Goodier**  
 Applying Land Value Taxation to Large  
 Metro Areas **Dr. William Truehart**

12:30 Civic Luncheon – Sheraton Palace Hotel  
 Exec. Sec., Cal. Fed. of Labor AFL/CIO  
**Hon. John Henning**

2:00 pm **Neo-Georgism** **Dr. Robert Andelson**  
 Kenya's Experience With The Land Value  
 Tax **Dr. Gitango Aritho**  
 Economics Plain **Robert Tideman**  
 \* A workshop for ages 6-15 (only!) \*

3:30 pm **Progressive Utilization Theory**  
**Andrea Carmen and Richard Gochal**

**Panel #1:** **Reform For Our Time**  
 Chairman: **Sen. Vernon Cook**  
**Marion Sapiro** **George Collins**  
**Mark Satin** **Graham Hart**  
**Richard Grinham** **Steve Cord**

4:30 pm Meetings – Georgist Organizations  
 Film – "For This Land is Mine"  
**OPEN MIKE!** Opportunity to sound off!

7:30 pm **Symposium III: The Spirit of the Earth**  
 For The Earth Is The Lord's  
**Dr. Robert Andelson**  
 The Eastern Attitude Toward Nature and  
 Its Gifts **Dr. Narayanamurti**  
 The One Thing That Might Save Us All  
**Rev. Wylie Young**

The Good Society

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**Friday, August 24th**

# **MOVEMENT ON THE MOVE**

Today we address the need for concerted action on the part of the many. Great visions and ideas, like those of Henry George, need the animating power of human devotion and activity to transform them into actualities. How to act cooperatively, yet independently? Should we appeal to the pocketbook or to moral sentiments? Should we embrace the left, the right, both – or neither?

Are there potent untried means of com-

municating our message which, perhaps have been overlooked? In order to answer these and other questions, we direct ourselves to the exploration of methods of communication, affiliation, education and of popularization.

The world-wide Georgist movement has not survived for 100 years by being doctrinaire and static, but by being ready to grasp opportunity and meet the challenge of the times.

## **MOVEMENT ON THE MOVE**

8:30 am **General Session:** Breakfast – Jack Tar  
Selling H.G. to the Average Man

**David Hapgood**  
Political Realities Facing Fundamental  
Land Reform **Hon. William Filante MD**

10 am Our First 150,000 : the InterStudent  
High School Program **Harry Pollard**

**Panel #2:** The Single Tax in the 1980's?  
Chairman: **Mike Curtis**  
**J.A. Davis** **Tony Meis**  
**Penny Colgan** **Carl Iverson**  
**Mike Curtis** **Wendy Rockwell**  
**Wendell Fitzgerald**

11 am How to package and market Henry  
George's Philosophy **Tom Sanders**

**Panel #3:** Who Wants Another Tax?  
Chairman: **Dr. Morgan Harris**  
**Perry Prentice** **David Hapgood**  
**Evelyn Friend** **Harlan Trott**  
**Rolland O'Regan**

12 Noon No Host Luncheon

1:30 pm **Panel #4:** Monetary and Banking Reform  
Chairman: **Dr. Karl Falk**

**Dr. Larry Butler** **Knud Tholstrup**  
**Oscar Johannsen** **Terry Newland**  
**Robert De Fremery** **Mitchell S. Lurio**  
Earthworks Presentation

Workshop with **Eleanor McCauley**  
Who Should Own the Earth? – A Debate  
**Harry Pollard/Bart Lee**

3 pm New Age Caucus On Conscious Land Use  
Workshop with **Alanna Hartzok**  
The True Causes of Unemployment  
**Sid Gilchrist**

4:30 pm Reception at San Francisco Public Lib-  
rary. The Centennial Edition of "Progress  
and Poverty" and the new "Critics of  
Henry George" will be presented to the  
City and County of San Francisco by:  
**Lancaster Greene & Dr. Robert Andelson**  
Response: City Librarian **Dr. V. Frank**

7:30 pm 'Soap Box' Workshop: **Dr. Roy Douglas,**  
**Harry Pollard, Fred Harrison**  
The Next 100 Years: Making Plans Now  
Chairman: **Clay Berling**

# Saturday, August 25th

## THE CENTENNIAL CELEBRATION

This day is reserved for a celebration of Progress and Poverty's Centennial, and to salute its author, Henry George, who was born 140 years ago this September 2nd. After the talks and discussion of the morning session, we break for a two hour

extravaganza and rally, with entertainment, dignitaries, and some surprises. Take time to talk with fellow conference goers and join in the festivities. The final major event of the conference is the traditional Saturday evening Banquet.

### THE CENTENNIAL CELEBRATION

9:00 am **General Session:** Mark Satin  
Politics of Transformation: the 'Third  
Way'-by the author of "New Age Politics"

10 am **Panel #5:** Cities in Crisis  
Chairman: Floyd Morrow  
Super. C.R. Silver Perry Prentice  
Hon. James Bates J. McCulloch  
Philip Finkelstein Dr. T. Monroe  
Dr. Mason Gaffney Sen. Vernon Cook

**Panel #6:** Common Market/Free Trade?  
Chairman: Dr. Margil Wadley  
Richard Grinham Dr. Roy Douglas  
Fred Harrison Harry Pollard

11.30 am **Panel #7:** Unemployment and Inflation  
Chairman: Stanley Sapiro  
William Morris MP Stan Rubenstein  
Dan McCorquodale Godfrey Dunkley  
William Filante MD Dr. Lowell Harriss  
Senator Albert Rodda

12:30 pm Centennial Festival: Hosts - Centennial  
Committee . . Chairman: Terry Newland

2:30 pm Council of Georgist Organizations  
Chairman: Clay Berling  
Thirty-Minute: "For This Land is Mine"  
Color Movies: "One Way to Better Cities"

3:30 pm Concurrent Talks:  
Oil and the Petty Effect Fred Harrison  
The British Land Wars Dr. Roy Douglas  
Taxation of Unimproved Land Values, the  
Kenya Experience Dr. Gitango Aritho  
The Other Side of the Population Question  
Dr. John Bardaro

6.30 pm Pre-Banquet Cocktails

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### 7.30 pm THE CENTENNIAL CELEBRATION BANQUET

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Master of Ceremonies Dr. Val Jaros  
Keynote Speaker Robert Tideman  
Awards - Entertainment - Surprises!

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### Sunday, August 26th

### Present Evaluation and Future Purpose

10 am Planning for Tomorrow - This wrap-up session is devoted to Conference evaluation and to planning for forthcoming national and international gatherings.

1 pm Check out at the Jack Tar Hotel. **Have a safe journey home!**

**CONFERENCE PROGRAM PARTICIPANTS (continued from Page Seven)**

Hon. Albert Rodda  
(California Senate)  
Panel: Unemployment & Inflation

Mr. Stan Rubenstein  
Panel: Unemployment & Inflation

Mrs. Marion Sapiro  
Panelist - Reform for Our Time

Mr. Stan Sapiro  
Chair. Unemployment & Inflation

Mr. Mark Satin  
Author "New Age Politics"  
Politics of Transformation:  
the 'Third Way'  
Panelist - Reform For Our Time

Mr. Jack Schwartzman  
The Moral and Ethical  
Basis of Georgism

Mr. Robert Scrofani  
HOST: Henry George School SF

Mr. Siebe Sevenster  
Essence, Function and  
Destination of Land Values

Hon. C.R. Silver  
(Supervisor, San Francisco)  
Panelist - Cities in Crisis

Mr. Robert Swan  
A Serious Look at Land Banks

Mr. Knud Tholstrup  
The Land Tax and Inflation

Mr. Robert Tideman  
Banquet Speaker  
Workshop - Economics Plain

Mr. Michael Trigg  
The Mathematics of  
Land Value Taxation

Mr. Harlan Trott  
Panelist - Who Wants Another Tax?

Dr. William Truehart  
Land Value Taxation Applied  
to a Large Metropolitan Area

Mr. Charles Turner  
HOST: Henry George School SF

Dr. Margil Wadley  
(Treas. - Henry George School LA)  
Chair. Common Market/Free Trade

Dr. John S. Wiggins  
Essence of Georgism

Dr. A. M. Woodruff  
The Application Of Georgism  
in Taiwan

Rev. Wylie Young  
The One Thing That  
Might Save Us All

Thursday, August 23rd

2:00 pm

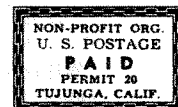
Terra Incognita: The Significance of Knowing Who Owns The Land

**Peter Meyer**

..... takes the place of the talk by Dr. Aritho

THE GOOD SOCIETY! (and Henry George News) is published by the Henry George School of Social Science - Philip Finkelstein, Director: New York and is edited by Harry Pollard, Director: Los Angeles. Chairman of Publications Committee is Lancaster M. Greene. Subscriptions (\$5 per year - 10 issues) should be sent to 50 East 69th Street, New York NY 10021. Editorial matter and correspondence should go to Box 655 Tujunga CA 91042.

THE GOOD SOCIETY!  
Box 655 Tujunga  
California 91042



Fairhope Single Tax Corp.  
336-340 Fairhope Ave.  
Fairhope AL 36532

SF

AUG 1 1979

RECEIVED



# Henry George School of Social Science

Chartered by the University of the State of New York

5 East 44th Street, New York 10017

1-212- 697-9880

February 21, 1984

Mr. Jack Lucey  
Fairhope Single Tax Corporation  
336 Fairhope Avenue  
Fairhope, AL 36532

Dear Jack,

We are in the process of developing a twelve lesson video tape on the basic Georgist course. The scripts have been written and we are currently accumulating slides that would be appropriate for our programs.

In one of the programs - "Where It Is Working" - a segment will be devoted to Fairhope. Could you send me 5 to 8 slides that would give the viewer a sense of Fairhope's accomplishments! Do you also have a map (slides) of Alabama indicating where Fairhope is located?

If you can send them, need by March 15th.

Many thanks,

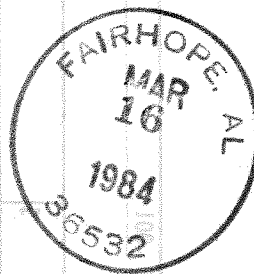


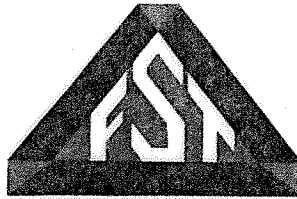
Stan Rubenstein  
Director

SR/sv

to Henry George  
School of Social  
Science —  
Slides

37¢





# Fairhope Single Tax Corporation

EST. 1894

March 19, 1984

Stan Rubenstein  
Henry George School of Social Science  
5 East 44th Street  
New York, N. Y. 10017

Dear Stan,

The slides were sent to you under separate cover. An inventory is attached. All but one are Single Tax land.

Use the ones you feel may be useful for your project. Please return the balance.

Thank you,



Gale W. Rowe, Secretary

GWR/myb  
Attachment

1. Knoll Park
2. George Monument
3. George Monument
4. Pier view from Park
5. Art Center
6. City of Fairhope Civic Center
7. Pecan Processing & Warehouse
8. Bell Building, Organic School
9. Nursing Home
10. Downtown Fairhope
11. Two Financial Institutions
12. Former Library
13. Residence
14. Blank
15. View of Deeded Property (undeveloped)
16. Shopping Center
17. Shopping Center
18. Shopping Center
19. Acreage
20. Clock Enterprise
21. Early Residence
22. Residences in old Fairhope



December 18, 1984

Stan Rubenstein, Director  
Henry George School of Social Science  
5 East 44th Street  
New York, N. Y. 10017

Dear Stan,

Your news/propaganda network seems to be working very well. I'm making reference to the Monitor article. To tell the truth, I did not know the Court decision included a judgement on the split tax! Good.

What news is there on the New York study?

I'm enclosing a copy of an article that turned out well - but I'm still wondering how it started in the first place. It was one of those things that I had relegated to the category of "believe it when I see it"! I think Hillinger did a good job - he certainly made the interview(s) easy.

I have talked to Jacqueline McKean on several occasions - she seems agreeable to the thought of joining your network, but is still thinking. Maybe if you dropped her a line?

The law suit activity is increasing. "Discovery" is all the rage and it takes up most of my time.

Seasons Greetings and may the New Year be good to you and yours.

Sincerely,



Gale W. Rowe

Enclosure

**COURSE EVALUATION: APPLIED ECONOMICS  
FALL 1990**

**Instructions:** Do not put your name on this sheet. Please answer all questions, then place your evaluation in the envelope. Your evaluation helps improve the course, so please be as forthcoming as possible; my feelings will not be hurt!

For each item, circle the most appropriate response, realizing that if more time is needed for a particular topic, less time will be available for other topics.

**COURSE CONTENT**

Less Time <u>Needed</u>	About Right _____	More Time <u>Needed</u>
-------------------------------	-------------------------	-------------------------------

History of Economic Thought  
[Smith, Ricardo, Malthus]

Supply and Demand Concepts

Theory of Rent  
[beans and eggplant, accessibility]

Henry George  
[Progress and Poverty, place in history]

Principles of Taxation  
[efficiency and equity]

Land Rent Taxation in Practice  
[Philadelphia, assessment issues]

Fairhope

**READINGS**

<u>too</u> easy	about <u>right</u>	too hard
--------------------	-----------------------	-------------

Difficulty of readings

Name specific readings you would drop:

<u>too</u> much	about <u>right</u>	too <u>little</u>
--------------------	-----------------------	----------------------

Quantity of reading

**THE CLASS**

<u>poor</u>	<u>fair</u>	<u>excellent</u>
-------------	-------------	------------------

The instructor's style of presentation  
The instructor's knowledge of the subject

Your overall assessment of the course

**OTHER**

On the back of this page, please make any specific suggestions or comments that you want the instructor and FSTC to know about. In particular, comment on how the course could be improved, what other subjects you would like to see taught, or to register specific complaints.

# Evaluations Received

COURSE EVALUATION: APPLIED ECONOMICS  
FALL 1990

15 Attended 7+ clks  
1 Did not attend  
5 Attended 1-4 clks  
2 Attended 5-6 clks

Instructions: Do not put your name on this sheet. Please answer all questions, then place your evaluation in the envelope. Your evaluation helps improve the course; so please be as forthcoming as possible; my feelings will not be hurt!

For each item, circle the most appropriate response, realizing that if more time is needed for a particular topic, less time will be available for other topics.

## COURSE CONTENT

	Less Time Needed	2	About Right	4	More Time Needed
History of Economic Thought [Smith, Ricardo, Malthus]	1	2	3	4	5
		3	11		
Supply and Demand Concepts	1	2	10		
Theory of Rent [beans and eggplant, accessibility]		4	9	1	
Henry George [Progress and Poverty, place in history]			10	3	1
Principles of Taxation [efficiency and equity]			12	1	
Land Rent Taxation in Practice [Philadelphia, assessment issues]		1	8	3	1
Fairhope			4	3	7

## READINGS

	too easy	2	about right	4	too hard
Difficulty of readings	1	2	3	4	5
			10	3	
Name specific readings you would drop:					

1 comment - Along 30 for Theory of Rent.

	too much	2	about right	4	too little
Quantity of reading	1	2	3	4	5
			14		
THE CLASS	poor		fair		excellent
The instructor's style of presentation				2	12
The instructor's knowledge of the subject				2	12
Your overall assessment of the course				4	10

## OTHER

On the back of this page, please make any specific suggestions or comments that you want the instructor and FSTC to know about. In particular, comment on how the course could be improved, what other subjects you would like to see taught, or to register specific complaints.

January 21, 1991

Mr. Gale Rowe  
Fairhope Single Tax Corporation  
336 Fairhope Avenue  
Fairhope, AL 36532

Dear Gale:

Finally, I enclose my check for \$45 for the Henry George books. I appreciate your willingness to buy these for me.

By the way, I saw the article in the New York Times. The article was of questionable worth, but it was nice to see your name in such important places. And to think I know you!

Let me know if you think a fall class might be wanted. I hope to take a sabbatic from both FSTC and Spring Hill in 1992-3, however. Perhaps a sabbatic to do research on Henry George, or just to read all of his writings would be pleasant.

Sincerely,



Michael S. Johnson





# Fairhope Single Tax Corporation

EST. 1894

YURI BOCHAROV  
% GEORGE COLLINS  
HENRY GEORGE SCHOOL OF SOCIAL SCIENCE  
121 EAST 30th STREET  
NEW YORK, NY 10016

OCT. 15, 1991

Dear Yuri,

Am sorry I was not here yesterday when you dropped by on your way to the airport. I had thought John was going to take you directly to the plane from Gulf Shores. Speaking of misses- Dr Andelson told me to convey to you his regret for not seeing you while you were at Auburn. Someone in the School of Architecture was to have informed him but they failed to do so! In any event your lecture there was pronounced a success.

Everyone that I have talked to has indicated your visit was most enlightening. As Charlie says-"You are a people person!".

We hope you were able to pick up useful ideas from us. If as you review your thoughts you think of questions- please ask.

Lastly we are very grateful to have the lovely watercolor rendition of our building. We are having it suitably framed and it will grace our walls forever.

We all wish you well.

Regards,

LAMPHERE HIGH SCHOOL  
610 W. 13 Mile Road  
Madison Heights, MI 48071

Dear Sir,

Would you please send us any available information on your School Assembly Program. We are thinking of having you come to Lamphere High School. Thank you very much for your cooperation.

Sincerely yours,

*Cam Gerald*

Cam Gerald  
28162 Lorenz  
Madison Heights, MI 48071

## We had better not.....

".....imitate the action of the tiger;  
Stiffen the sinews, summon up the blood,  
Disguise fair nature with hard-favor'd rage;  
Then lend the eye a terrible aspect."

That kind of thing was appropriate to Henry V  
- but it doesn't fit modern conditions  
(unless you're a football lineman).

So, we prefer debating to duelling;  
Writing rather than riot;  
Voice instead of violence.

Here's how to join us!

### CONTRIBUTION SCHEDULE

I will SPONSOR Interstudent by giving more than \$250! Put me down for \$ \_\_\_\_\_  
I'll be a PATRON; here's my \$200 ☐  
I'll SUSTAIN your expansion with \$100 ☐  
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every month (12 times \$ \_\_\_\_\_);  
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each half-year (2 times \$ \_\_\_\_\_).  
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can get INTERSTUDENT  
into my neighborhood  
high school ---- / /

Zip: \_\_\_\_\_

WHAT YOU GET may not be too important to you (for that's not why you're giving) but it is to us - for this is the way we keep in touch. However, to husband our limited resources, we decided somewhat informally, to maintain priorities for our activities. We think you will approve. First, came our customers - the high schools; second, other prospects for classwork and courses; third, any promotion that would lead directly to classwork; and fourth, our supporters. Our thought was that we were trying hard - as a local Henry George School - to take the burden of a national (multi-national?) organization. You knew this and apparently were in agreement. We could spend *your money* servicing you - or servicing the schools. It seemed to us the schools should get priority.

