

January–February 1975

Lobby lift at fifty east

A new look has been given to the School's entrance. The lobby at 50 East 69 Street has been refurbished; the reception function has been moved across the entrance hall, the walls and ceiling have been renewed and new lighting has been installed.

In addition to giving the entrance a new clean look, the changes have given us several advantages. By installing the reception office to the right of the door as you enter, more efficient use is made of space and better control can be exercised over the door. Conditions being what they are today, an intercom system by which callers can announce themselves

and a pushbutton-controlled lock are essential for those periods when classes are not in session.

Moreover, the new arrangement frees the large room to the left of the entrance for new uses.

Recent surveys have made it clear that many people are initially attracted to the School by the building itself. Having this advertising asset, it's only reasonable that we make the best possible use of it.

The trick behind the changes has been the swapping of a nineteenth century image for a more contemporary and professional look, without detracting from the building's architectural excellence. □

Fall term shows progress in the schools

Significant progress was made in the 1974 fall term as the School's high school program gained momentum and recognition.

The School's work with the New York City high schools is a three part program. An adaptation of the "mini-course" developed in Los Angeles takes the School into various city high schools where a five-day course is given in social studies classes. In the fall term, some 350 students were reached.

The more rewarding aspect of the program is the series of classes held at the School as part of the City-As-School. This is an "alternative high school," New York City's version of an educational movement in which students are permitted to take approved courses outside of the institution they regularly attend. They receive credit toward their diplomas for this work. Students attend three hours of classes once a week at the school over a ten-week period. Four such periods are conducted during the high school term.

In the fall term, four classes were given in urban economics and two classes in American history. Sixty five students received high school credit for having completed these courses.

Of particular interest is the use that has been made of game simulations in the urban economics classes as a means of bringing the problems and treatment of land use and urban finance home to the students. (See story on page 4.) Also noteworthy is the manner in which these simulations were conducted. They were

handled by four high school students who had participated in previous terms and had been instructed in philosophy and pedagogy at the School under our own scholarship program.

The third part of the School's program is an all-day Urban Workshop given in conjunction with the New York City Council on Economic Education. Chaired by Irving Anker, Chancellor of the Board of Education of New York, the Council's membership includes such familiar names as Dick Netzer and Lowell Harriss. About 70 high school students and 10 teachers, representing 25 schools in the five boroughs of New York, participated in the School's third Workshop on December 11. Six groups of 10 to 12 students each spent the morning in game simulations. The afternoon was given over to a talk by Dean Meridith on urban problems and to discussion and evaluation of the morning's game exercises.

"From the outset, these workshops have been most successful," Albert Alexander, the Council's executive director wrote to Arnold Weinstein. "The most recent one, however, was exceptional for student enthusiasm and interest. As regards school response to our invitation, we had to turn away close to 100 students whom we could not accommodate. In fine the chairman of social studies in the City's high schools have solidly endorsed our workshops.

"In helping to make the program a success, we owe much to the excellent

Game simulation

Fall term progress

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facilities which the Henry George School of Social Science has provided in each instance. Without Stan Rubenstein's (and his colleague, Ted Ehrman) leadership, excellent planning, and attention to numerous details, these seminars would not be possible."

At least two significant by-products have come out of the high school programs: one is the help received from an executive intern program, and another is the assistance given our research effort by students. Under the internship arrangement, a high school senior has spent a term (receiving high school credit) working at the School. This has involved participation in planning the workshop, taking mini-courses into the schools and working with the students in our programs. The result has been to give the intern practical experience unobtainable in the classroom, in addition to the educational credit earned. To the School's advantage, it has provided someone who is familiar with today's youth, who can deal with the students on a peer basis, and who knows first hand what is going on in the high schools. Aid to the School's research project is being given by 10 high school students who are collecting assessment and tax data under Philip Finkelstein's direction. They, too, will get credit toward their diplomas for the work they are doing.

In the adult evening program, nine classes in Progress and Poverty were held,

(continued on third page)

Letters

Sir:

The Frank Goble excerpt, **Struggle for progress**, struck a responsive chord . . . (NEWS, Sept.-Oct. 74)

Mr. Goble believes the best hope for the broad acceptance of the Georgist point of view is for those of us who share it to address the leadership, the influential community. One body of testimony which first led me in that direction is a discerning essay by Albert Jay Nock, called simply **Henry George** and written in 1939 . . .