But, you should be getting those extra special publications that are available to Georgists. We would be happy to send you "Incentive Taxation" for a starter. If you'd also like "The Henry George News" and "Equal Rights" we'll send those as well. Check the proper boxes: IT ☐; HGN ☐; ER ☐

The Henry George Schools of California



**The Alumni Group International**  
Box 655, Tujunga, CA 91042

Also, of course, you'll get the monthly letter, with its enclosures and comment - surely alone worth more than the price of admission. Join NOW!

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# Henry George School of Social Science

Chartered by the University of the State of New York

50 East 69th Street, New York, N.Y. 10021  
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Dear Friend,

Thank you for helping us celebrate the Centennial of PROGRESS AND POVERTY. Your contribution to the NEW YORK PUBLIC LIBRARY will help us preserve its unique collection of Henry George books and materials for posterity. You are, of course, welcome to use this material as well as visit the Special Exhibition currently on view at the Library.

This has been an exciting Centennial with celebrations in San Francisco, Philadelphia, and finally New York. On behalf of the Henry George School and its Trustees, I want to express my sincere appreciation for your sharing our cause.

Sincerely,

*Philip Finkelstein*  
PHILIP FINKELSTEIN,  
Director.

PF:E





**HENRY GEORGE  
SCHOOL OF SOCIAL SCIENCE**

Box 655  
Tujunga CA 91042

**HENRY GEORGE SCHOOL OF SOCIAL SCIENCE**

**50 EAST 69th STREET**

**NEW YORK, N. Y. 10021**

Date.....

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and over an annual subscription to the Henry George News.)



4. The Free Market - Nationally

Objective: To determine why men co-operate: to separate the kinds of co-operation: to describe the 'price mechanism'.

A. The three kinds of production are ADAPTING, GROWING and EXCHANGING. Exchange is the most advanced form of production and it requires co-operation.

1. Will you exchange to your disadvantage?
2. What condition is necessary to free exchange?
3. What two kinds of co-operation are there?
4. Does involuntary co-operation harm you?
5. Why?

B. The two kinds of co-operation are voluntary and involuntary. On the left is the schematic of involuntary co-operation. Complete the right-hand side.

Involuntary Co-operationVoluntary Co-operation

is called:	Slavery	_____
marked by:	Obligation	_____
enacted through:	Privilege	_____
enforced by:	Coercion	_____
backed by:	Power	_____
and the doctrine of:	Joint rights	_____
from the concept of:	Society	_____

1. Which kind of co-operation is most efficient?
2. Why?
3. Which conforms most closely to the Law of Human Progress postulated by Dove?

C. From the time of the Physiocrats, the Classical Analysts dealt with voluntary co-operation. The Mercantilists already had offered another direction and their ideas were picked up and expanded, to parallel the concepts of the free society with an analysis based on 'society' rather than the 'individual'. To these competitive philosophers the 'group' or 'society' or 'nation' achieved an identity to which the individual was subservient. The collective good became more important than the individual's. For necessary reasons coercion - backed by power - was involved. Without exception such a path inevitably leads to some kind of slavery.

1. What is LABOR?
2. What factor of production is a slave?
3. How does a slave differ from other Labor?



D. Power implies the ability to coerce. A word often used in place of 'power' is 'authority'. The implication of 'authority' is ability to influence. Those with power generally prefer to be thought of as Authorities.

1. Give an example of a 'power'.
2. Give an example of an 'authority'.
3. Is a policeman 'power' or 'authority'?
4. Does one person have more right to exist (to live) than another?
5. Given a doctrine of equal individual right, what will be the agency of agreement?
6. How will compliance be enforced?
7. What laws of human behavior are involved?

E. Within the structure of a free society voluntary co-operation is of two kinds - 'directed' and 'unconscious' (or 'spontaneous').

1. Give an example of 'directed' co-operation.
2. Why will people allow themselves to be directed?
3. When the desire of people for something outstrips supply, what is the economic effect?
4. What is the effect of price increase on production?
5. Do the producers consciously co-operate with the 'demanders'?
6. How does increased production affect price?
7. Where does the price settle?
8. What is this economic mechanism called?
9. Where does the 'interest rate' settle?
10. When a product is supplied in response to a high price, is the motive personal or social?
11. What did Adam Smith call this process?

F. An important Factor of Production is not controlled by the price mechanism. For the price mechanism to work, production must be unrestricted and mobility complete. When prices rise, the producer must be able (a) to increase production; and (b) to get his product to market. As the economy expands (and population!):

1. What happens to the demand for land?
2. What then happens to land price?
3. Can more Land be produced?
4. Can Land be brought to market from elsewhere?
5. How can Land price be lowered?
6. What is the 'original and indestructible' characteristic of Land which determines both Rent and therefore price?
7. Will a free market work if an important part is not controlled by the price mechanism?



6. Poverty - The Pressure on Wages

Objective: To trace the tendency of Wages to reduce: to define 'subsistence level': to search for the causes of poverty.

A. All wages rest on those received by the lowest paid and the Classical Analysts spent much effort in searching for the cause of low wages. The tendency of wages to reduce to a minimum that would give but a bare living was noted and this was called the 'subsistence level'. In turn, each factor of production was examined. Malthus laid the blame on people and said that population pressure forced the use of poor land on which production would be less and wages would be lower.

1. Show that wages tend to be forced down.
2. What keeps wages at a subsistence level?

B. The diagram below is used to demonstrate Ricardo's "Iron Laws" which are complementary and refer to Rent and Wages. The figures represent different productivities of land. With a 'standard work day' the best land will produce 8 -- the next grade 7 -- and so on. We will assume that 5 represents the level of bare subsistence and that no Capital is used: (later, we will add Capital!). We shall use this diagram several times, so copy it on to a separate sheet and work on your copy. We shall imagine that the diagram represents an uninhabited island. Let us follow the reasoning of Malthus and proceed to 'over-populate' the island!

RENT:

8	7	6	5	0.5	0.4
---	---	---	---	-----	-----

WAGES:

1. The first island immigrants will settle where?
2. What will their wages be?
3. When 8 land is completely fenced in, where do the next group of immigrants settle?
4. What are their wages?
5. Where else may these new immigrants work?
6. What will their wages be?
7. When 7 and 6 land is fenced completely, where will wages settle?
8. What has decided wages?
9. Will 0.5 land be worked?
10. Does this show that Malthus is right?



C. The best available rent-free land is called the Margin of Production. The Margin determines the wage level by providing an alternative income that can be used for bargaining by labor.

1. The Margin is 6: what are wages and rent?
2. The Margin is 5: what are wages and rent?
3. Does supply and demand decide wages?
4. What is the 'mechanism' of supply and demand?
5. Where do wages settle?
6. Do wages vary with occupation?
7. What wages are decided by the Margin?

D. Even with some 5 land available on the island, a Malthusian 'overpopulation' situation is evident. Wages are low, the peasants are starving - yet some people are very rich. All this was seen by Malthus but he missed an important reaction based on man's basic behavior. The first immigrant settles and plants his crop. While he waits for the harvest, he fences in all 8, 7, and 6 land. The next immigrant arrives.

1. Where does he settle?
2. What are his wages?
3. What wage will he receive on 6, 7, 8 land?
4. Are subsistence wages due to overpopulation?
5. Do peasants tend to believe in overpopulation?

E. After people, the Classical Analysts turned their attention to another factor of production -- Capital. Mill and others suggested the Wage Fund Theory - that if there was inadequate Capital, the 'wage fund', from which wages were paid, would only support a low wage. If Capital - and therefore the 'wage fund' - was plentiful, so would wages be high. The implication was that wages are paid from Capital. Often used as an example was the manufacture of something not quickly finished, such as a ship. The shipworkers must be paid even though their product might not be sold for months. If the wage-bill for a ship-building capitalist is \$1,000 each week, then:

1. How much less Capital will he have after 1 week?
2. After two weeks?
3. After three weeks?
4. Are wages paid from Capital?
5. Are capitalists generous to labor?
6. From what source are wages paid?
7. At the end of three weeks work, how much less capital does the ship-building capitalist have?
8. Is the Wage-Fund Theory valid?

LESSON VIIPart II. SOCIAL PROBLEMS. Textbook of same title by Henry GeorgeReading Assignment: Social Problems, Chaps. I - VIIThe Individual and Society

1. What faculty in man enables him to overcome difficulties imposed by nature in making a living? (2)
2. How does this faculty express itself in our highly developed civilization? (3)
3. Has human nature changed within historical times? (2 - 3)
4. In which direction must we look for the betterment of mankind:
  - a) toward improvement of the species? or
  - b) toward improvement of society? (2 - 3)
5. In what way does the division of labor in a civilized society affect man's economic independence? (4)
6. Contrast the effect of a disaster upon a primitive society with one upon a civilized society. (3 - 4)
7. To what may be attributed the growing unrest and bitterness of the masses of the world? (7)



8. Has social science kept pace with natural science? (8)
9. What is the duty of the citizen? (9)
10. Is the idea of liberty acquired or instinctive? (12)
11. How does the growth of government tend to affect liberty? (12)
12. How do great aggregations of wealth corrupt government? (13 - 14)
13. In a corrupt society what happens to government despite democratic forms? (14 - 19)
14. How can a sound basis for democratic institutions be secured? (15 - 16)

#### The Past and the Present

15. What was the economic importance of the discovery of America? (22)
16. What has happened to the free land in America? (24)

17. Discuss the possibilities of large-scale emigration from Europe and North America to  
a) South America; b) Africa; c) Australia; d) Asia. (27-28) (Also see Supplement, Part 1)
18. How are social beliefs perpetuated? (31-33)
19. What two opposing tendencies have resulted from social progress? (34)
20. Contrast modern working conditions with those existing before the advent of mass production methods. (34 - 37)
21. Is it as easy to amass a large fortune now, as it was in the last century? (42 - 46)
22. What has been the basis of most large fortunes? (51-56) (Also see Supplement, Part 2)

Student \_\_\_\_\_

Address \_\_\_\_\_



---

**SUPPLEMENT - LESSON VII**

---

**Part 1 - POPULATION TRENDS**

In Chapter III of Social Problems, Henry George discusses the large-scale emigration from Europe to America that was taking place at that time (the 1880's). The great Irish immigration was tapering off, the German immigration was at its height, and the Italian immigration had just begun. Shortly afterwards, immigration from Italy and Southern Europe reached its height, followed by a great immigration from Eastern Europe, particularly Jewish immigration from Poland and Russia.

The tide of immigration continued uninterrupted until World War I, virtually unrestricted, with some exceptions. After World War I, immigration was drastically curtailed. Each nation was given a quota of immigrants who could enter the U.S. There were further restrictions: no illiterate persons were admitted; the immigrant had to be a person of means or show proof of support. This was to prevent immigrants from adding to the economic problems of the country through unemployment. Much vigor and color were sacrificed when the flow of immigration was shut off.

While land was still free in America, the country welcomed an unlimited flow of immigrants. With the passing of the frontier, immigration was curtailed because, with the restriction of natural opportunities, an increase in the number of laborers was feared as an increase in competition for jobs and a lowering of wages.

Within the United States, there has also been a changing pattern of migration. The westward trend noted by Henry George has continued until now California bids to be the most populous state in the union. There has also been a trend away from rural areas and increasing settlement in urban areas. This has been accompanied by a drift away from city centers to suburban areas. Puerto Ricans have moved in large numbers to New York and other cities, and Negroes have migrated from the South to Northern cities.

In other countries, immigration is also limited by government as it is in the U.S. There has been a continuing migration from Britain and Ireland to British Commonwealth countries, especially Canada and Australia. These countries have also opened their doors to other Europeans, especially since World War II, and they have migrated there in considerable numbers. Latin American countries have also been receiving immigrants from Europe.

As in all times and places, people still move from place to place when they think they can better their condition. A conspicuous example of this is the exodus of people from Communist countries. In spite of severe restrictions, thousands of people have found their way from East Germany to West Germany, and from Communist China to Hong Kong.

Newly independent nations of Asia and Africa have not yet attracted immigrants (with the exception of Israel). In some cases, Europeans of countries which were formerly colonies and are now independent, have left, though many stay on. Africans and Asians are not emigrating from their own countries in large numbers, but within these newly independent nations, migration takes place. The tendency there, too, is away from rural, primitive and undeveloped areas toward urban and industrial areas, some of which are developing rapidly.

World population has increased considerably since Henry George's day, and is now around three billion. The main question today is not so much where Europeans and Americans can go to settle and colonize, but how to accommodate and create opportunities for all the peoples of the One World in which we live.



## Part 2 - THE GREAT AMERICAN FORTUNES

"The element of monopoly, of appropriation and spoliation," writes Henry George in Social Problems (Chapter VI), "will, when we come to analyze them, be found largely to account for all great fortunes." He gives the examples of the Astors, Vanderbilts and Goulds.

Later examples might also be cited. John D. Rockefeller, Sr., through shrewd trading, acquired control of many oil wells. Defying anti-trust laws, and by political corruption, his Standard Oil Co. soon spread throughout the oil resources of the world. The banking house of Morgan had its inception during the Civil War, making huge profits on both North and South, and later reorganizing railroads to prevent competition. The Mellon family started with a small Pittsburgh bank, launched the Aluminum Co. of America, in effect a trust, then branched into oil refining and utilities.

While not all great fortunes originated with land monopoly - many having started through trade and industry - they were perpetuated by taking advantage of monopoly, investing in land, etc. Many fortunes were dissipated by the failure to take this precaution.

Most large fortunes are of pre-World War I Vintage. Among the more recent fortunes are those of Henry Ford and J. Paul Getty. Ford's fortune rose rapidly as his mass-production methods succeeded; but the fortune has been augmented by investments in natural resources. Getty's fortune originated from an investment in 1000 acres of Oklahoma oil land by his father; it is now a world-wide empire, with branches in real estate and aircraft manufacturing.

Many of the fortunes have been put to philanthropic uses. Foundations have been formed, research supported, universities and museums endowed. Medicine, education, art and science have benefitted (and tax exemption has been gained), but none of these foundations is exploring the causes and cures of our economic and social ills..

### QUOTATIONS

- ANDREW CARNEGIE: "Ninety percent of all millionaires become so through owning real estate. More money has been made in real estate than in all industrial investments combined. The wise young man or wage earner of today invests his money in real estate."
- MARSHALL FIELD: "Buying real estate is not only the best way, the quickest way, but the only way to become wealthy."
- HETTY GREEN: "I advise women to invest in real estate. Real estate is an imperishable asset, ever increasing in value. It is the most solid security that human ingenuity has devised. It is the collateral to be preferred above all others, and the safest means of investing money."
- GROVER CLEVELAND: "No investment on earth is so safe, so sure, so certain to enrich its owners as undeveloped realty. I always advise my friends to place their savings in realty near some growing city. There is no such savings bank anywhere."



## ANSWERS TO LESSON VI

1. Private property in land.
2. Monopolies in production and exchange, tariffs, dishonest money and banking systems, wars and preparation for wars, etc.
3. The production of wealth would be stimulated, thereby increasing the demand for land. Rents would rise and ultimately absorb all the benefits.
4. The growth of population, which enables landowners to appropriate part of the earnings of people for permission to work and live on the land.
5. a) Tends to fall as cost of production falls.  
b) Tends to rise as increased production enables landowner to collect more rent.
6. No. Wherever land has been free, capital has had no power to exploit labor.
7. We must treat the elements of nature as common property.
8. Increasing population would compel frequent redivisions, resulting in inefficient production and insecurity of tenure.
9. No. On the contrary, where everyone has the right to his produce, no one can have any right of property in what is not his produce.
10. Leave landowners undisturbed in their present possession of land, on condition that they pay rent to the community for the exclusive privilege they enjoy.
11. The machinery of taxation; and particularly the assessment and collection of land value taxes.
12. They should all be abolished.
13.
  1. Labor and capital would keep what they now pay in taxes.
  2. A large and growing fund would be available for public purposes without burdening labor or capital.
  3. Land monopoly would be ended, thus throwing open land for use by labor and capital.
14. Taxes on land area apply equally to all land regardless of value, hence fall on production. Taxes on land values fall on land only proportionately to its value, hence do not fall on production.
15. No. A tax on land values is really a tax on rent. Rent expresses the maximum that people are willing to pay for a given site. Thus, a tax on rent falls directly on the landowner.
16. Free trade means free production and requires that labor and capital shall be freed from taxation, and shall have free access to land.
17. It is a tax only in form, being really the public collection of rent.
18. Because it removes the primary cause of poverty, thus providing a basis for other needed reforms.
19. That the state should carry on all production and exchange, and abolish competition.
20. He agrees with socialism's recognition that as civilization advances, conditions arise which enlarge the domain of social action. He agrees with socialists in their desire to abolish war and preparations for war, and to regulate businesses which are in their nature monopolistic.

21. George disagrees with socialism's proposal to abolish competition and to make the state the sole capitalist and employer.
22. George maintains that competition is a good thing in itself, and the best possible natural regulator of industry, given free conditions. Because of restricted opportunities, competition seems like an evil. Socialists maintain that competition is an evil by itself and should be abolished.
23. A pure government of incorruptible men would be necessary before socialism could work.
24. It would tend to purify government in two ways: by improving social conditions, and by simplifying the administration of government.
25. People's moral sense must be aroused. Justice rather than self-interest should be the appeal. Opposition should not be feared, because interest cannot be aroused without it. Practical proposals should be put forth and public discussion of them promoted.



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Teacher \_\_\_\_\_

Henry George School

Applied Economics

LESSON VIII

Reading Assignment: Social Problems, Chaps. VIII - XII

Rights and Wrongs

1. What teachings have contributed to the idea that poverty is inevitable? (72-75)
2. How does a war give evidence of great unused productive power? (75-76)
3. What problem underlies our social and political maladjustments? (81)
4. Why can we not accomplish a permanent equalization in the distribution of wealth by forcibly redistributing it? (82-83)
5. What is the just, or natural, distribution of wealth? (83)
6. What other ways are there of acquiring wealth besides working for it? (84)
7. Should we put any limit on acquisitions? (86-87)
8. What is wrong with charity? (87)
9. What is meant by natural rights? (92-94)

10. What economic rights are implicit in the "natural and unalienable right to life, liberty and the pursuit of happiness"? (95-100)

11. Why do men emigrate from one country to another, from one city or state to another?

12. Compare the conditions of immigration to the U. S. A. in George's day with those of today. (105-116) (See also Supplement, Lesson VII)

"Over-production"

13. What is the difference between "absolute" over-production and "relative" over-production? (117-118)

14. Why is over-production, in the absolute sense, impossible? (117)

15. In what two ways can relative over-production be caused? (118-120)

16. What is the effect of a disproportionate increase in production of any one commodity on production generally? (119)

17. What is the effect of monopolistic curtailment of production in any one industry? (119)



3

18. What is the effect of tariffs, taxes and restrictions upon production? (122-123)
19. What is the greatest check to production? (124-126)
20. What is the effect of land speculation upon production? (127-128) (Also see Supplement. )

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SUPPLEMENT - LESSON VIIIPart 1 - DEPRESSIONS

How does Henry George's theory of depressions stand comparison with the theories of modern economists? We can usefully refer to Handbook for Economic Students by Leo T. Little (Jordan & Sons Ltd., London, 1955), wherein is a chapter on the subject as follows:

THEORIES OF TRADE CYCLE

1. Overproduction Theories: (a) Trade cycle decline due to periodical surplus production of goods. Causes of overproduction vary with theories (e.g., initial over-production in agriculture, due to climatic conditions). (b) Theories are unsatisfactory: fail to show why operation of supply and demand does not cause goods to be taken up.
2. Underconsumption Theories: (a) Stress failure of consumers to buy goods or "over-saving". Redistribution of income to poor would cause more consumption and eliminate trade cycle. (b) Theories are unsatisfactory: fail to show why traditional machinery of rate of interest does not prevent depression. Traditionally, if saving increased, rate of interest should fall and the savings should be spent on capital goods instead of consumption goods - thus no underconsumption.
3. Monetary Theories: (a) Boom due to over-expansion of money supply (which lowers rate of interest and stimulates production) - slump due to cessation of expansion, causing projects to be abandoned. (b) Different economists stress different factors within the theory (e.g., Hawtrey - expansion/decline in stocks, related to lower/higher interest payable by dealer; Hayek - relation of market rate of interest to true (equilibrium) rate: if lower, expansion; if higher, decline ).
4. Psychological Theories: (a) Entrepreneur's psychology the dominant factor. Optimism spreads and leads to expansion. Gives way to pessimism leading to contraction until something turns pessimism to optimism. (b) Difficulty in theories: do not explain change from one attitude to another and thus beginning of either movement.
5. Keynesian Theory: (a) Root cause: Divergence between planned savings and realized investment. In equilibrium those are equal. If planned saving exceeds planned investment, national income and employment fall and multiplier will exaggerate movement. In contrast, classical economists assumed that as saving increased, rate of interest fell sufficiently to cause expansion of investment. (b) But Keynes answered: (i) Increased saving not always accompanied by decline in rate of interest. (ii) Even if rate of interest did decline investment would not necessarily expand sufficiently. (iii) Recovery takes time: will not set in until something done to encourage investment and thereby consumption. Better to take measures early by correcting the excessive disposition to save or unwillingness to invest. ”

\* \* \* \* \*

It will be noted that all theories excepting that of Keynes are regarded as unsatisfactory. (Henry George's theory is conspicuous by its absence.) Yet even here Keynes' theory bears a certain indirect relationship to that of George.

Henry George pointed to the effect of speculation in land (in anticipation of higher prices) as a direct cause of industrial depression in that it forced the rent of land beyond its economic level. That is to say, landowners were demanding future production in the present. Since you cannot get "120" out of "100" land, production would tend to slow down, many entrepreneurs not being able or willing to continue production on those terms. George's theory is well supported by the history of depressions in Chicago. (See One Hundred Years of Land Values in Chicago by Homer Hoyt.)

over



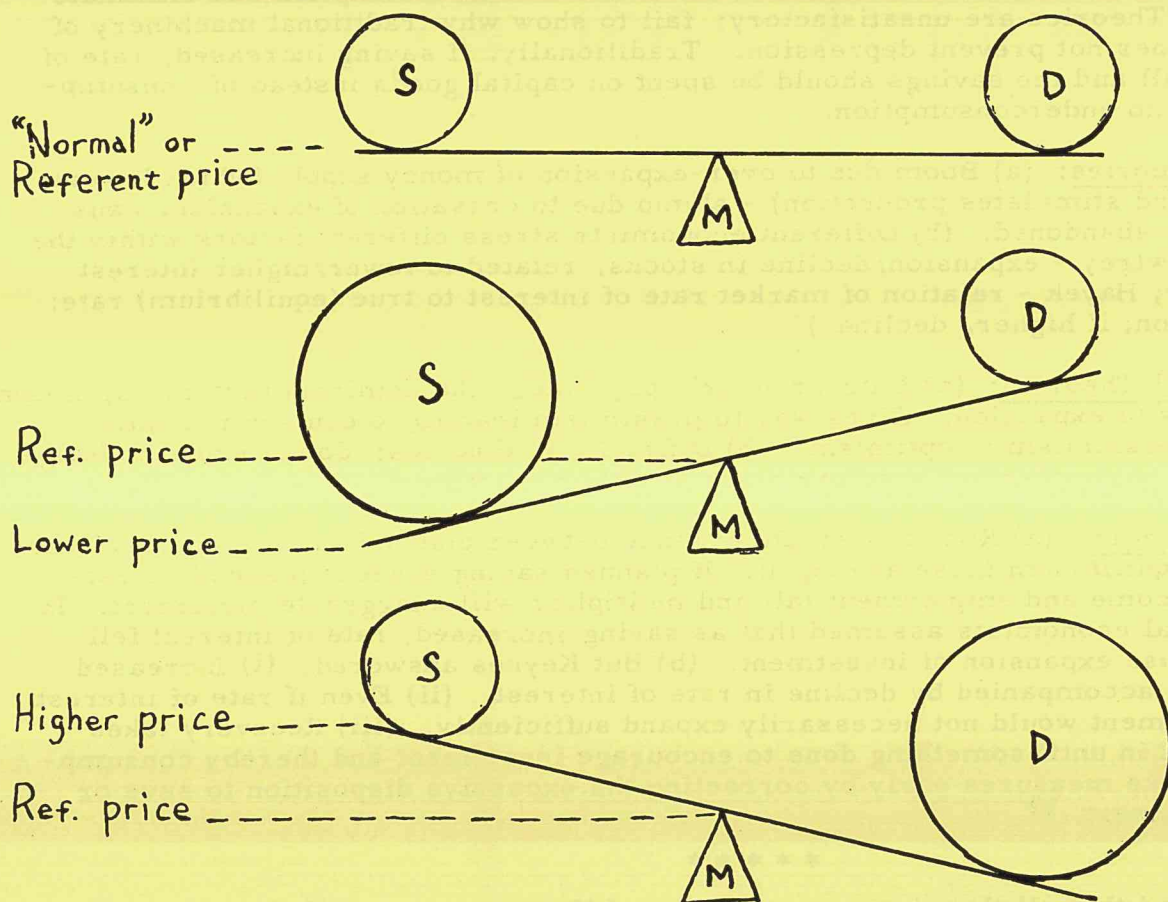
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Keynes starts at the point where speculation in land is beginning to show its effects: "Recovery takes time: will not set in until something is done to encourage investment..." The measures taken to correct "the excessive disposition to save or unwillingness to invest" include the expansion of money supply (inflation of the currency). It will readily be seen that this is dealing with effects, not with causes.

In a way Keynes was right. His theory works - so do aspirins - for a while. But society needs a complete cure, not ineffective drugs which, as we have seen to our cost, bring so many other evils in their train.

- From Henry George School Magazine, London,  
December 1960

## Part 2 SUPPLY AND DEMAND



The fulcrum principle serves to illustrate the law of supply and demand. The fulcrum represents the market (M) which, if not interfered with, produces a normal or referent price level, a balance between supply (S) and demand (D). Price fluctuations are in step with the supplier's end of the scale, as he is the one who "sets" the price. In the event of an oversupply, the price goes down in order to stimulate demand. With a demand greater than the supply (and/or a delay in supply catching up with demand), prices go up.

- Raymond Perron



## ANSWERS TO LESSON VII

1. Intelligence. This enables man to adapt, to invent, to conquer nature.
2. By cooperation (through trade and division of labor). This makes possible the manifold ways in which modern civilization administers to human desires.
3. According to all the evidence, human nature has not changed within historical times. Man is still essentially the same being we recognize at the beginning of recorded history.
4. Toward improvement of society. Man as he is today, possesses great potentials which can be utilized without changing his human nature. But these potentials require greater social development for their fuller expression.
5. It makes man more dependent upon others. There is an enormous gain in productive power from division of labor, but the social organization becomes more interdependent.
6. A primitive society can recover more rapidly than a civilized society. Also, a disaster a few miles away scarcely affects a primitive village, whereas a local disaster in modern civilization can have world-wide repercussions.
7. Old social and political systems are not adapted to meet the strain of changing economic, industrial and political forces.
8. No. Science has revolutionized industry and is still advancing; but war, greed, cunning and corruption still dominate our social, economic and political systems, as they did thousands of years ago.
9. To exercise his intelligence in the solving of social problems. He must go beyond self-interest and seek justice.
10. Instinctive. Primitive perceptions are of the equal rights of the citizen.
11. The tendency of social growth is to make government the business of a special class. As the power of the governing class grows, it restricts the liberty of the masses.
12. Great wealth fears change and supports the status quo. It buys off the opposition and purchases acquiescence through bribes and lobbying.
13. Democratic forms lose their meaning, and government becomes the tool of special interests. This in turn makes society even more corrupt.
14. By securing to all the freedom to earn a comfortable living. With economic freedom as the base, political freedom would have greater meaning.
15. It furnished an outlet for the restless and oppressed people of Europe. The free land of America offered economic opportunities that were denied in Europe.
16. The best of it is fenced in. It is almost impossible to find free land fit for habitation.
17. There would be room for settlement in all these continents if their land policies were reformed. As in our own country, private ownership of natural resources restricts opportunities. Under present conditions, the possibilities of large-scale emigration are small.
18. By the tendency to accept what we find and to believe what we are told. Thus, each generation passes to the next its accumulated knowledge as well as its errors.
19. Social progress tends to awaken a sense of equality, while at the same time, it fosters an increase of inequalities.
20. Under the old system of handicrafts, there was more independence, variety, human association and pride of accomplishment. Under modern mass production methods, working conditions are more monotonous and dehumanized, and the individual becomes a cog in a huge machine.
21. No. While the country was growing rapidly and expanding westward, it was easier for shrewd men to seize and exploit monopolies and special privileges.
22. Special privileges and monopolies, especially the monopoly of land (including natural resources).



LESSON IXReading Assignment: Social Problems, Chaps. XIII - XVIIEmployment and Inventions

1. Why is the competition of employers for labor not as great as the competition of laborers to find employment? (131-132, 138)
2. Suppose man were freed from his dependence upon land, would there be an unemployment problem? Explain. (133-135)
3. Must we all go to work directly on the land, in the extractive industries, in order to prevent unemployment? (139-140)
4. What general conditions contribute to the popular idea that inventions cause unemployment? (139-140)
5. How does a labor-saving invention in one industry increase the productive power of all labor? (140-142)

To whom does the increased production due to labor-saving devices ultimately accrue under present conditions? (142-144)

7. If all social services were furnished free to the public, who would ultimately benefit? (144-145)

8. a) Under what conditions does chattel slavery arise?  
b) Under what conditions does it cease? (149-151) (Also see Supplement, Part 1)
9. Compare chattel slavery with the slavery that results from private property in land. (157-160)

#### Public Debts and Indirect Taxation

10. How do public debts and indirect taxation strengthen the land monopoly? (161-162)
11. Should the debts of one generation be binding on another generation? (162-163)
12. Are public debts a device for borrowing from future production? (162-163)
13. How do public debts foster corruption and war? (163-167)
14. Why are indirect taxes favored by special interests? (165-170)

#### The Functions of Government

15. What is the primary purpose of government? (171-172)

16. In what ways can government be simplified? (172-175)
17. What are the results of governmental attempts to legislate virtue? (173-174)
18. What does Henry George say government should do about business which are in their nature monopolies? (176-189)
19. Discuss governmental vs. private ownership and control of
- a) money            d) schools
  - b) railroads       e) public utilities
  - c) post office    f) mass communications
- (178-193) (Also see Supplement, Part 2)

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SUPPLEMENT - LESSON IXPart 1 - VOLUNTARY AND INVOLUNTARY LABOR

In Chapter XV of Social Problems, Henry George points out that chattel slavery arises where land is free and hired labor is not easy to obtain; and that it disappears where land is fenced in, and labor, unable to employ itself on free land, becomes available for hire at low wages.

George's point is supported by the book, Involuntary Labor Since the Abolition of Slavery by W. Kloosterboer (E. J. Brill, Leiden, Netherlands, 1960), in which a world-wide survey is made of compulsory labor in other forms than chattel slavery.

After slavery was abolished in the colonies held by European powers and in the United States, in the 19th century, some form of involuntary servitude continued in most cases. This often took the form of compulsory labor contracts and "debt bondage."

Kloosterboer cites the thesis of J. J. Nieboer in Slavery as an Industrial System (1910) which may be summarized as follows: Slavery will generally occur where there is still free land available ("open resources"). Since labor is independent there is not sufficient labor for hire, and slaves are imported or natives reduced to slavery. Where there is no longer any free land ("closed resources"), slavery will disappear, since there will be enough people prepared to work for others, rendering slavery superfluous.

Kloosterboer tests this theory with respect to compulsory labor as a substitute for slavery and finds that it holds up generally. In Africa, in the East Indies and the West Indies, and in South America, while there were "open resources," it was difficult to obtain labor, and slavery prevailed. Often slavery was abolished just as the best lands were enclosed. More people then sought employment. However, many natives still preferred to live an independent existence, just barely living on very poor land, rather than work for others. As the supply of labor was insufficient, landowners resorted to compulsory labor through various means to force these people to work for them, such as debt bondage, a strict enforcement of "vagrancy" laws, contract labor under penal sanction, and other methods. The more thoroughly resources are "closed," the less necessary is compulsory labor, as "voluntary" labor is then plentiful.

In the U. S. after abolition, the ex-slaves were unable to buy land, and the promise of "forty acres and a mule" never materialized. Thus voluntary labor took the place of compulsory labor. However, debt bondage still prevails where sharecropping is practiced. The landowners lend money to sharecroppers at such high rates of interest that they are required work for them in order to pay it off. As a rule, they have to renew their loans, and so the debt bondage becomes a perpetual condition.

Chattel slavery still prevails in some parts of the world - e. g., in the Arab world and in some other countries of Asia and Africa. These are places where a simple living can still be eked out of free land and so, without an abundant supply of labor for hire, slavery is resorted to.

In Communist countries, compulsory labor prevails on a large scale, for the entire system depends upon the State giving orders as to who should work where and at what. "Slavery" takes many forms! True abolition can come only when free men may apply themselves to free land.



## Part 2 - THE FUNCTIONS OF GOVERNMENT

GOVERNMENT is that part of organized society which is concerned with the formulation, maintenance, interpretation and enforcement of man-made laws. These laws are binding on all citizens, including members of the government. Internally, government acts (or should act) to secure justice among men and to arbitrate disputes that arise out of the association of people in business and society. Externally, it acts to prevent and resist invasion, while seeking to maintain peace and cooperation with other nations. The main business of government is justice for all and special privilege for none.

If special privileges are granted, the full value of the privilege should be paid to the government. Thus, the private ownership of land should be contingent upon payment of rent to the government. Other special privileges are: public utilities, transportation franchises, and radio and television wavelengths.

Henry George thought that "businesses which are in their nature monopolies" should be governmentally owned and operated. In this category he placed public utilities and railroads, as well as the postoffice, public schools and the issuance of money. Many who agree with George on land value taxation do not agree with him on this point. They say that all such businesses should be left to private enterprise; they point to the inefficiency too often associated with governmental operations; and they warn against too much governmental power. Even the postoffice and public schools have been challenged. (Discussion of money is taken up in The Science of Political Economy)

Competition may be the best treatment. Public schools have benefited from criticism and competition from private schools. And, without challenging the existence of the post-office, the public might benefit if a certain amount of private competition were permitted.

It should also be noted that a capital monopoly, in contrast to land monopoly, does not always remain a monopoly. Such is certainly the case with railroads, to which George paid much attention. They have since had to meet with severe competition from automobiles and airplanes. With these apparent monopolies as with other businesses, the best policy after all may be free and fair competition in an open market, with the payment of whatever privilege is involved to the government, and with some system of bidding to make room for newcomers. Actually, George could have applied his own basic economic analysis more directly to the railroad situation. The source of their power was the granting of huge tracts of public lands to the railroad companies without sufficient obligation on their part.

In mass communications, too, such as radio, TV and Telstar, exclusive use of a natural resource, i.e., wavelengths, is involved. Private operation might very well be permitted upon fulfillment of obligations for such monopoly.

In considering what government should and should not do, we ought not overlook the anticipated transformation in the character of government once George's basic reform of land value taxation (the single tax) is adopted. With men economically well off and government limited to its rightful revenue, the people and the government would move closer together, and the governmental activities would be a direct reflection of the wishes of the people instead of a semi-independent bureaucracy as today. Different communities might decide on different arrangements. Some might leave public utilities in private hands, others might prefer a governmental operation. In some cases, there might even be a public and private operation competing side by side; and communities would be competing with one another with their respective systems.

At any rate, the first and most important job is to secure to every one the right to the use of land, to untax labor and industry, and to collect the rent of land for communal purposes. The nature of these other matters and what to do about them will then more clearly show themselves.