Nock, deeply sympathetic with George and recognizing him as 'a man who is one of the first half-dozen of the world's creative geniuses in social philosophy,' suggests that the philosopher himself was guilty of the misdirection singled out by Goble. The burden of Nock's essay . . . is a careful realization of the tragic (for the human race) fact that, having seen the kernel of truth, Henry George chose to put aside the philosopher's robes, step into the streets and put his case directly to the people . . .

Mr. Goble suggests that 'our efforts should be devoted to winning converts among professionals and intellectuals and also with those with political power.' It is here that I see cause to qualify my agreement. There are none so blind to the truth as those with political power.

It seems to me, the intellectual magnitude of Henry George notwithstanding, that the work is only begun. We are not ready yet to win converts except through further exposition. The whole thing is like a jigsaw puzzle. Enough of the pieces are in so [that] some of us can make out the picture, but too much is still missing.

Mr. Goble points to the current blindness toward natural law. He is right; that is an area in the jigsaw puzzle we are filling in for ourselves. It presents us [with] a particular problem. The concept of natural law has not, however, gone into total eclipse.

. . . Robert Ardrey, particularly his book **The Social Contract**, ought to be required reading for anyone interested in George. Natural law is fundamental to the Ardrey book . . . and in fact his book amounts to a new understanding of that natural law. Ardrey is an understanding and creative spokesman for a group of anthropologists who have made major discoveries in recent years that concern us directly. He has explained the role of territory in animal—thus human—affairs, and has thereby given us a substantially improved insight into just what it is we are dealing with in our efforts to establish that the earth is our common birthright . . .

A considerably more significant part of the puzzle where too many pieces are still missing is the relationship between justice in land equity and the population explosion . . . It is popular to see forced, or centrally planned, birth control as the only answer to the exploding population, which is of course a major retreat from man's recent advances into the untrampled (sic) realm of freedom, and another excellent example of blind disregard for natural law . . .

The population explosion seems to me to be exactly what we must expect so long as society insists upon denying to the mass of people a fair share of the fruits of the earth. It is an instinctive thrashing out against servitude . . . Population will be brought under control, in my judgment, by the free exercise of individual reason only when poverty has been removed . . . It is an intuitive belief on my part . . . The link between poverty and population is one which must be established on some other ground than intuition, and is part of the work Mr. Goble suggests (to me at least) is important enough these days to keep us in off the streets.

Richard Noyes

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Sir:

It is certainly unjustified for Col. Harwood to blame the Securities and Exchange Commission for the decline in value of the securities it permitted to be sold. (NEWS, Nov.-Dec. 74)

Here are known facts. The fall in security prices has been worldwide. The risk in buying newly issued securities generally much exceeds that of seasoned issues.

Further it is not fair to calculate losses from or associate SEC with 'peak' prices which in most cases were substantially higher than the original offering prices. A good question might be how many more worthless or overpriced issues might have been foisted upon the public if the SEC had not required full disclosure before allowing their sale?

Let's face it. New securities issues, other than fixed income offerings, are purchased in the main by persons who know little or nothing of the intrinsic value — or care less. Their aim is to hope for a 'sucker' who will take over at a higher price.

The SEC surely has many faults. But it does provide the would-be purchaser with the opportunity to know what he is getting into. It cannot protect people against their own avariciousness.

Jesse A. Zeeman

San Francisco reports

"The financing of public transit must be by local financing through an assessment on the increased land values which result from the public transit project," William Filante told the San Francisco Project Independence hearings on the energy crisis.

In addition, Carl Frech testified before the Assembly Revenue and Taxation Committee in Concord urging property tax cuts for the elderly. He voiced disapproval of a proposal to freeze property assessments at the last sale price, arguing that such a step would encourage withholding land for speculative purposes.

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Terry Agnew, president of the Marin Branch Council, set up a table at the entrance of the Corte Madera Co-op Market on Saturdays and offered literature and discussion for consumers who were interested in lower prices and higher wages.

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The winter term has just begun with classes in the Bay Area slated to start the week of January 13.

Francis Goodale

Francis G. Goodale, who for many years participated in the conduct of the Henry George School in Boston, died in late November 1974 at the age of 91.

Mr. Goodale was a graduate of Harvard Law School, 1907, and practiced law in Boston, retiring in 1968. In addition to having been a founder and trustee of the School in Boston, he was active in the Massachusetts Civil Liberties Union. During World War I he was special assistant to the United States Attorney General and later a U.S. Commissioner.