## ANSWERS TO LESSON VIII

1. Economists have taught that poverty is the result of unalterable economic laws. Religions have taught that poverty is the natural lot of the masses. The popular belief is that hard work is necessary in order to make a living.
2. In spite of the loss of manpower tied up in military service, there is still enough production of wealth to supply the needs of destructive warfare, as well as the needs of civilian consumption.
3. The problem of the distribution of wealth.
4. Because we would not be eliminating the underlying causes of the unjust inequalities. The tendencies to unequal distribution of wealth would soon reassert themselves.
5. It is that which gives wealth to the producer. Nature yields her riches only to labor. (The natural distribution of wealth is: Rent to land (the community) ; Wages to labor; Interest to capital.)
6. Begging and stealing.
7. No. However much a man can earn is rightfully his, as long as it does not involve the robbing of others.
8. Nothing is wrong with the charitable impulse. The wrong is that charity is needed on such a large scale in civilized society.
9. Those rights which inhere in man and which are set forth in the American Declaration of Independence and the French Declaration of the Rights of Man.
10. The right of every man to his labor and the full fruits of his labor; and the right to the use of land.
11. To better themselves.
12. In George's day, immigration to the U. S. A. was unrestricted. Some immigration was subsidized. There were no immigration requirements except health. Today, immigration is restricted to the quota system. Discrimination is shown with respect to nationality. And the immigrant must show proof of livelihood.
13. Absolute over-production would be excess production of all kinds of wealth beyond the wants of everybody. Relative overproduction is the disproportionate production of one commodity as compared with other commodities.
14. Because man's desires are unlimited.
15. a) An increase in the production of a commodity outrunning the ability to purchase that commodity.  
b) A decrease in the production of other things lessening the ability to purchase that commodity.
16. The price of that commodity falls, thus leaving more purchasing power for other commodities. Therefore, production in general will rise.
17. With reduced production of a commodity, its price will rise. This reduces its power to purchase other commodities, and so production in general will fall.
18. They penalize producers, thus discouraging production.
19. The monopoly of land.
20. By holding land out of use, it prevents production from taking place. This leads to recurring periods of economic stagnation.

LESSON XReading Assignment: Social Problems, Chaps. XVIII - XXIIAbolition of Monopoly

1. What is the primary cause of political corruption, monopolies and other social maladjustments? (194-195)
2. Mention some other monopolies besides the land monopoly. (196-197)
3. If all monopolies other than land monopoly were abolished, what would be the effect on the distribution of wealth? (197-200)
4. Does Henry George claim that recognition of our equal right to the land is the solution to all social problems? (201)
5. How did the institution of absolute Private property in land become adopted? (204) (Also see Supplement Part 1)
6. Give reasons why absolute private property in land is unsound. (204-206)
7. What would be some of the benefits of taking rent for public purposes? (208-215)
8. Why is rent the natural source of revenue for the needs of society? (214-128)



## Rural and Urban Problems

9. What is the main source of income for the small farmer? (220-221)
10. In what ways does indirect taxation affect the working farmer? (222-224)
11. Give reasons why the working farmer would gain if taxation were confined to the value of land. (222-224)
12. What would owners of farms lose by land value taxation? (224)
13. What conditions are eliminating the small farmer? (227-229) (Also see Supplement, Part 2)
14. Why is the private ownership of land so highly esteemed? (230)
15. How do mortgages facilitate the transition from small to large farms? (232)
16. What conditions are necessary for the small farmer to profitably operate his own farm? (232-233)
17. What are the disadvantages of
  - a) extreme concentration of population?
  - b) extreme sparseness of population?(234-238)



18. What are the basic causes of the unbalanced distribution of population? (238)
19. How would the public collection of rent affect the distribution of population? (238-239)
20. In order to secure fundamental social reform,  
a) what obstacles must be overcome?  
b) what positive steps must be taken? (241-245)

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SUPPLEMENT - LESSON XPart 1 - PROPERTY IN LAND IN ENGLAND AND AMERICA

The feudal system in England and Europe, although based on a self-contained economy and a class structure, still offered rights in land to the lowest classes. This included common grazing lands to which all had rights.

Enclosure of the common lands in England began in the 16th century, and there were wholesale evictions of peasants from their homesteads so that powerful landlords could have profitable sheep farms.

After the English Civil War, the "Glorious Revolution" of 1688 was actually a victory for landlordism. Feudal tenure, and the obligations of landlords to the Crown, were abolished. A land tax had been proposed as a substitute for the old feudal dues, but the landlord-controlled Parliament decreed instead excise duties on beverages. Thus began the trend of shifting the burden of taxation from land onto the general populace.

During the 18th century, the enclosure of common lands continued, and 14 million acres were reduced to private ownership. Rents increased. The number of landless grew and they had to become laborers for hire. The Industrial Revolution intensified these difficulties and Poor Relief acts were passed. The reply of the laborers was: "Give us back our commons and you can keep your poor relief."

Efforts were made by liberal governments to curb the power of the landlords. In the early 20th century, land-value tax measures were introduced but defeated. Instead, ill-advised socialistic schemes were adopted. But the land of England is still owned by a small minority of landlords who still collect enormous rents.

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The discovery of America served as an outlet for the land-hungry people of Europe. Much of the land was granted to favorites of kings, and patricians sought to keep control of settlers through the Old World system of landlordism. But there was such an expanse of free land that the system did not work. Free land meant independent settlers. An economic revolution had already taken place before the political revolution of 1776.

The Land Ordinance of 1785 and the Act of 1796 made provision for the private purchase of public land. But the terms could not be met by poor settlers, so the terms were progressively reduced. But speculators bought up large tracts and sold them to settlers at a great profit. The feverish speculation led to "booms and busts."

But there was still so much land left that the country rapidly recovered and people continued westward. The pre-emption of land by large private interests was accelerated when the federal government gave huge land grants to the railroads.

The Homestead Act of 1862 granted plots of the remaining public lands to settlers, in order to encourage more family farms. By this time, however, most of the good agricultural lands had been taken up, and the homesteaders had a hard time making a living. Even at that, 9 out of 10 acres of homestead land fell into the hands of speculators.

By 1890 the frontier had disappeared. Thenceforth the trend to concentration of landownership has increased, with concomitant results - more severe economic crises, greater union agitation for higher wages, greater demand for welfare legislation. As in England, the landowners have attained a good amount of success in shifting the tax burden from land onto the general populace.



## Part 2 - THE FARM PROBLEM

The trend noted by Henry George in Chapter XX of Social Problems toward the decrease in the number of small farms and the concentration of farms among large owners, has continued since then.

This concentration has been accelerated by the closing of the frontier, advances in mechanized farming, and increasing migration from rural to urban areas. As of 1960, 70% of the population of the U. S. lived in urban areas and 30% in rural areas. Only 12% of the working population worked at agriculture.

Farm acreage has not declined markedly. But the number of farms has declined sharply and has fallen in 25 years from nearly 7 million to 3-1/2 million. Small farms are consolidating into fewer large farms, and the average farm has doubled in size.

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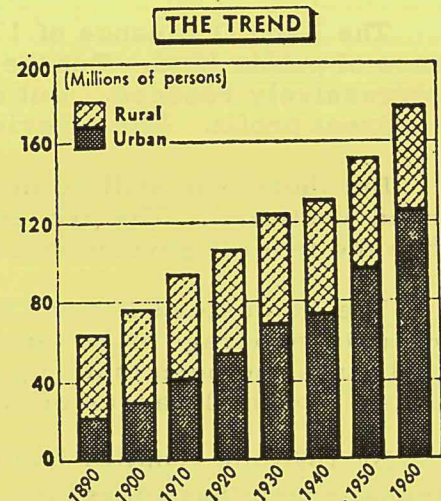
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The "farm problem" remains unsolved and will so remain until a fundamental treatment is administered - that is, again opening up better natural opportunities by means of a tax on land value.

Size of Farm	Number of Farms				
	1900	1925	1950	1954	1959 <sup>1</sup>
	THOUSANDS				
TOTAL	5,737	6,372	5,381	4,782	3,703
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10-49 acres	1,664	2,039	1,478	1,213	811
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260-999 acres	481	583	660	674	671
1,000 acres and over	47	63	121	130	136

Source: Statistical Abstract of the United States, 1961.



New York Times,  
Feb. 4, 1962



## ANSWERS TO LESSON IX

1. Land being monopolized, the self-employment of labor is difficult, and so laborers must compete for jobs.
2. No. All labor could then always employ itself without restriction.
3. No. It is only necessary for land to be freely accessible for those who want to work on it.
4. As productive power increases, people notice unemployment, unequal distribution of wealth and growth of monopolies. Not seeing the basic cause, they blame new inventions.
5. By increasing the quantity of a particular commodity, its price is decreased, thus increasing purchasing power and stimulating the production of other commodities.
6. To those enjoying a monopoly or privilege, especially the monopolists of land.
7. Rents would increase, thus the landowners would ultimately benefit.
8. a) Slavery arises where population is sparse; land is of little value and labor is dear.  
b) It ceases when population increases; land becomes valuable and labor cheap.
9. The chattel slave, being an investment, was cared for by his owner as valuable property. The slavery that results from private property in land is an impersonal thing. Unemployed laborers are not the responsibility of any owner.
10. They are ways by which landowners shift their tax obligations onto the rest of society.
11. No. This is in effect forcing people to pay for a debt they did not incur.
12. No. They are merely a device for obtaining control of wealth in the present by promising that a certain distribution of wealth in the future shall be made.
13. They enable governments to acquire, by borrowing, large sums which would not be so easy to acquire by taxation. Wars become easier to wage, and the opportunities for corruption become greater.
14. Because extra profits are made on these taxes when they are shifted to the consumer.
15. To secure equal rights for all men.
16. Assert the equal right to land. Eliminate the wastefulness in the armed forces. Simplify the legal machinery. Simplify electoral methods.
17. They encourage evasion and bring law into contempt; reduce the standard of wrong and right to a legal question; and encourage the rogue who can stay just within the law.
18. George says that government should regulate businesses that involve monopoly and take over businesses which are in their nature complete monopolies.
19. George proposes that all these functions be operated (or at least regulated) by government. Acceptance of this proposal, however, is not essential to acceptance of the basic teachings of George. The student may form his own conclusions.



## ANSWERS TO LESSON X

1. Private property in land. Land is the foundation of the economy and our inequitable system of land tenure breeds monopoly and corruption.
2. Banking and money monopolies; monopolies gained by manipulating the stock market; tariffs; patents; public utilities; labor union monopolies.
3. Landowners would reap the gain.
4. No. There is room for many other reforms. But he insists that without this basic reform, all other reforms are in vain.
5. Most people of the world have not believed in private property in land. The idea was first developed among the Romans. In England, property in land was not fully recognized until 1688. America simply followed England in this respect.
6. It is unjust, because land is not a product of labor, and its ownership gives some an unfair advantage over others. It is inexpedient, because it interferes with the best use of land as it encourages the holding of land out of use. It is unnecessary, because men do not need to own land, but only need to be secured ownership of what they produce.
7. It would simplify government. It would permit abolition of all other taxes. It would yield a growing fund for public revenue. It would stimulate production. It would equalize the distribution of wealth. It would help break down other monopolies.
8. Rent is well adapted for taxation. It is a socially-created value and grows as society grows. Its taxation would not deprive any producer of the fruits of his labor. The use of rent as public revenue meets every economic and moral requirement.
9. His labor and capital.
10. It increases the cost of the products he must buy. It usually falls more heavily on the farmer than on the city-dweller.
11. The burden of taxation on the working farmer would be lightened, as his land is less valuable than large farms and plantations, urban lands, etc. Also, the land of the working farmer is generally less valuable than the improvements he has put upon it.
12. The selling value of their land. But its usefulness would be as great as before - even greater.
13. The march of inventions, large-scale marketing, the concentration of large landholdings, and boom and bust cycles all tend to eliminate the small farmer. (These same tendencies eliminate the small business man.)
14. Land is a secure possession. It cannot be destroyed and it tends constantly to increase in value with the growth of society.
15. As most good farm lands are already appropriated, the small farmer usually acquires property with a mortgage. As land values rise, mortgage terms become steeper. The small farmer often has to default on the mortgage, and the farm ultimately falls into the hands of a large landowner.
16. Land must be cheap and labor dear. These were the conditions when America had a large public domain. They can be restored by a tax on land values.
17. a) Crowded, unnatural, unwholesome living conditions.  
b) Cultural impoverishment, isolation, monotony.
18. The treatment of land as private property, along with industrial progress. Land values go up, and people either have to crowd into cities or move far away from them.
19. It would spread population where it is too dense, and concentrate it where it is too sparse.

20. a) Apathy, ignorance, prejudice and short-sighted selfishness must be overcome.  
b) Right ideas must be formed, followed by the propagation of these ideas. "Social reform is not to be secured by noise and shouting; by complaints and denunciation, by the formations of parties or the making of revolutions; but by the awakening of thought and the progress of ideas. Until there be correct thought, there cannot be right action; and when there is correct thought, right action will follow."

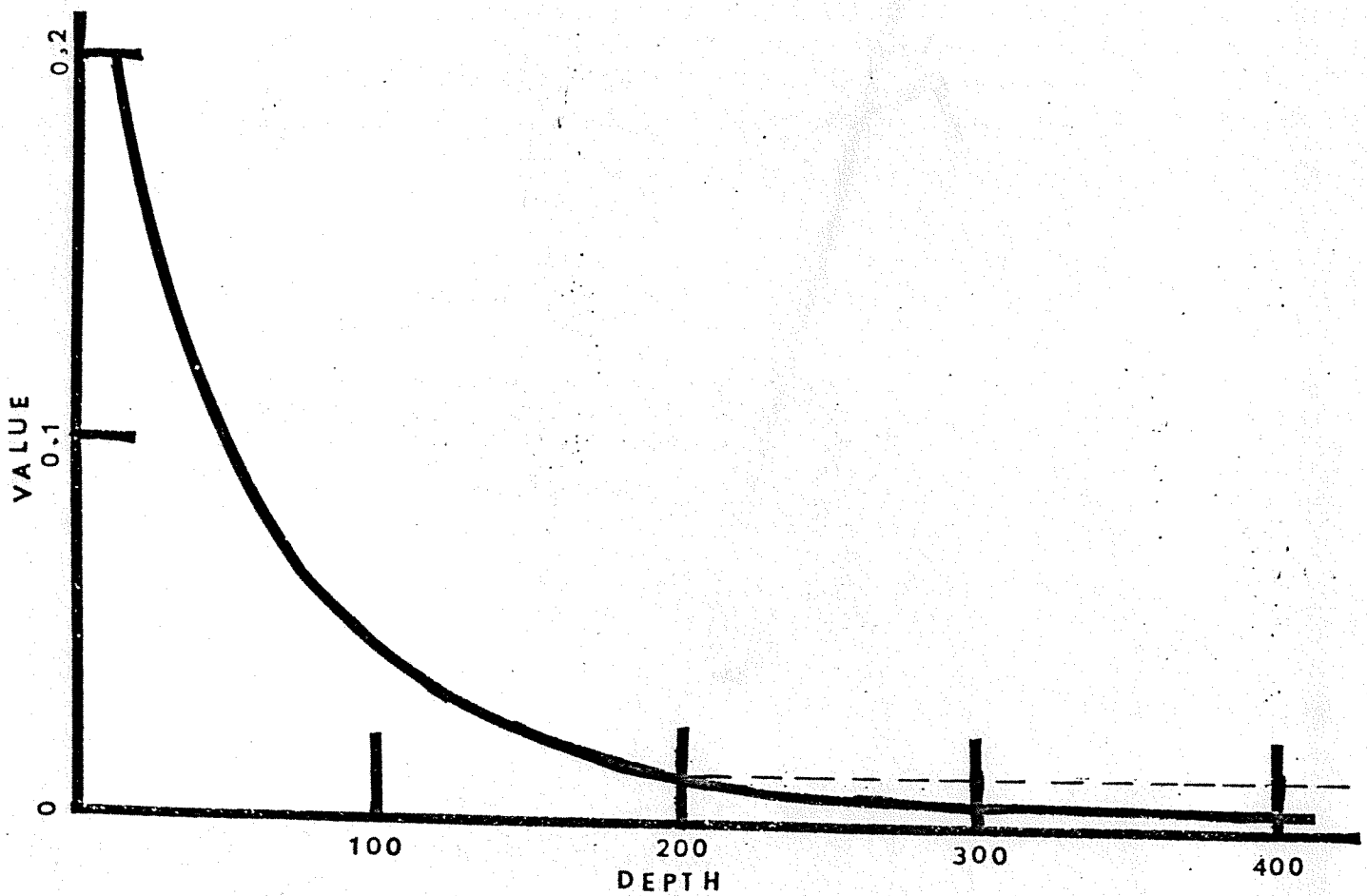


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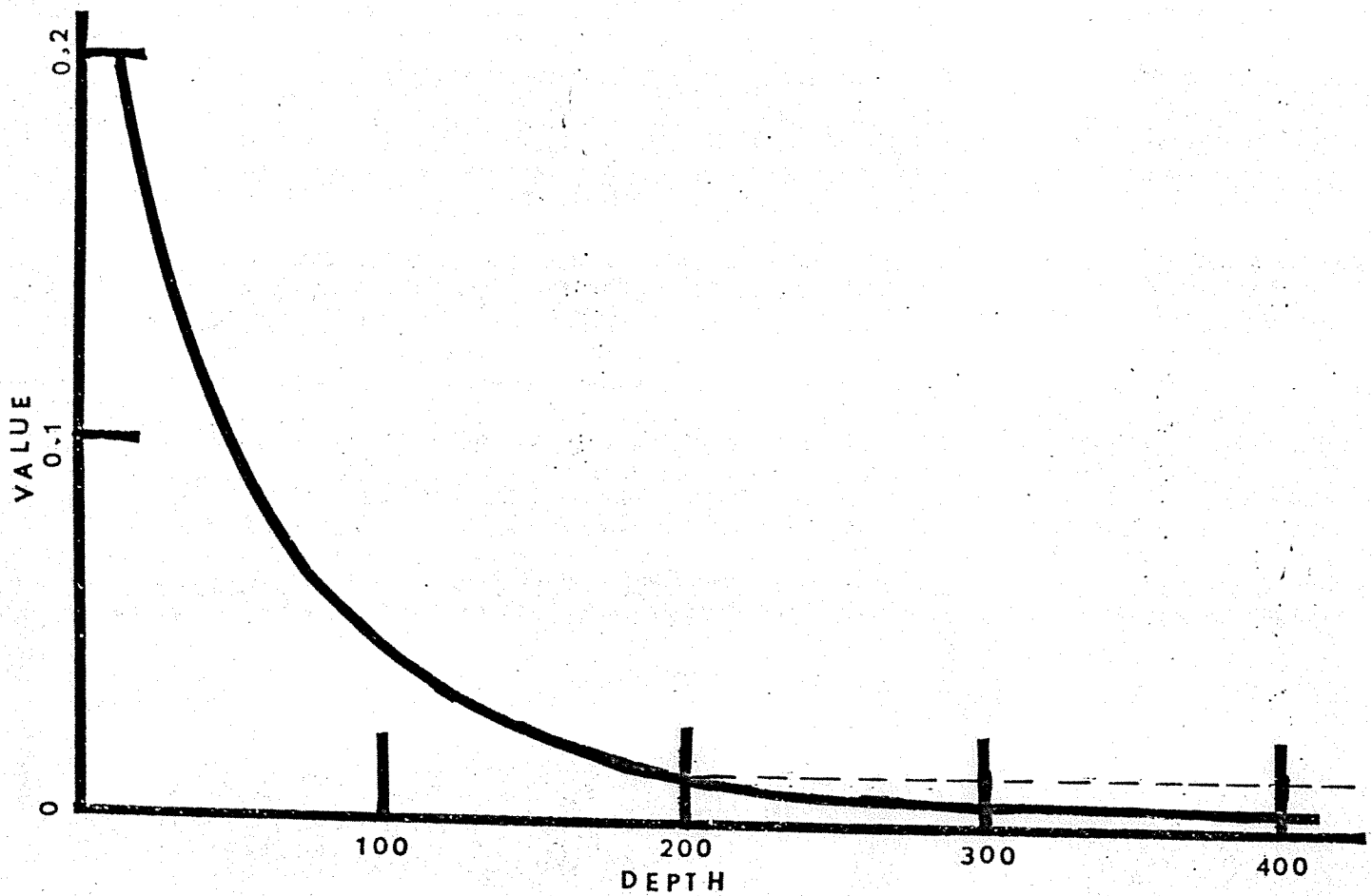
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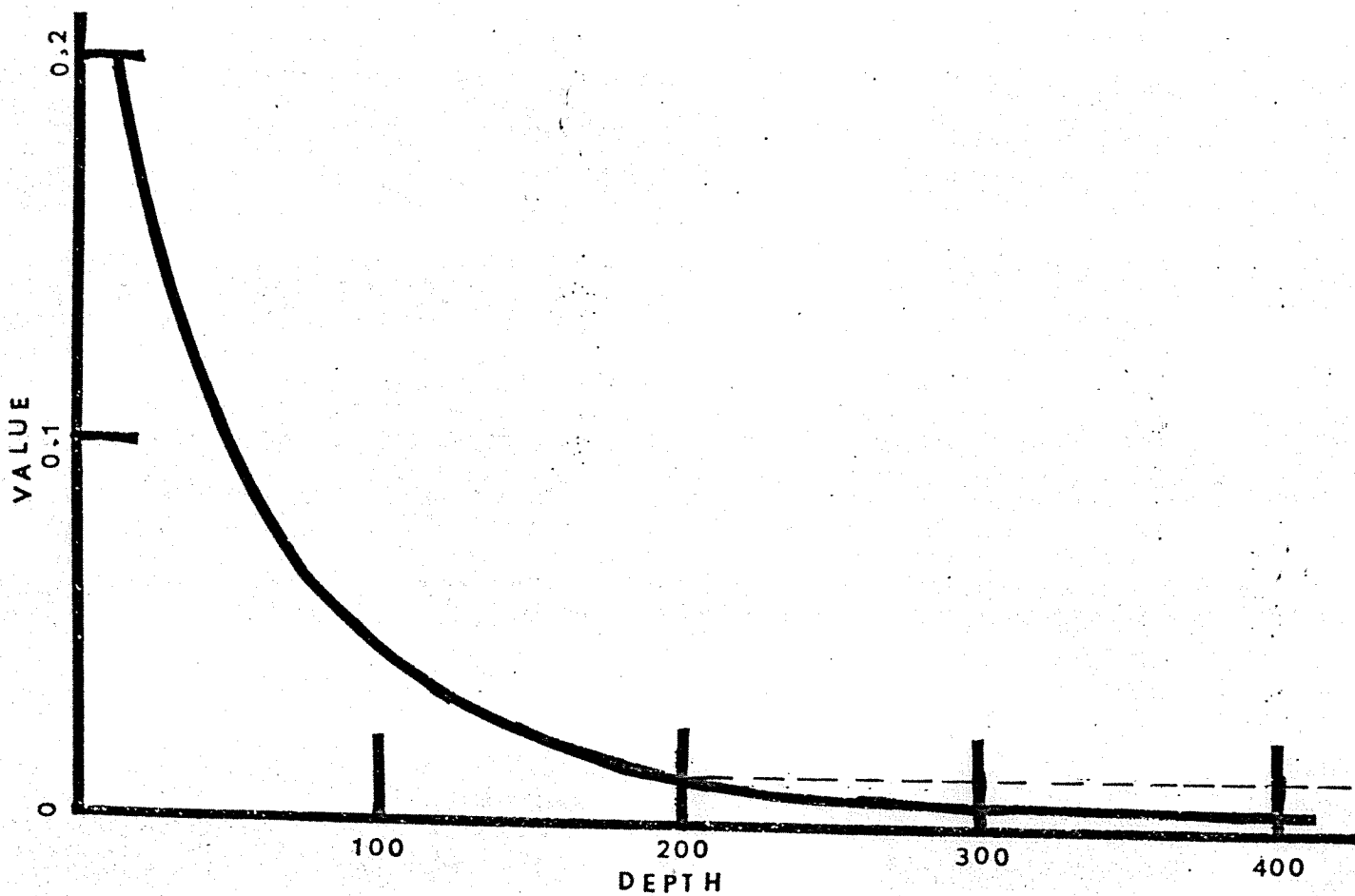




This figure is of the Somer's System depth curve showing the relative value of land as the distance from the street increases. As can be seen, the curve flattens after it reaches a depth of about 200 feet and for convenience purposes is now used as a straight line in determining values of deep parcels of land.

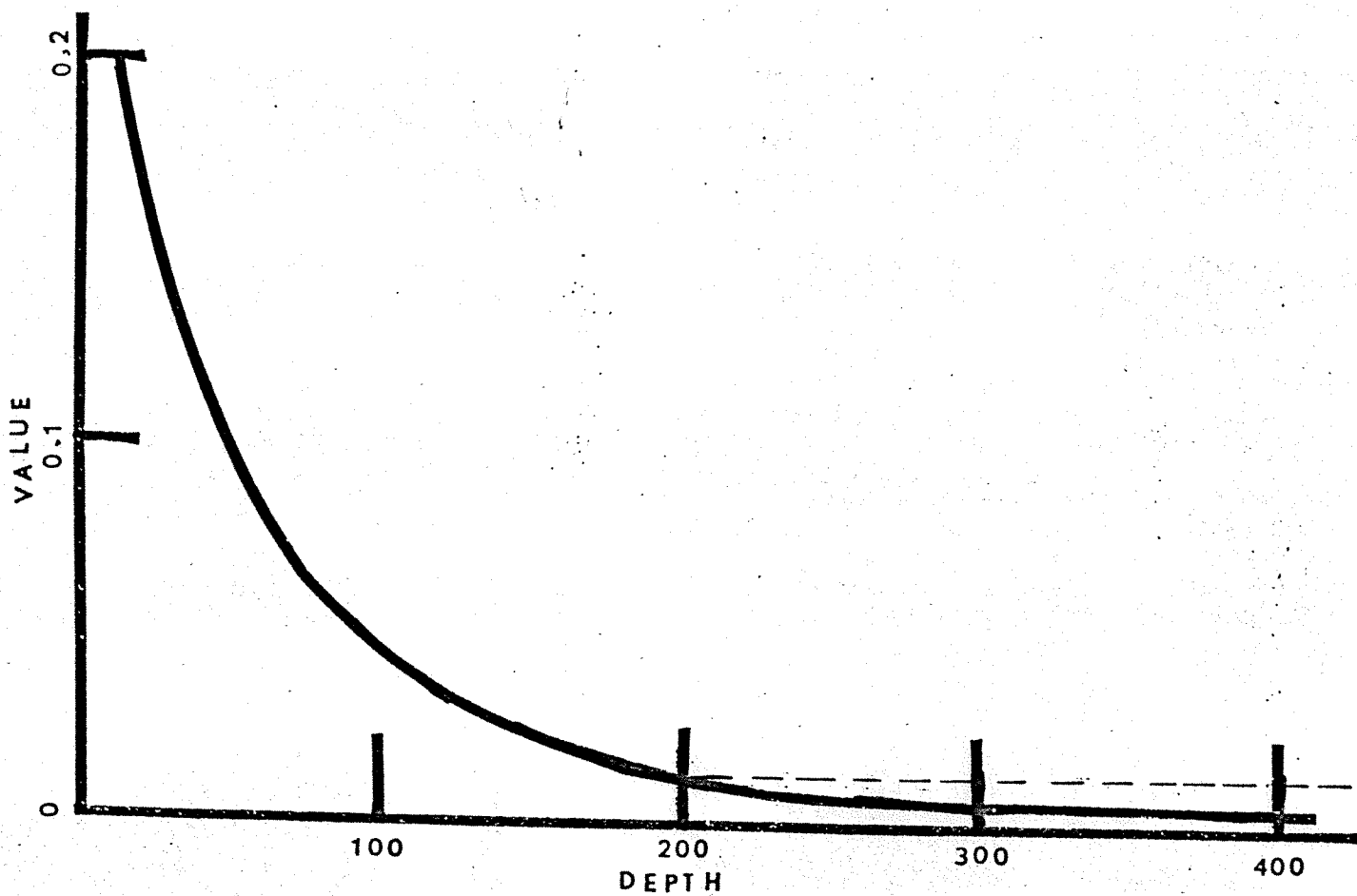


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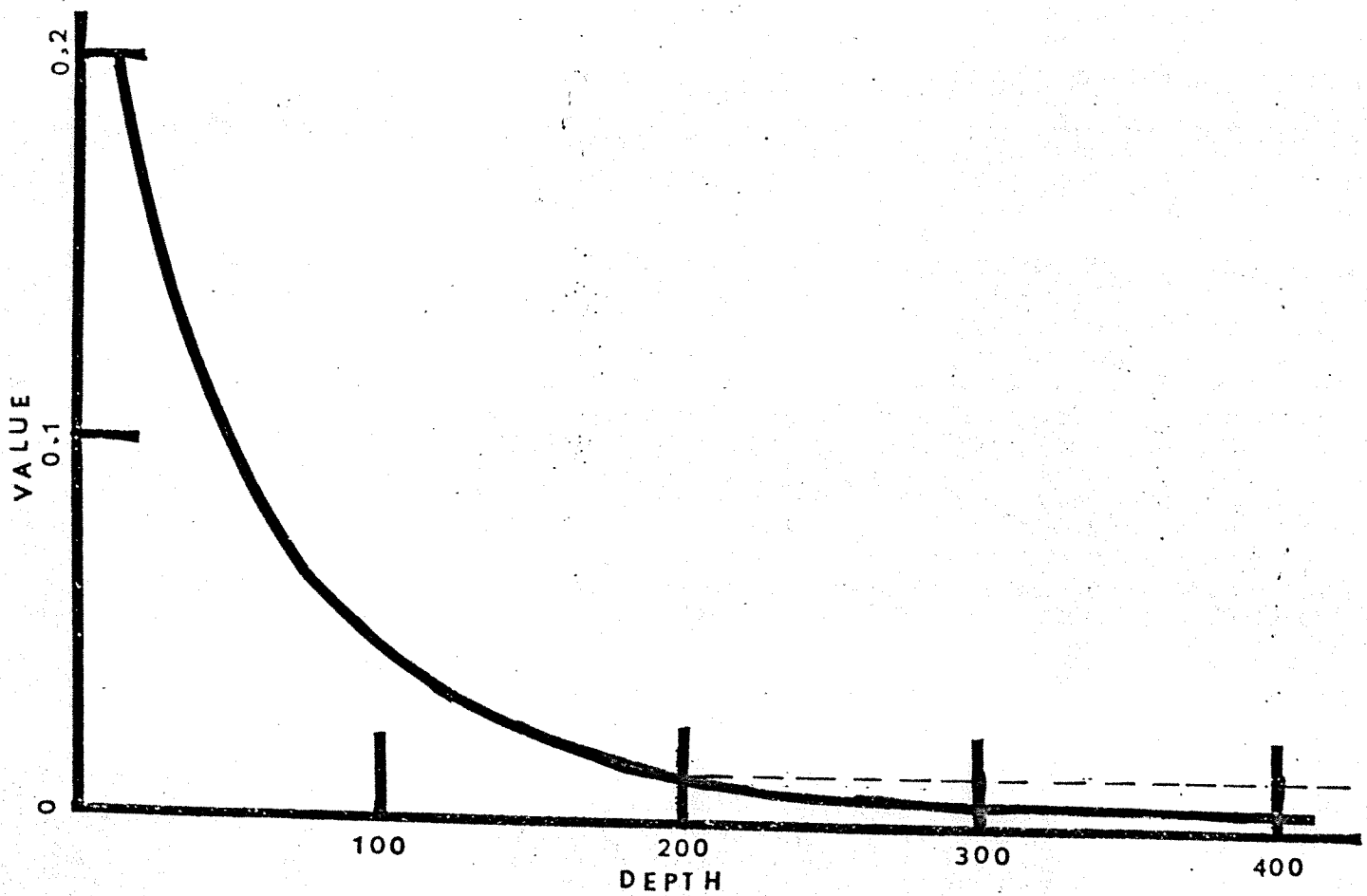


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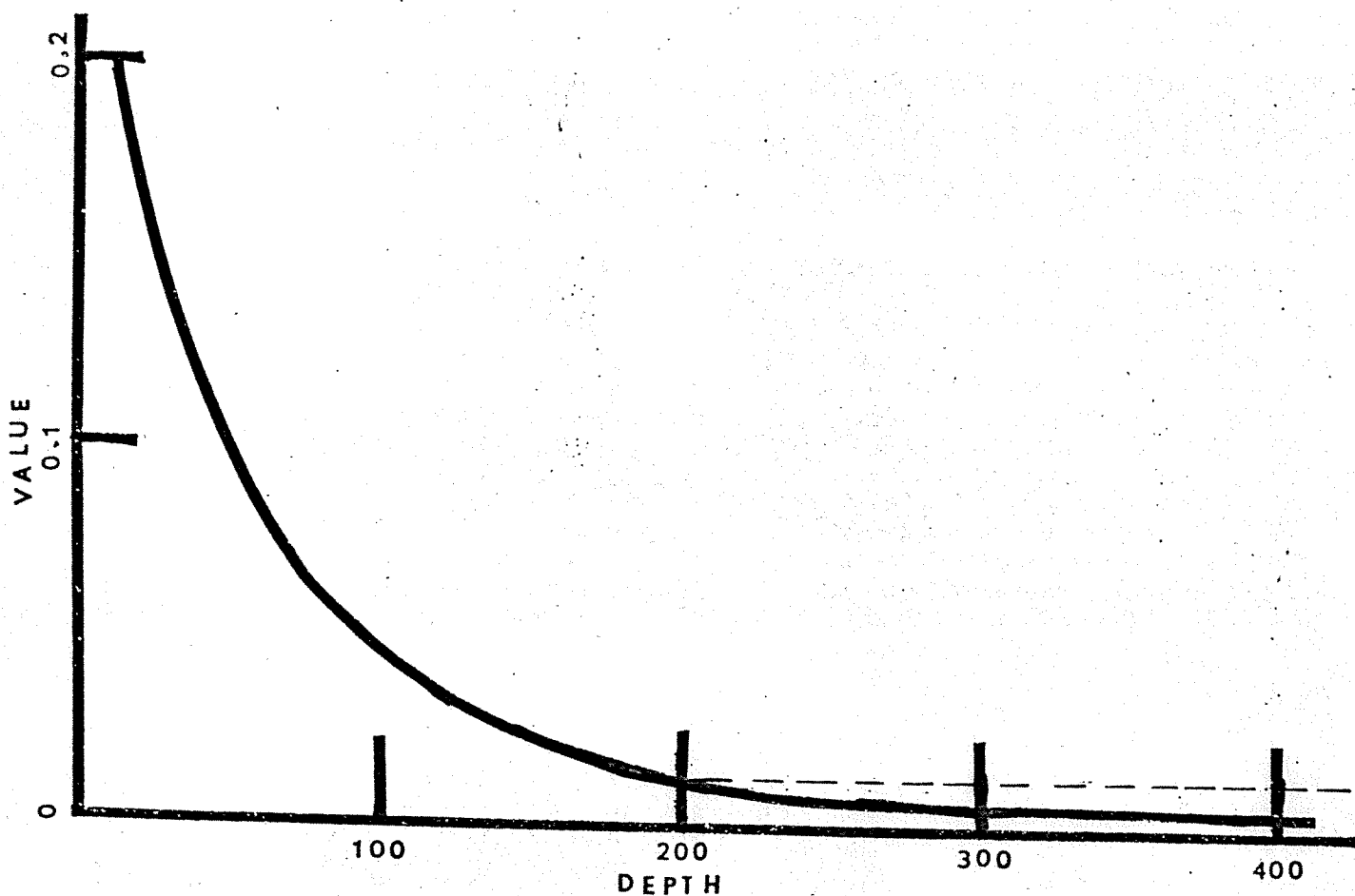




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## IMPORTANT ANNOUNCEMENT

We are pleased to announce that the Henry George School of Social Science, chartered by New York University, will hold extension classes in Fairhope this Winter. The course will consist of ten lessons in fundamental economics. There will be one class each week for ten weeks.

We urge all of our lessees to take advantage of this opportunity to learn more about the fundamental principles of economics which are the basis of our corporation's policy. The course will help you understand why Fairhope has grown more freely and naturally than other towns, and why the general application of these principles by governments could make peace and prosperity possible for all mankind.

You will enjoy these classes. They are informal and are based on free discussion of the subjects. The classes will be conducted by R. L. Rockwell (phone 4702), who will be glad to furnish complete information, or you may contact our secretary at our office on Fairhope Avenue.

FAIRHOPE SINGLE TAX CORPORATION

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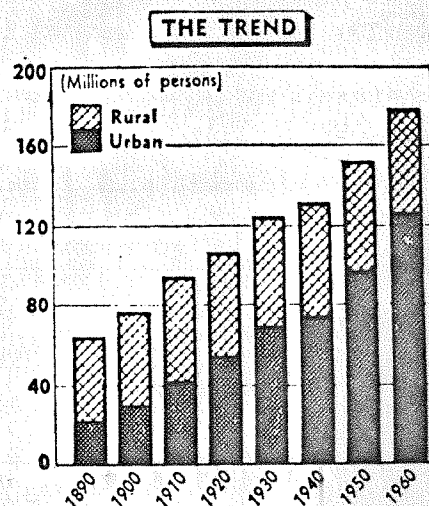
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Source: Statistical Abstract of the United States, 1961.