He leaves his wife, Margaret, two daughters, Mrs. L.S. Hayes and Mrs. Anne Brooks, eight grandchildren and four great-grandchildren.

Ray Alexander

Ray Alexander, who had been scheduled to teach fall classes in Progress and Poverty, died suddenly last September. He was a member of the Transport Workers Union and worked at the Golden Gate Bridge. He was president of the San Francisco Branch Council for the 1973-74 school year.

Book: A lesson for our time

Daniel O'Connell: Nationalism Without Violence by Raymond Moley; Fordham University Press, New York; 1975.

In producing a biographical essay on Daniel O'Connell, the nineteenth century Irish patriot and politician, Raymond Moley has given us a treatise rich in commentary on the land question and instructive on the politics of reform.

Writing in his retirement in Arizona, Dr. Moley has made scholarly use of the considerable material available on O'Connell's extensive and successful law practice, his political organization of Ireland in the early 1800's, and his Parliamentary career in the second quarter of that century. Moreover, the author has brought to his subject an analytical faculty sharpened by his own political experience and his skill as a journalist.

The result is a highly readable account of the birth of Ireland as a nation, in the modern sense of the word, and of the activities of its political midwife. As every student of George knows, this emergence has been complicated, and often thwarted, by absentee landlordism bolstered by British politics. Dr. Moley doesn't slight this part

of his story.

He does a creditable job in rescuing O'Connell's reputation from the damage done it by the generation gap. After a quarter-century of leadership in a non-violent struggle that won a measure of democracy for his people, O'Connell saw his accomplishments denigrated by a new generation impatient for total independence. Dr. Moley suggests that much of the ensuing strife, perhaps even the horrors in recent headlines, might have been avoided had O'Connell's precepts continued to be followed. But then men like O'Connell do not come along often, and without the power of their personalities to enforce their wisdom, lesser men are easily led astray.

Aside from the story and apart from the maligned patriot, the book is interesting for such nuggets as: "All of the philosophical pondering about democracy that fills innumerable books and gives employment to a large aggregation of college professors, preachers, and politicians, seems to come down to at least one conclusion — that the idea of people choosing their own masters is absurd, and that the concept of people making the laws which they must obey is incomprehensible. But along with the philosophers there are also the practitioners,

who call themselves statesmen. Their purpose is to make the thing work by cutting off as much power of the people as the people will stand for, and by arranging for constitutions, representative assemblies, and delegated power. We have thus been able to live with democracy in a limited form, but while we do so, we recognize its vast inefficiency. We rationalize the situation, as Winston Churchill did, by saying that democracy is full of imperfections but it is better than any form of government that we have seen."

Seeking the source of his hero's leadership (we would call it charisma today), the author comments: "All manner of damage has been inflicted upon this world by leaders so wedded to dogma and ideology that, in the name of a conviction, they have been willing to wade through turmoil and blood to impose upon the millions who have been foolish enough to accept them as leaders: Stalin, Hitler, Cromwell. O'Connell, in taking positions on public questions, always made sure there was room for readjustment when conditions changed. He also had that redeeming virtue so rare among reformers — indeed in all political leaders — a sense of humor. Dogma and humor make uneasy partners."

From the public press:

The urge to spread the good word is endemic among our fellows and sometimes they are able to get an editor to cooperate:

From the pages of *The Blade*, Lima, Ohio, by Woodrow W. Williams —

How desperate must the economy get before leaders take a look at the true remedy for inflation, unemployment, slums, inequality, and the maldistribution of wealth? Almost a century ago a book on economics, "Progress and Poverty," was given to mankind by one of the world's greatest thinkers, Henry George.

His idea gained quite a following for a time, but the forces of privilege prevented

its adoption, substituting various socialistic schemes, such as tariffs, regulatory commissions, and so forth. These brought only temporary relief, followed by more strife leading to war and the building of a global empire — then involvement in European politics, a couple of world wars, depression, booms, busts, and now inflation running rampant.

George's idea was not new really. Quesnay and Turgot proposed the basic idea but were spurned by the French aristocrats and the French Revolution followed. Herbert Spencer presented it. But the idea goes back to the beginning of civilization: Moses' land laws, as outlined in

Leviticus 25, gave the principle.

George reviewed such remedies as better education, labor organizations, co-operatives, and governmental intervention, or socialism, and found them wanting as permanent solutions, leading eventually to more problems than they solved.