New York Times,  
Feb. 4, 1962

## FSTC CLASS LIST APRIL 1978

Name	Address	Phone	Notes
Michael J. Antinerella	509 Fairhope Ave	928-2345	
Ernest. M. Bailey		928-2393	
Laura Bailey		928-2393	
Barry Boothe	Spanish Fort	626-3211	
Bob Bung	511 East Fairhope	928-868-	
Melany Barnhill			
Dale Crittenden	1208 Main- Daphne	626-2668	
John Flemming	369 South Church	928-9300	9251
Mrs. Peg Campbell	117 Kiefer St.	928-2099	
Clair Gray	113 Atkinson	928-5056	
J. T. Green	164 Orange	928-7535	
Carey Garner	5-9 Fairhope Ave	928-2345	
Gavin Hunter, Jr. III	319 Fairhope Ave.	928-8314	
Marcia Humphreys	450 Fairhope	928-9347	
Richard Horne	East Fairhope Ave.	928-5889	
Thomas R Horne			
Verda Horne			
Peter G. Herndon		928-8134	
Frances Herndon		928-8134	
Analaura Hall	373 S. Summit	928-0370	
Billy Glen Ingersoll	102 North Ingleside	928-1247	
Jack Kirk (E.J)	166 Pecan	928-9408	2136
Stanley Kasuba Jr.	403 Grand Av.	928-2347	
Tom Lawson	South School		
Glenda Lawson			
Bill Lewis	404 Fairhope	928-8326	
Glen Lewis	404 Fairhope	928-8326	
Wm. C. Lucey	519 Greenwood	928-8962	
Robert G. Mason, Jr.	301 South Section	928-7419	
Benito H. Mento			
Julie Mason (R G's Daughter)	54 South Ingleside	928-	
James Nix	City Hall	928-2136	
Carol Saltz (Mrs. Leon)	56 S. Ingleside	928-7278	
Wesley Stapleton	Bay Boutique	928-0586	
Don. Wiggins	10 South Section	928-9436	
Robby Wolf	Page & Palette 32 S. Section	928-5295	
Mrs. Margo Wickersham	155 Orange	928-8164	
Perry Thomas	111 South Section	928-5790	
Wm. R. Ruffles Jr.	Thompson Hall Road	928-9531	
Mrs. Dora Bass	209 S. Liberty St.	928-8352	

Mrs. Bass

N.Y. Class

928-8352

✓ 5/3/75



# Annual Report 1965

## HENRY GEORGE SCHOOL OF SOCIAL SCIENCE

## 1965 HIGHLIGHTS

The 21st Annual Conference of the Henry George School was held at Asilomar, Calif., July 14 - 18; encouraging reports of progress in the better assessment and taxation of land values were heard.

The Annual Banquet of the School in New York, held on June 9 and attended by over 250 persons, featured the 40th Anniversary of the Robert Schalkenbach Foundation.

A new extension was formed in Cali, Colombia - the first in South America, with more than 100 graduates of the basic course during its first year.

A Hebrew translation of the basic course was launched, with over 100 correspondence enrollments from Israel. Correspondence work in other languages - Spanish, French, Italian and German, as well as English - moved forward.

In Henry George School centers throughout the U.S. and the world, and by correspondence, about 2,400 persons completed the course in Fundamental Economics.

### U. S. A.

#### New York, N. Y.

ROBERT CLANCY, Director  
50 E. 69 St.

A total of 2,120 students enrolled in classes in Fundamental Economics in the New York area during 1965, with 905 completing the study - a considerable improvement over 1965. These figures are broken down as follows: Classes (in English) at Headquarters had 1,650 enrollments and 666 graduates; neighborhood classes (in Manhattan, Queens, Long Island and New Jersey) had 264 enrollments and 128 graduates. Classes in Spanish enrolled 155, with 91 graduating; and French classes had 40 enrolled and 18 graduates. A class in Hebrew had 6 enrollments and 2 graduates.

Advanced classes (including the second and third basic courses, Applied Economics and Economic Science) enrolled a total of 1,158 with 794 completing the courses. Of this figure, 162 were enrolled in Spanish advanced classes, with 117 completing. And a new French course in Applied Economics, offered for the first time, enrolled 18, with 14 completing.

Among the advanced courses (in English) was a newly revised course in Human Rights, based upon Henry George's A Perplexed Philosopher and The Land Question, etc., with supplementary readings of modern views on the subject. Other advanced courses included Current Events, European History, Labor in the United States, History of Economic Thought, and The U.N., among others. A 30-week Teachers Training course graduated 11 students.

CORRESPONDENCE COURSES also continued at a high level in 1965. For Fundamental Economics (in English), there were 664 new students and 260 graduates. Advanced courses had 135 new students and 69 graduates.

The record of the International Division was as follows: the Spanish correspondence course in Fundamental Economics had 214 new students and 91 graduates. A considerable number, about one-third, were from Spain, the balance from Latin America. Advanced correspondence courses in Spanish had 28 new students and 11 graduates. In French there were 188 new students for the basic course and 48 graduates. These were from Haiti and African countries, as well as France. The new French course in Applied Economics enrolled 40, and there were as yet no graduates at the end of the year. The German course had 102 students and 39 graduates, and in Italian there were 173 students and 24 graduates.

A new Hebrew course in Fundamental Economics was launched early in the year. Advertisements were placed in Israeli newspapers, resulting in 345 inquiries and 142 enrollments. As of the end of 1965 there were about 40 active students with no graduates as yet.

The School's Annual Banquet was held June 9 at the Sheraton-Atlantic Hotel in New York, and the 40th Anniversary of the Robert Schalkenbach Foundation was featured. Speakers included Miss V.G. Peterson, Executive Secretary, Lancaster M. Greene, Walter Rybeck and Will Lissner, all directors. Special guest speaker was Prof. Carl McGuire, head of the Economics Department of the University of Colorado, who spoke on "The Henry George Revival on the American Campus". Toastmaster was Albert Pleydell, president of the Foundation. More than 250 persons attended.

Other events of the year included a members and faculty dinner on September 18 to hear about a course in Ayn Rand's philosophy of "Objectivism", as reported by

Sydney Mayers, and a talk by Albert Gants, Conservative candidate for Mayor of White Plains, N.Y. Another dinner was held December 29, celebrating the publication of the book, "Henry George: Dreamer or Realist?" by Steven Cord, (University of Pennsylvania Press). Prof. Cord, a graduate of the New York Henry George School, spoke and autographed copies of his book. A Latin American Fiesta, attended by 200, was held on Dec. 4 at the Marc Ballroom, for the benefit of the new Colombian extension.

Friday-at-Eight programs included a talk on "Rudolf Steiner and Henry George" by H. Jan Ritscher, vice president of Volkswagen of America; "Political Power and its Containment", by Edmund A. Opitz of the Foundation for Economic Education; a panel discussion on the Problem of Prejudice", with Philip Rubin, Lionel Gonzalez and Elbert Dennis, and Sydney Mayers as chairman; "George Bernard Shaw and Henry George" by Rhoda Hellman; and "India from the Inside", by Dr. N.K. Sethi.

The Speakers Bureau, under the guidance of Peter Patsakos, Assistant Director, filled 55 engagements during the year. At a junior high school in Brooklyn, Henry George School speakers took turns over a four-day period, to speak on "The Problem of Automation", and the entire student body of 1,000 was covered during the period. At a high school in Livingston, N.J. Mr. Patsakos addressed a total of 250 students on this subject for three sessions held in one day, and his talk was taped for future use by the high school. At the East Harlem Protestant Parish, the Poverty Program was discussed by three speakers, including one from the School and two from the New York City government. Other groups addressed included student clubs of Hunter College, Yeshiva University and St. Francis College, as well as various churches and clubs.

Mr. Patsakos took a trip to South America during the summer to assist the new extension in Cali, Colombia, and to give lectures at the two universities of Arequipa, Peru. The Puerto Rico extension was assisted with a two-week visit from William A. Camargo, head of the Spanish Division.

Paul S. Nix Jr. was elected to the Board of Trustees. Miss Ilse Harder was added to the staff as International Secretary and Librarian, and Gerald Goodman as Office Manager.

The HENRY GEORGE NEWS, besides reporting School events and various lectures, including the Annual Conference, had the following articles, among others: "Little Man Says: Tax Him, Not Me", by Prof. Harry Gunnison Brown; a series of "Colloquial Colloquies" by Joseph S. Thompson (later published in pamphlet form); "The Cross of Silver", by Oscar Johannsen; "John C. Lincoln as I Knew Him", by Laurence B. Keith; and "Perfect Proof - Tax Maps" by Joseph Zashin.

En route to the Annual Conference in California, the director, Robert Clancy, was invited by Russel Conklin to stop in Great Falls, Montana, where he addressed a group of public officials, including the Montana State Board of Equalization, on the subject of assessing and taxing land values.

Mr. Clancy wrote, upon invitation, an article, "A Challenge to Libertarians", which appeared in the Fall issue of Rampart Journal, in reply to an article in the Summer issue, "A Challenge to the Georgists", by Robert LeFevre. These articles were reproduced in pamphlet form by the School. A bilingual edition, in English and German, of the pamphlet, "Why the German Republic Fell" was also published by the School. Upon the death of Helena M. McEvoy the School acquired the supply of the Concordance to Progress and Poverty, which she had edited, and offered them for sale. The March issue of Nation's Cities was devoted to a symposium on "Are Property Taxes Obsolete?" The School obtained and distributed several thousand copies.

The Manual Committee continued its work on preparing supplementary material for the course in Economic Science, and revising the three basic courses, COLT (Committee on Land Taxation) continued its work under Charles F. Leonard, secretary, of preparing a manual on the practical application of land value taxation.

The Ezra Cohen Memorial Prize, awarded each year to the high school graduate submitting the best essay on "Progress and Poverty Today" was divided in 1965 between Allan Kashkin and Jo Ellen Braveman.

St. Louis, Mo.

LORAL D. SWOFFORD, Director  
818 Olive St.

Entering its second quarter century, the St. Louis Extension in 1965 showed an increase in students and grad-

uates for the third successive year. One hundred seventy-five students of the 326 enrolled in 15 Fundamental Economics classes were graduated, and 41 of 53 enrolled in 5 advanced classes completed their studies. C. Larry Bradford, Dr. Thomas Center, W. Phillip Cotton Jr. and Iris Cox completed the Teachers Training Course, and were added to the School's faculty. Active as class leaders during 1965 were: Noah D. Alper, Louis Basso, Phillip Cotton, Iris Cox, Theodore Dierker, Jean Goebel, Allan Lubin, William Mahon and Loral Swofford.

The Extension embarked upon a Membership Program in an effort to encourage more active participation. Also, an Advisory Board was inaugurated to help set up and guide school policies and activities.

At the Winter term graduation when 105 graduates were honored, Robert Tideman, Executive Secretary of the Northern California Extension, spoke to the graduates on the subject of "Progress and Poverty - 1965". Prof. Harry Gunnison Brown addressed the Annual Dinner and Fall term graduation on "The Next Great Struggle Against Injustice".

Director Emeritus Noah Alper and Director Loral Swofford again were afforded speaking opportunities, and press, TV and radio coverage of School activities was gratifying. E.I.C. Worksheet was continued, and a Faculty Bulletin was instituted.

The Public Revenue Education Council (under the direction of Mr. Alper) had an active year. Several articles and reports on land value taxation were obtained or reprinted in quantity and distributed. Among them were "The Fundamental Difference Between Real Estate and Other Commodities" by the Roy Wenzlick Research Corporation, and "Are Property Taxes Obsolete?" by Perry Prentice in the March 1965 issue of Nation's Cities. More than 8,000 economics teachers were circularized, and at the year's end, about 1500 requests for literature had been received. Architects and public officials were also circularized. The PREC sponsored several speaking engagements by Prof. Harry Gunnison Brown, and also placed several advertisements.

At the 1965 Annual Conference in California it was decided to hold the 1966 Conference in St. Louis in July, and the director and his associates initiated Conference plans.

## Northern California

ROBERT TIDEMAN, Executive Secretary  
833 Market St., San Francisco

A total of 114 graduated from 20 basic classes out of 270 enrolled. Eighty-eight completed advanced classes out of a total of 126 enrolled, an all-time high for both figures.

The five branch boards met monthly to plan the work of the School in their areas. The branches held 11 graduate meetings with a total attendance of 175. The San Francisco branch gave a series of meetings called "Views of the News" in which recent news items were analyzed in the light of fundamental principles. San Francisco Supervisor Candidate E. Robert Scrofani gave talks entitled "Are Property Taxes Obsolete?" to the San Francisco and East Bay branches. Bert Broemmell, Assessor of Marin County, spoke at a Marin Commencement dinner. Sacramento held a seminar on The Fundamentals of Money and the Peninsula branch gave a Hawaiian Luau for its annual meeting.

The Marin branch again sponsored a booth at the Art and Garden Fair. The booth, designed by Dr. Gerson Jacobs, Dr. Duval Jaros and Leigh Abell, featured a teaching machine which tested knowledge of economics. The booth was staffed by volunteers under the leadership of Mrs. Joseph Donohoe. The same teaching machine was used again by the Sacramento branch at the State Fair where Dave Dart served as volunteer chairman.

An all-day Teachers Institute was held in the University of California's Millberry Union, on January 10. The Institute was attended by 13 teacher candidates. Participating in its leadership were Dr. Duval Jaros, Dr. Mary Jaros, Leonard Nitz and Robert Tideman. Dr. Leonard Vidger, Professor of Business at San Francisco State College, was brought in as a teaching consultant. Dr. Elmer A. Weden, Jr. was chairman of the Institute Committee and moderated the event.

New teachers added during the year were Elden Cochran, Henry Dobson, Stuart McDill, Katherine Monroe, Meighen van Nieuwstadt and June Weden.

During the Winter term, Speaker of the California Assembly Jesse Unruh spoke in San Francisco on "Sex and the Single Tax". Shortly after, in Los Angeles, the Executive Secretary of the Northern California School surprised



his audience with a serious talk of the same title, dealing with the distortions and repressions of the life instinct produced by economic injustice. KCBS' Spectrum 75 interviewed the School's Executive Secretary for 45 minutes in July on "How Our Tax Laws Promote Dishonesty in the Assessor's Office". He addressed 16 service clubs and led a service at the First Unitarian Church in Marin.

The Oakland Town Meeting continued to meet every month except during the Summer. The Town Meeting is sponsored by the East Bay branch of the School, Men of Tomorrow, the Oakland League of Women Voters, the Council of Social Planning - Oakland Area, the Oakland branch of the American Association of University Women and the Oakland Council of Churches. Mrs. Glenn E. Hoover continued to serve as the School's delegate to the Town Meeting's governing board, of which she was re-elected chairman.

Elected to the Northern California Extension Board for four-year terms were Mr. and Mrs. Deane Banta, Dr. Irene Hickman, Mrs. Helen Koke, Miss Muriel Mackeprang and Robert O'Connell. Elected for two-year terms were Dr. Elmer A. Weden Jr., George Parker, Mr. and Mrs. Ralph Huntington, Miss Florence Carlson and Dr. Edward Senz, John Robinson was elected for a one-year term. Dr. Elmer A. Weden Jr. was elected president of the extension for the School year July 1, 1965 to June 30, 1966. George Parker was elected vice president. Frank Haylock was elected secretary, Mrs. Ralph Huntington, treasurer, and June Weden, auditor. Branch presidents were made non-voting members of the Extension Board.

The School's executive secretary continued to be heard over KPFA with news commentaries every fourth Wednesday at 7:00 P.M. and a rebroadcast the following morning at 9:30.

During the year 142 members contributed \$7,863.69, making 1965 the sixth successive year in which contributions reached an all-time high.

The 21st ANNUAL CONFERENCE of the Henry George School was held July 14 - 18 in Asilomar (on the Monterey Peninsula), with the Northern California extension as host. About 125 persons attended from the United States and Canada. Panel discussions were held on School problems - Attracting Students, Effective Teaching, Involving Graduates and Turning Graduates into Contributors. Other

events included a panel on housing and taxation with William K. Wittausch, Manager, Housing Research, Stamford Research Institute; Mr. and Mrs. B.F. Smith from Grand Rapids, Mich.; and Russel Conklin from Great Falls, Montana. Another panel discussion was on property taxation in California, with John Nagy, President, Statewide Homeowners Assn.; Roy Davidson, Director of the Henry George School, San Diego; and E. Robert Scrofani, Chairman, San Francisco Committee to Reform the Assessment of Private Property (SCRAPP). The Conference Banquet on July 17 featured as speakers Procter Thomson, Lincoln Professor of Economics and Administration, Claremont Men's College; and Elmer Weden Jr., President of the School in Northern California; Joseph S. Thompson, National President of the School, served as Toastmaster. Recreational events included a social event with a pictorial report on Kenya by Miss V. G. Peterson, Executive Secretary of the Robert Schalkenbach Foundation; and a bus tour of Monterey Peninsula, courtesy of Fred Workman, veteran Georgist and resident of the area. It was decided to hold the 1966 conference in St. Louis, Mo.

### Los Angeles, Calif.

HARRY E. POLLARD, Director  
577 North Vermont Ave.

Los Angeles resumed regular promotion of tuition-fee classes in 1965 with considerable success. Basic graduates totalled 102 - a figure topped once in the previous decade. In addition 27 graduates completed advanced courses.

The year marked the reactivation of the College Program. Some 38 students in three colleges completed the first semester of "Principles of Christian Economics" under the direction of William Truehart. Progress and Poverty is collateral reading for this first semester as is Protection or Free Trade for the second -- to begin early 1966.

Both programs operate with the handicap of enormous suburban, exurban and rural sprawl. Los Angeles County covers more than 4,000 square miles. On School business and in one month, Director of College Activities Truehart covered nearly 2,300 miles. In one day, attendance by Director Pollard at two classes and one local speech cost 189 driving miles.

Alumni Group speakers addressed a total of 860 people during the year; thousands more listened to School graduates representing other organizations.

School meetings continued at a reduced tempo but an audience total of 370 enjoyed a number of distinguished speakers. In December Mr. Pollard inaugurated a regular series of radio "Dialogues" on KPFK-FM with guest Robert Tideman of Northern California. These 30 and 60 minute programs will continue through 1966.

A strong contingent of local graduates attended the 1965 National Conference at Asilomar and a week later Los Angeles played host to a number of out-of-state visitors.

Experimental promotional work was planned for 1966 with attention directed to the reduction of costs. Intensive short courses in graduates' homes are planned, and the result of this activity will appear in the next report.

### Michigan

**ROBERT D. BENTON, Director**  
**4134 W. 13 Mile Rd., Royal Oak**

The Michigan extension, formerly the Detroit extension, had 119 enrollments and 70 graduates of the basic course. There were 15 classes held in high schools, libraries, banks and YMCAs. Teachers were: Granville Anderson, Robert Benton, Edmund Darson, Leonard Huckabone and Harold Tapert. There were 8 graduates of the second course, Applied Economics.

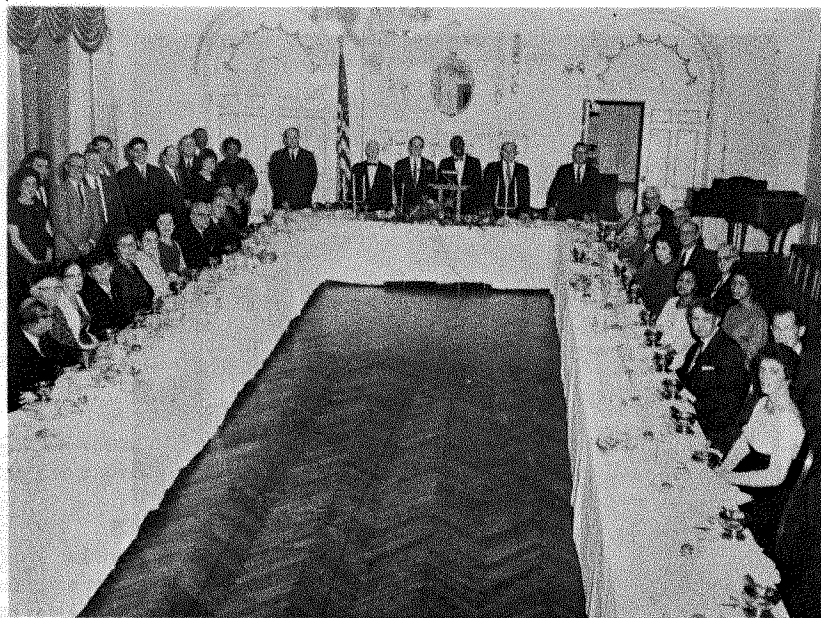
On March 11 Robert Benton spoke on "Let's Re-model the Property Tax" to 25 members of the 9632nd Air Reserve Squadron in Garden City. On April 10 a panel, composed of teachers of the basic course, led a discussion at the Winter completion meeting at the Whittier Hotel on the subject, "Poverty and the Single Tax". Twenty-four graduates and guests contributed to a lively discussion. The film, "Land and Space to Grow" was shown.

On June 5, Benjamin Smith and James Clarkson spoke at the Spring term completion meeting at the Whittier Hotel. Mr. Smith spoke on "Grand Rapids' Illegal Taxation of Land", and Mayor Clarkson spoke on "Is It True What They Say About Southfield?" Fifty people were present.

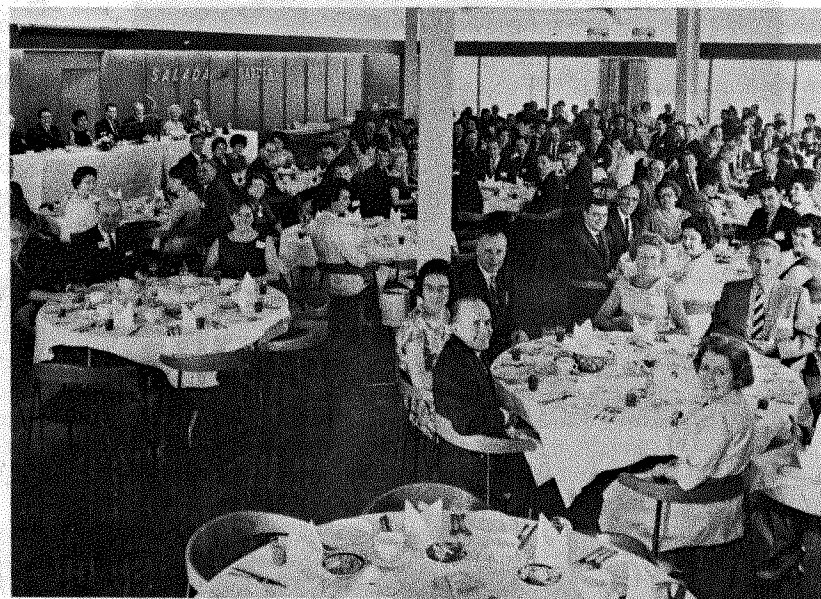


ANNUAL BANQUET, HENRY GEORGE SCHOOL  
In honor of Robert Schalkenbach Foundation  
Sheraton-Atlantic Hotel, New York, June 9, 1965





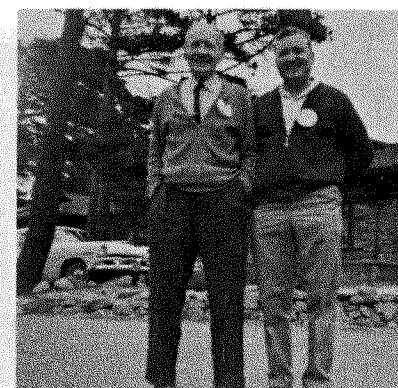
30th ANNIVERSARY BANQUET of  
Philadelphia Extension, Dec. 11



GRADUATION BANQUET, TORONTO  
School of Economic Science, May 8



Sid Evans and  
Russel Conklin



Urquhart Adams and  
Wilbur Freeland

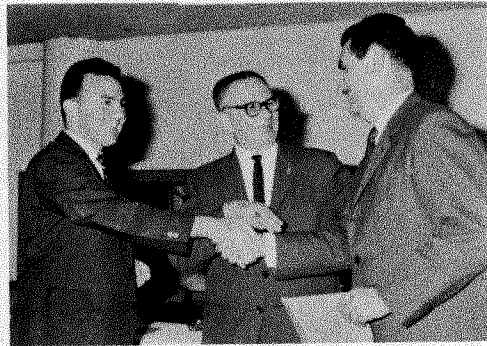


Jack Tetley, Frank Haylock  
and Bette Breese

AT THE ANNUAL  
CONFERENCE  
Asilomar, Calif.



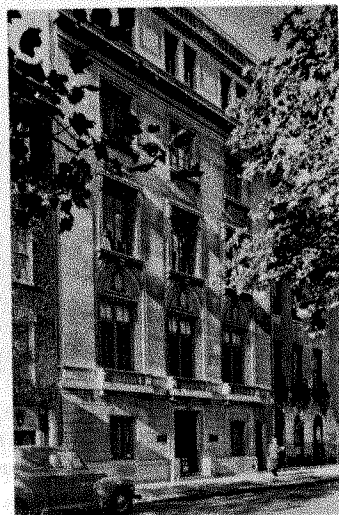
Right: 26th Birthday Party  
of Henry George Woman's  
Club of Chicago, in April.



Above: Hernan Sanin, Director of Cali, Colombia extension, congratulates graduates.



Above: Ponce delegates at Annual Banquet of Puerto Rico extension, in May.



Right: HENRY GEORGE SCHOOL, International Headquarters, New York

In October the Detroit extension was changed to the Michigan extension and obtained new offices in Royal Oak, Michigan, a suburb just outside Detroit. A duplicating machine was among the new equipment obtained. The March issue of Nation's Cities was sent to commissioners, councilmen and assessors in the suburban area. One commissioner in Royal Oak has already shown interest in a new land assessment program.

Thirty-five friends and alumni contributed a total of \$642.00 for the year.

Mayor S. James Clarkson of Southfield, a Henry George School graduate, was successful in achieving adoption of a resolution at the Mayors Conference in St. Louis, calling for continuing staff study of land value taxation. Mayor Clarkson testified for House Bill 2172 which was introduced in the Michigan legislature by Representatives Robert E. Waldron, Harry De Maso and Richard A. Young, calling for lower taxes on improvements.

Press items included the following: The Detroit Free Press had a feature story, "Grand Rapids Tax Shift Spurred by Southfield", and an editorial, "A Small Dose of George"; the Grand Rapids Press had a leading article, "Land Value Cited as City Tax Key"; and the March issue of the Michigan Catholic carried an article on Henry George and Father McGlynn.

#### Philadelphia, Pa.

GEORGE L. COLLINS, Director  
413 South 10th St.

The 30th anniversary year of the Philadelphia School began with a pre-class open house on January 15 at which "Land and Space to Grow" was shown to a group of School friends and prospective students.

The Advisory Board, chaired by Julian Hickok, with Lucia Cipolloni as secretary, continued to be active. A fund appeal was sent out, and the extension gained 12 new members for the year, in addition to regular members.

Classes in Fundamental Economics were repeated at locations throughout the city. These were High School for Girls, Standard Evening High School, the YM & YWHA, as well as the Henry George Birthplace. There were 15 classes; 145 enrolled and 52 graduated. June '65 high school



graduates were invited to a summer course at the Birthplace to participate in the New York School's essay contest.

In Applied Economics there were two classes, 12 enrolled and 10 graduated. In Economic Science there was one class of 9 from which 7 graduated. Classes were taught by Julian Hickok, George Collins and a new member of the faculty, Nathan Blasberg. An advanced course, "A Philosophy of Life" (based on the philosophy of Oscar Geiger) was given by Mr. Collins in the Fall, with 11 students enrolled and 9 completing.

At graduation exercises, talks were given by William Camargo, International Secretary at the New York School and Hamilton "Buzz" Ware, trustee of Arden, the single tax community in Delaware.

During the week of September 2 a collection of writings and memorabilia of Henry George was displayed at the Central Library in commemoration of George's birth.

Speeches were given by the director to the Adult Institute of the Adath Zion Congregation and the Education Seminar of the Philadelphia chapter of the National Executive Housekeepers Association. The director also addressed the 25th annual Birthday Dinner of the Chicago Henry George Woman's Club in April and received a gift from the organization toward the restoration of the Birthplace.

Spurred by plans of the Philadelphia Redevelopment Authority, the area surrounding the Birthplace is undergoing intensive renovation. Some improvements have been outlined by the Authority for the Birthplace to bring it in line with urban renewal plans.

The year's closing event was a 30th Anniversary Banquet at the Warwick Hotel on December 11th, which attracted over 40 friends from New York, New Jersey, Delaware and other parts of Pennsylvania, as well as Philadelphia. Robert Clancy, director of the New York School and Julian P. Hickok, founder of the Philadelphia extension gave intimate glimpses of the School from its inception to the present. Special tribute was paid to the late Joseph A. Stockman, director of Philadelphia from 1941 to 1964. Robert H. Coates, director of the Philadelphia Evening Adult Schools commended the School for its role in adult education throughout the years and praised the Georgist philosophy as a guide to needed reforms. Prof. Steven Cord, author of the new book, "Henry George: Dreamer

or Realist?", spoke of the Georgist opportunity to offer ethical answers to the social problems of today. Other guests included Laurie Mannell, new director of the Toronto extension, and Dr. and Mrs. G. W. Esty of Princeton, N. J.

### Chicago, Ill.

MRS. MINA OLSON, Executive Secretary  
4027 N. Francisco Ave.

Sixteen classes were offered in the Chicago area in 1965, 15 of them meeting in the Field houses of the Chicago Park District, the 16th being an afternoon class for club women. Sixty-eight people enrolled, and 39 graduated. Teachers were Claire Menninger, George Tideman, Eileen Campbell, Edith Siebenmann, Stephen Cronan and Mina Olson.

George Collins, Philadelphia director of the Henry George School was guest speaker at the 26th Annual Birthday Dinner of the Henry George Woman's Club of Chicago. On Henry George Day, September 2, Miss V. G. Peterson was guest speaker, and she showed slides of Africa with commentary. Three cases of encyclopedias were donated to the new Kennedy Library in Nairobi, Kenya.

The Henry George Woman's Club's essay contest was offered to Ripon College students through George Menninger Jr. at Ripon, Wisconsin. The Woman's Club had its regular events - Theatre Party, Card Party, Bazaar, Art Tea, Musical and Picnic - plus lectures by the following: Harriet Johnson on "Operation Headstart"; Mr. Ignacio Huidobro, Consul of Chile, on "The Land Question and General Conditions in Chile"; Mr. Napier of the Cook County Assessor's office on "Financing a City"; and Mrs. Ingrid Kostrubaba on her experiences in taking 53 negro children to Sweden. All gatherings showed increasing attendance.

### New Jersey

JOHN T. TETLEY, Director  
78 Clinton Ave., Newark

The year 1965 marked the 30th anniversary of the Henry George School of New Jersey and appropriate celebrations were held throughout the year.

During the year the basic course was conducted in Newark, Montclair, Whippany and Summit and two advanced classes at Berkeley Heights.

The Afternoon Discussion Group met at the School on the second Tuesday of each month. Director Tetley attended a week's Economics Seminar conducted by the Foundation for Economic Education, Irvington-on-Hudson, N. Y. in June.

Speaking engagements were filled in several communities by the director and members of the Board of Trustees. A School picnic was held at Forest Lodge at Mt. Bethel in August.

Mrs. Virginia Harvey, a member of the faculty and Board of Trustees moved to Delaware, and has been made Trustee Emeritus.

### San Diego, Calif.

ROY A. DAVIDSON, Director  
3627 30th St.

In the first year at its new quarters, the San Diego extension had four basic classes with 13 graduates from an enrollment of 35. Nine meetings were held for alumni and friends of the School. Following a buffet dinner, guest speakers were invited to address the group. A special meeting was held following the Annual Conference for delegates visiting San Diego. Two outside speaking engagements were filled by the director

A San Diego innovation was the opening of a retail bookstore, known as the Controversial Bookstore, at the same location as the School. Many customers showed a considerable interest in the ideas of Henry George and numerous Georgist pamphlets and books were sold during the year.

A weekly open discussion meeting was started during the year at which members of the School and others discussed topics of current interest. It is anticipated that these meetings will continue in 1966.

A basic class which includes a City Councilman and a political party club president was started at the year's end, and plans were made to increase class activities in 1966.

### Syracuse, N. Y.

EMANUEL CHOPER, Director  
514 Walnut Ave.

There were 5 graduates of Fundamental Economics and 4 graduates of the second course, Applied Economics.

There was a considerable amount of publicity during the year, including newspaper stories, an account of the School's classes on WHEN-TV, and a report on the land value taxation on WSYR-TV. Jeremiah Enright, a Henry George School graduate, placed a large advertisement in the newspapers explaining the Georgist philosophy, and conducted an active correspondence with many leading figures on the subject, with interesting replies. A special exhibit was held at the Syracuse Public Library on Henry George Day, September 2.

Mr. Choper spoke before numerous groups including the following: Mayor's Commission on Human Rights, City Council Budget hearing, County Board of Supervisors, and Onondaga Industrial Development Corp. His activities were mentioned frequently in the press.

At the year's end, the extension's Executive Secretary, Miss E.S. Breese, announced her resignation prior to leaving Syracuse for California. The extension continues under the directorship of Mr. Choper.

### Other U. S. Cities

In CLEVELAND, OHIO (Ivan Dailey, Director, 1657 Wyandotte Ave.), four basic classes were held, with 35 enrolled and 12 graduates. The classes were noted in the Cleveland Adult Education Bulletin. For publicity purposes, Mr. Dailey had a quantity of 1966 Henry George School calendars printed and distributed.

MIAMI BEACH, FLA. (Raymond Abrams, Director, 210 Palm Ave.) had two classes at the Ida M. Fisher Community School, with 21 enrollments and 9 graduates. Mr. Abrams was married on Thanksgiving Day to Miss Grace Contrino, a teacher at the Ida Fisher Center.

The FAIRHOPE, ALA. extension acquired a new director, with Claude W. Arnold succeeding Bruce Evans, Jr. Classes are organized under the sponsorship of the Education Committee of the Fairhope Single Tax Corp. A class was formed in the Fall, enrolling 14 students.

In RIPON, WISC., George Menninger, Jr., son of the director of the Chicago extension, on his own initiative opened an extension. He rented a store at 107 West Fond du Lac St. in which literature was displayed and meetings held. Citizens of the town and students of the college were invited to attend classes, via advertisements in the newspaper. Although no classes materialized, Mr. Menninger made numerous contacts and developed new approaches in explaining the Georgist philosophy.

### Puerto Rico

EDWIN RIOS MALDONADO, Director  
Calle 10 N.E. 1164, Puerto Nuevo

Classes were held in San Juan, Cerba, Santurce, Baymon, Catano and other centers. A total of 153 students completed Fundamental Economics, 56 completed Applied Economics, and there were 18 graduates of the third basic course, Economic Science. Courses in Public Relations and Human Relations were offered to graduates of the three basic courses.

The Puerto Rico extension was reorganized in 1965 with a subdirector for each of the centers where classes are held. Two well-attended dinners were held at the Miramar Charterhouse. Messrs. Arnold A. Weinstein and Peter Patsakos of New York were guests at one of the dinners. The Head of the Spanish Division of the New York School, William A. Camargo, visited Puerto Rico for a two-week period to assist with the development of the work.

Publication of El Boletin was continued, and four radio programs were conducted. Jorge L. Martinez Velez served as Public Relations Officer of the extension.

### Cali, Colombia, S.A.

HERNAN SANIN-VERMONT, Director  
Apartado Aereo 6227

The first extension of the Henry George School in America opened in Cali, Colombia, under the direction of Hernan Sanin-Vermont, a graduate of the New York Henry George School, and completed a very successful first year of operations.

The first term of classes started in April with 150 persons enrolling in the course in Fundamental Economics, and 42 graduating. The second term in the Fall enrolled

185 in 17 classes, with 80 graduates - a total of 122 for the year. Besides attending classes, students are required to fill out their lessons and hand them in for grading, also to pass a final exam, before a certificate is awarded.

Classes in Applied Economics were also held, graduating 45. A third course, Fiscal System, graduated 25. Peter Patsakos, Assistant Director of the New York Henry George School, visited Cali during the summer, taught a class in Applied Economics, and gave talks on tax reform in Palmira, a city near Cali.

A graduation in June was held at the Aristi Hotel with 200 in attendance. Guest speakers included an economics professor and a senator.

Mr. Sanin gave several talks on agrarian reform in Palmira, and he participated in a national conference on birth control, taking the occasion to refute the Malthusian doctrine. Other talks included meetings with educational, professional and agrarian groups.

Good radio and press publicity was obtained, and several graduates wrote on the School and the Georgist philosophy for the press.

### Jamaica, W.I.

PHILIP WALLACE, Director  
24 Harcourt Rd., Kingston

One class in Fundamental Economics was given, with 9 graduates. Greater emphasis was placed upon correspondence courses, and over 300 inquiries were received, with 30 taking the course by correspondence. New students received the booklet, "The Study of Political Economy," which has been helpful to those fearful of the complex nature of the subject.