He was derisively called the "prophet of San Francisco," but it turned out to be an apt remark, since his "prophecies" have all come true. It is high time his warnings were heeded and his ideas put into practice before this great country, founded on the principles of freedom and justice collapses and ceases to be the hope of the world.

Fall Term (continued from first page)

with 180 completing the course. Four supplemental courses were offered to those who had previously completed the basic one: Land and Ecology, Money and Banking, History of Economic Thought, and The History of Land Use in America. All told, 57 students completed these classes. No charge was made for any of these courses.

In addition three business courses were offered at a nominal charge of \$35. They were Securities Markets, Small Business Management and Real Estate. Total completions were 35.

For the spring term beginning the week of February 3, the usual complement of Progress and Poverty classes are being offered, including some special ad-

aptations and game simulations. Four supplemental courses repeat the fall experience, along with four business courses: Securities Markets and Personal Financial Planning, Securities Markets and Financial Analysis, Small Business Management, and Your Federal Income Tax.

□

Game simulation does the trick

Four out of five high school students who participated in game simulation exercises recognized the negative effects of land speculation on the community, according to a report by school director Stan Rubenstein.

Twenty eight students in a Long Island high school economics class took part in a game simulation, familiarly called CLUG (Community Land Use Game) which deals with urban growth and development. Upon completion, these students were required to write an essay on "The Impact of Land Speculation on Economic Activity in CLUG." The following are excerpts from these papers:

In the game of CLUG land speculation has caused the economy to spiral down into an economy with the characteristics of a depression. It has taken money out of circulation in large quantities and has returned very little. It is apparent that land should be bought at the time it is needed, and if this was done the economy of CLUG might have leveled off at a slightly inflationary economy which is where most economists feel it is favorable to be.

* * *

The end result of land speculation has been a slow, largely unproductive developing stage for the city in which the patterns of competition and rivalry have taken the forefront, as opposed to teamwork and unity.

* * *

Land speculating is unnecessary and wasteful if you have no plans for it. There are two alternatives to do once you purchase land. First you could develop it making it suitable for needs of the community. An example is — team A builds a R4 and you have the capital (or the capacity to obtain) you'll have to be a fool not to build a full industry on that land.

* * *

First off, these empty lots are of no benefit to the community. Right now they are vacant and provide no income. Their tax rates are low and do little toward contributing to public services. The thousands of dollars used to buy the land could have been put into the central city where as industries or homes, they would pay higher tax rates toward the support of the community.

Finally, the question arises of whether land parcels in the far section of the board will ever be usable? Presently transportation costs are the largest factors prohibiting building upon them. Obviously no one is going to spend more than their profit margin allows to transport goods. Employees are also looking for the cheapest way to get to work and to stores for shopping.

* * *

In the 19th century when a few people had monopolies on certain items, such as Rockefeller with the oil industry, Vanderbilt with the railroads and Carnegie with the steel industry, these were the people that had a definite advantage over the average middle-class people. This is exactly what is happening in CLUG, one or two of the teams are buying up the land plots in such a multitude that they are dictating the trend of the game.

* * *

The effect on such team's capital investment in catastrophic money is rapidly dwindling since the teams are wasting their capital on rash land deals. The money could be put to a better use. If all the teams would lend their money out between rounds, other teams, short of capital, could borrow this money to build on this land. This would be beneficial to the community since it would grow and money would be put back into circulation.

* * *

One of the major problems that we are now being faced with is that only one or two of the groups own a great deal of the property that is not suitable for building. Simple economics tells us that most of the groups will thus turn down any proposals to extend the transportation and utilities' lines unless they are getting back some type of return on their investments. If there had been a greater variation of who owned most of the land, we might not be facing many of the problems that we see now.

* * *

In an economics game like the Community Land Use Game, there is bound to be a large amount of land speculation. I feel that it has a negative effect on the development and growth of our community. To understand this concept further, we must define "land speculation". It is the buying and selling of land, not necessarily being used, with a hope of making money on the transaction. At this point in the game, the city is twenty years old. In this time we have already determined, by buying and building on land, the urban and suburban area. With the wild buying of all the land available, we left no alternate for expansion and the possible making of a metropolis, with more than two or three urban centers.

* * *

One idea that CLUG has taught us through land speculation is the fact that money that lies idle is not being used to its fullest potential. In fact, if money is left idle from one round to the next, the holder of the money has actually lost money because of the interest which possibly could have been earned had it been invested. The concept of "land" is formed around the same idea which is if land is left dormant it is actually losing money.

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