All students were placed on the mailing list to receive literature. Books were sold to a number of schools and libraries.

Georgist views were kept before the public through articles to the press, two of which - one on the balance of payments and one on socialism - attracted wide attention.

Karl Nicholson, a graduate of the three basic courses, was appointed Assistant Director of the extension. Plans for expanding activities were initiated, including a projected period of study in the U.S. by the director.

### Canada

#### Ontario

LAURIE S. MANNELL, Director  
196 Allan St., Oakville

The 28-week course, consisting of the three basic courses taken in sequence, which was begun in the Fall of 1964, was completed in April 1965. Of the 110 who registered, 100 completed the first course, Fundamental Economics, 81 went on to finish the second course, Applied Economics, and of these, 64 completed the third course, Economic Science.

A graduation dinner was held in May at the Salada Tea Garden, attended by 180 persons. Guest speaker was Senator A.W. Roebuck, a veteran Georgist of 50 years, whose subject was "Toll Gates on the Rhine". His 87th birthday was celebrated; also Dr. Ernest Farmer's 82nd birthday, as well as the 25th anniversary of the School of Economic Science.

On August 1, James Ramsay resigned as director, having held this post since 1962. He was replaced by Laurie Mannell, who had been vice president of the Alumni Group. Mr. Mannell and Mr. Ramsay attended the Annual Conference in Asilomar, and Mr. Mannell visited the Los Angeles extension (of which a former Toronto director, Harry Pollard, is now director). Later in the year he visited New York Headquarters and the Philadelphia extension to study procedures.

Fall 1965 classes started in 9 locations with 77 students enrolled. The course was revised to consist of 22 weeks. At the midway point at the end of the year, 65 students were still with the course.

The Alumni Group held 6 Friday-at-Eight meetings with films and guest speakers. After a drive to reactivate the membership, the Alumni Group had 58 paid-up members by the year's end.

### Montreal, Que.

MISS STRETHEL WALTON, Acting Director  
4278 Dorchester St. W.

School work was interrupted in May by the resignation of the director, Raymond Perron. No replacement had been found by the year's end. In the Fall, under the acting directorship of Miss Walton, a class was organized and 9 graduated.

Matthew Ossias, head of the Correspondence Division at New York Headquarters, visited Montreal to look into the possibilities of continuing French language work. This will be done by means of correspondence courses.

The Canadian Research Committee on Taxation continued its study on land value taxation.

### Great Britain

V.H. BLUNDELL, Director of Studies  
177 Vauxhall Bridge Rd., London

Classes were held in the London area, in Cardiff, Wales, also Dundee and Glasgow, Scotland and other centers. There were three terms of 13 basic and 14 advanced classes. In the basic classes there were 202 enrollments and 124 graduates, and in advanced classes, 126 enrollments and 112 graduates.

During the Summer the course was rewritten in two parts, each of 10 weeks. Part I was introduced for the first time in the Fall term and Part II was scheduled to follow in 1966. A basic course was also written for use in the Center for Economic Inquiry in Nairobi, Kenya. In these new courses reading assignments are handed out in lesson form. Progress and Poverty is used as supplementary reading only. Initial reaction to the courses has been favorable.

A Week-End School was held in the Isle of Wight in April. Six papers were given under the general title, "The Affluent Society - Fact or Fallacy?"



### Nairobi, Kenya

KUL B. SHARMA, Director  
Government Road, P. O. B. 6854

The first African extension of the Henry George School was founded shortly after the 1964 International Conference in New York. Operating as the Center for Economic Inquiry of the New Era College, the basic course is given to students, and they are encouraged to continue their studies by correspondence. A Kennedy Memorial Library was established, and a periodical, New Era Magazine, was begun.

A visitor to the Center in the Spring was Miss V.G. Peterson of the Schalkenbach Foundation, who assisted at graduation ceremonies and at the inauguration of the Kennedy Library.

### Australia

New quarters were obtained for the Australian School of Social Science in Sydney at 265 Elizabeth St. (W.A. Dowe, Director), and classes were held there. Plans were made for the revision of the basic course to be launched in 1966.

A successful and well-attended Summer School was held in January, 1965 at Social Science House, Terry Hills. A Summer School and national conference were planned for January 1966.

The name of the magazine, The Standard, was changed to Good Government, its format improved, and under the editorship of E.P. Middleton, greater efforts were made to reach the public with it.

Social Science courses were held in Melbourne and Hobart under the sponsorship of the Henry George League. The Land Values Research Group continued its work. Several lectures were given at various churches, schools and clubs by Messrs. E.F. Halkyard, A. Hutchinson, W.H. Pitt and others.

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HENRY GEORGE SCHOOL

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9

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3. William H. Anderson, Prof. of Economics, Univ. of Sou. Cal.

"The Economic Consequences of Land Value Taxation: A Critical Evaluation of Land Value Tax Theory and Its Relationship to Macroeconomic Analysis (National Income, Employment, Stability)."

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5. Horace M. Gray, Prof. of Economics, Univ. of Illinois

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"Land Value Taxation and the Theories of Land Rent and Values of  
Sombart, Gesell and Mombert."

10. Louis Wasserman, Prof. of Philosophy and Political Science,  
San Francisco State College

"The Ethical Question Revisited: The Case for Compensation. (Will  
it promote more or less democracy?)"

11. Pinkney Walker, Chairman, Department of Economics, University of  
Missouri.

"The Ethical Question Revisited: The Case Against Compensation.  
(Will it promote more or less democracy?)"

The single tax proposal of Henry George embraced by the Fairhope Single Tax Corporation in its domain, about one-fourth of the land within the municipal boundaries of Fairhope and some thirty-six hundred net acres outside is based upon the obvious conclusion that all men are common heirs to the earth upon which they must live, and from which, by their labor, they must extract everything that ministers to their continued existence and the satisfaction of their ever expanding ambitions and desires. It recognizes the right of every man to be the sole owner of that which his labor has brought forth, our existing tax laws to the contrary notwithstanding.

Since much of that which results from man's labor on the land cannot be separated from the land upon which it is produced, it follows, that to have for himself the full ownership of that which he has produced he must have exclusive title to the land involved in the production. To prevent such exclusive title from constituting a denial of the equal rights of all others the single tax requires the holder of such title to pay into a common fund, for the equal benefit of all, an annual rental (single tax) equal to the

value of the special privilege of exclusive title to the land.

This value is not measured by such use or missuse as the holder may make of the land he holds. Rather it is measured by the market value set by those who want land to use at its fullest productive capacity. This makes it unprofitable to hold land out of use or for inferior uses. Consequently, if the principle of single tax were applied by government, as a public revenue policy, poorly or wastefully used land would have to be put to its most productive use to make its holding profitable. Since the holding of land put to no productive use would be a total loss to the holder all such land would become freely available to provide employment to labor and capital with which to meet the ever expanding needs of a progressive and ambitious people.



Fairhope owes its existence and its name to a small group that came to Baldwin County's Eastern Shore of Mobile Bay in November, 1894. They were motivated by a belief that the economic conditions under which they lived and labored were unnatural and unjust, in violation of natural rights, at war with the nobler impulses of humanity and opposed to its highest development.

Unlike others who also protested the injustice of current economic conditions, they found no fault with democracy or our republican form of government, nor did they believe it necessary or desirable for government to engage in the fields of general production and distribution. On the contrary, they proposed changes that would establish and insure a more favorable condition for the development and expansion of individual initiative and free enterprise.

They found two factors to be primarily and basically responsible for the unjust conditions of which they complained. These were the speculative ownership of land, not for use but for resale at a profit and confiscatory taxes levied by government on the legitimate productive activities and produce of labor and capital. To



secure for themselves and for those who cared to associate with them such relief from thses ills as it might be possible to secure under existing laws, they purchased the land on which Fairhope had its birth.

To make the land available for individual use they provided for its leasing on long term leases, subject to conditions that would make speculative holding unprofitable and that would provide a source of revenue for public use that would stimulate and encourage production. To accomplish this they adopted the single tax proposal of Henry George.

Those leasing land from the Fairhope Single Tax Corporation contract to pay to the corporation the annual rental value of the land they hold for their exclusive use. It is r ecognized and understood that such rental value will increase from time to time as the community grows and demand for land increases. The corporation agrees that in-so-far as it will suffice, the rent paid by an individual lessee will be used to lighten the burden of taxation levied by government on his buildings, other taxable improvements and personal property held by him upon his leased land.



## HIGHLIGHTS OF HENRY GEORGE'S "PROGRESS AND POVERTY."

Rent is the return on the original land. The return on the labor and capital that has been invested in the land is not rent, but interest. This scientific definition of rent, which differs from the commonly accepted meaning, places all wealth into two classifications; the natural wealth of nature and the wealth created by man. The land, the coal and ore and oil in the ground and the water power are not the products of any person's labor and therefore cannot rightfully be the private property of any individual. Land in the business section of a large city is valuable because the community does its buying there. The value of such land is created by the community.

Each productive laborer creates his wages as he works. Rent is the excess of the produce of land over wages at the current rate of the labor required to operate it. Increased efficiency in production raises rent and makes fewer laborers necessary. Then increased competition for employment lowers wages. With increasing efficiency rent rises; interest and wages fall.

Wages vary as the return which wages can obtain from the best natural opportunities open to it vary. Wages are high in new countries where land is not monopolized. One man will not work for another for less than his labor will yield when he can go out into the prairie and take up a farm for himself. Only when such opportunities are shut off does competition among labor force men to work for less than they produce. Competition prevents the wages of labor and capital from rising above the wages obtained from the poorest land in use. Wages and interest are fixed not by the productiveness of labor but by the value of land. The laborer is in the worst condition in the large cities where ownership of a small patch of ground yields a fortune. Increased advantages of cooperation in dense communities more than offset the necessity of



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cultivating poor workings.

Every improvement which makes labor more efficient causes an increased demand for land or its resources; and thus, by forcing down the margin of cultivation, increases rent. If our corrupt city governments were completely reformed the effect would be to raise the value of land; not to raise wages or interest. The tendency of rent to overpass the limit where production ceases causes periodic depressions. Speculation, anticipating future increases, carries values beyond the point where labor can be profitably employed, which stops production. In each period of industrial activity values steadily rise, culminating in speculation which carries them up in great jumps. This continues till enterprise is forced to quit. Having ceased production, the consumers' buying power fails. The industrial pyramid rests on the land. The fundamental occupations on which all others depend are those which extract wealth from nature. A depression is a lockout of capital and labor by land owners. The supply of labor cannot be too great when people suffer from lack of things which labor produces. On a solitary island cut off from the advantages of cooperation and machinery, the laborer can provide for his family. Yet where productive power is at its highest he cannot. In the one case he has access to the material and forces of nature, and in the other he has not. Land is the source of all wealth. The farmers bring the storekeeper; the development of the country causes the city to grow. When men cannot find work it is because labor is shut out from the land. Depressions come suddenly; a paroxysm at the beginning followed by lethargy as of exhaustion. A bank breaks; a merchant fails, and then failure succeeds failure thruout the nation.

The laborer is a link between producer and consumer, helpless to move except as they move. He is a commodity. Poor new countries are better for labor than rich old countries. The wages in England



were higher in medieval times than now. The rent of agricultural land in England is now fourteen times greater measured

in wheat than then. The land owner commands all of the fruits of labor except a bare existence for the laborer. Back of elaborate fallacies and misleading theories is a vast pecuniary power that writes laws and moulds thought. On the land we live as truly as the plant. The possession of land is the base of aristocracy; the foundation of great fortunes.

The rapacity of government, the insecurity of property, the ignorance and prejudice of the people prevent the accumulation and use of capital in backward countries. It is the customs of the people and not the want of capital that handicaps them. It is not from scarcity of capital that poverty proceeds. The social organization in China and India has shackled productive power. Capital could not be safely accumulated. Indian princes were robber chiefs. Religion, an elaborate and terrible superstition, tyrannized over mind as physical force did over body. The only arts that could advance were those that ministered to the ostentation and luxury of the great. The elephants of the Rajah blazed with gold of exquisite workmanship. The plow of the ryot was only a sharpened stick. The rents of the government were, and where the natives rule still are, collected by a bandit army who destroy or carry off whatever they wish after driving the peasants from the village to the woods. Piracy is a regular trade in China. It is not dense population but the causes which prevent social organization from taking its natural development and labor from securing its full return that keeps millions on the verge of starvation. Vice and misery, attributed to overpopulation, can be traced to warfare, tyranny and oppression which prevent knowledge from being utilized and deny security necessary to production.

Extreme poverty and extremely low wages prevail in Ireland. Tenants did not make improvements because they would have been a



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signal for an increase in rent. Even during the famine meat, butter, grain and cheese were carted for exportation along roads lined with the starving and past trenches into which the dead were piled. It was not the imprudence of the Irish peasant, as English economists claim, which forced them to make the potato their staple food.

Man's desires increase as they are fed. He watches all night, not for food, but to trace the encircling of the eternal stars. Back thru the mists that shroud the past, forward into the darkness that overhangs the future turns the restless desire that arises when the animal wants slumber in satisfaction. Beneath things he seeks the law. He would know how the globe was forged and how the stars are hung, and trace to their origin the springs of life. He cuts the trail that progressive humanity may broaden into a high road. Give more food and the animal can but multiply; man will develop. The proportion of births is greater where the struggle with nature leaves little opportunity for intellectual life, and among the poverty bound who are reduced to an animal existence.

Just as I spend my money do I determine the production of food cigars or jewelry. A race horse requires care and labor which would maintain many work horses. The keeping of a regiment of soldiers or a battleship is diversion to unproductive labor that could produce subsistence for thousands of people. The power of people to produce necessities is measured by their expenditures in all modes. The most densely populated communities are the richest; here are the leisure class, thieves, politicians, policemen, menial servants, lawyers, etc., all non producers.

The richest countries are not those where nature is most prolific, but where labor is most efficient; not Mexico but Massachusetts; not Brazil but England. In the older countries a small productive class supports a large nonproductive class and a large class producing non essentials.



Those who have nothing but their labor care little about the prodigality of government. Tweed who robbed New York as a guerrilla chief might levy upon a captured town was popular. He had robbed the treasury but not the proletarian.

Industry, skill, intelligence, frugality can avail the individual only insofar as he is superior to the general level. If Americans would come down to the Chinese standard of living they would ultimately have to come down to the Chinese standard of wages. The introduction of the potato into Ireland was expected to increase the difference between wages and the cost of living, but it only lowered wages and increased rent. In occupations where it has become necessary for the wife and children to help, the wages of the whole family do not, on the average, exceed those of the man where it is usual for him only to work. Swiss family labor in making watches competes in cheapness with American machinery. The Bohemian cigar makers of New York, where men, women and children work in their tenement rooms, have reduced the price of cigar making to less than the Chinese in San Francisco were getting. When to read and write were rare accomplishments a clerk commanded high wages, but now higher education is so common as to give no great advantage.

Common ownership is better than individual ownership because cooperation and specialization increases efficiency.

To admit the right of property in land is to deny the right of property in the produce of labor. Rent is a value created by the community. Private property had its birth in war and conquest and in the selfish use which the cunning have made of superstition and the law.

Land taxes increase production by destroying speculative rent. That the wheat of southern Russia is still cut with a scythe and beaten out with a flail is because wages are so low. American invention is the result of high wages.



There is no struggling for food among a well bred gathering; each one takes only what he requires. It is when one is suspicious of the others that he hoards for future use.

Those who live lives of fashion and pleasure often do so to make friends, gain position or to improve the chances of their children.

The fortunate few at the apex of the social pyramid are affected by the want, ignorance and degradation that are underneath.

The most petrified of all civilizations was Egypt, where even art assumed a conventional inflexible form. Previous to this there was a growing art beaming with life and expression. So it must have been once with all now unprogressive civilizations. Civilization produces first improvement, then degeneration.

Schools or regiments where components remain but a short time show characteristics which are the result of mental impressions perpetuated by association. It is this rather than hereditary transmission which makes Englishmen differ from Frenchmen. The Hindu is of the same race as the English. The centuries have built up a structure upon which we stand. The differences in individuals are mainly due to differences in societies. Each society weaves a web of beliefs, customs, institutions and laws. Into these webs, which interlace and overlap, the individual is received at birth and continues until death. This is the matrix in which the mind unfolds and from which it takes its stamp. It is to the race what memory is to the individual. The garment of customs, laws, institutions is constantly becoming too tight as society develops. Reason and justice alone can keep it in the ascending path.

The masses expend their mental powers in maintaining existence. On the other side mental power is expended in keeping up and intensifying the system of inequality, in ostentation and luxury and warfare.

Slaves and tenants make poor citizens. In a slave holding popula-



tion there may be polish and refinement but never inventiveness. The soil for democracy is virtue, patriotism, intelligence. To give suffrage to tramps, paupers, to men who must steal, beg or starve, men embittered and degraded by poverty is to invoke destruction. In a corrupt democracy unscrupulousness commands success. Gamblers, saloonkeepers, pugilists control votes and sell offices. Strong unscrupulous men become exponents of blind popular desires and fierce popular passions and dash aside forms that have lost their vitality. Dams of ancient law pen up the swelling waters and standing armies weigh down the safety valves, the year by year the fires grow hotter underneath. In the squalid quarters of great cities even now are gathering hordes of barbarians. Political liberty is the liberty to compete for employment at starvation wages.

Natural forces will force us to a higher plane or destroy us.



Attention to the scientific side of the economic problem will add dignity to the labor movement and further its cause. "Highlights of 'Progress and Poverty'" is one of a series of summaries of outstanding works dealing with economic problems.

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The laborer knows well when he is not getting a square deal but he cannot always see the source of the trouble. He fights blindly often injuring innocent parties as well as himself. All business then suffers and the labor movement is discredited.

Labor's greatest need is a scientific knowledge of the economic system. There are natural forces and natural laws which are stronger than we are. If we understand these forces we can make them serve us. If we do not understand them they may destroy us. Electricity uncontrolled is lightning; electricity controlled is our best servant. Gasoline explosions are dangerously violent. The same explosions controlled within the cylinders of a motor are useful servants. At present economic forces are violently destructive because we do not understand them. Economically we are still a primitive uncivilized people. Our task is to study them in a scientific way so that they may be harnessed for the general welfare.

Henry George lived in California during the boom which followed the gold rush of '49. He saw the wild prosperity of a newly settled country and later he saw the severe depression which followed the Civil War. In 1877 he wrote "Progress and Poverty".

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