

Chicago

Dr. George D. Stoddard, President of the University of Illinois, said that "the greatest scientific victories of all time will come in the social sciences—in the study of man and his works." Dr. James B. Conant, President of Harvard University, said, at another Chicago meeting, "This is the strategic time to stimulate and encourage the study of man and society."

The Chicago Henry George School is ready to do its part, with fifty-five classes in fundamental economics and twenty-one advanced classes scheduled for the winter term.

Production at Chicago was accelerated when Jessie Matteson, who served as registrar from 1943 to 1944, rejoined the staff of Activities Secretary. In addition to a full servicing of all scheduled events, she organized a headquarters volunteer staff which contributed forty-nine man-hours in one week. Mrs. Matteson, formerly a registrar in the New York school, is from Westwood, New Jersey.

Others who were shifted or who took new positions on the 1948 staff are: Robert Tideman, now Education Director; George Carbine, Registrar; and Cecil Chamness, Publicity Secretary. Ethel Rosberg, as Finance Secretary; Grace Tideman, as Mailing and Mimeographing Assistant; and John Lawrence Monroe, Director and self-styled "pinch-hitter" complete the staff.

Frank Chodorov of New York, editor of Analysis, spoke at the Commerce and Industry luncheon last month attended by 103 business leaders, on the subject, "Boom and Bust." He also spoke over radio stations WCFL (Chicago) and WEAU (Evanston). As guest speaker at the winter term faculty meeting, Mr. Chodorov gave a clear demonstration of "The Laws of Distribution."

Mr. F. Dewey Anderson, president of the Wilmette State Bank and a graduate of the Henry George School, will address the sixth Commerce and Industry luncheon in February.

St. Louis

Fifty years ago the St. Louis Single Tax League, followers of Henry George, opened headquarters in the Century Building. This is an item from the St. Louis Star-Times. Today, the same paper repeatedly prints letters written and signed by Noah Alper, one of which contained a timely quotation from Henry George's Independence Day address in 1877. The St. Louis Globe Democrat published another excellent letter by the same author, entitled "On Raising Wages" and the Post Dispatch, one of America's best known newspapers, carried on its editorial page, "How Free Is Enterprise?", also by the St. Louis director.

Noah Alper writes, and he's never been known to boast, that these letters to the press are read, and he hopes they may be building "a coral reef on which a structure may stand." We must, he adds, make 1948 a big year: "pointed, incisive, helpful."

Literature sent out by the Henry George School in St. Louis shows the influence of this thought. It is pointed—lists clearly and specifically ten locations where classes will be held, and when. Incisive, too, is the listing of six "Features Discussed in Class" showing the prospective student exactly what he may expect. The helpful information about the free course and the school's background is all there, along with laudatory comments by John Kier-

Winter Term Begins—

nan, the Rt. Reverend Msgr. Ligutti, and Dr. Harry Gunnison Brown.

The human touch is there as well. In another bulletin we find, "A graduate recently put this question to us in writing: 'What proof do we have that the land owner cannot transfer to the customer the expense of tax levied by the government to take away his rent, by increasing the price of commodities sold?'" There follows a brief discussion of this question along with a quotation from The Standard by Henry George.

This is but a brief summary of the St. Louis program. We stress it, because it is specific and not misleading. There is much need for greater clarity, and we shall gladly follow Brother Alper or anyone, who can give us clear, simple statements on issues of the day. Dr. Glenn Clark's advice to students of English composition seem apropos here: Listen with one ear to God and with the other to the needs of the people.

Philadelphia

The Henry George movement lost one of its earliest advocates when, on December 14, Henry S. Ford of Camden, New Jersey passed away. Mr. Ford had been a Georgist for forty years. His scholarly contributions to the local newspapers will long be remembered by all those who looked forward to his provocative presentation.

The Philadelphia extension has laid the plans for a Hungry Club with the idea of developing this into a Forum series to which guest speakers will be invited. Judging from the enthusiasm evoked by the idea, this promises to be one of Philadelphia's most popular activities.

The winter term saw four new teachers take to the helm. Making the plunge into the exciting and thrilling experience of their first classes are Roy R. Raby, Sr., Lester A. Jones, Edgar Warren, and Eugene Lefferts.

Joseph A. Stockman, Philadelphia's genial director, went to Reading on February 6th to address a meeting of the Federation of Women's Clubs.

Pittsburgh

Philadelphia's reference to the Hungry Club reminds us of Pittsburgh and the fact that "A group of Pittsburgh citizens is spearheading a movement that has as its objective the abolition of taxes on productive processes." As a means to this end a national publication is being planned and the group has undertaken the raising of a fund that will make possible the resumption of the well-edited monthly, Cause and Effect, which was forced to suspend operations during the war. Mr. and Mrs. C. R. Walker of Chicago have already taken up residence in Pittsburgh, where it is expected that Mr. Walker will edit the new publication.

Robert C. Bowers in the Bakerwell Building, Pittsburgh, is chairman of the committee.

Richard E. Howe of Wilkensburg wrote: "The last two editions are just the ticket. You'd be surprised to see how well we use the news of other schools out here in the hinterlands. My wife, Ethel, roared with laughter when she saw your last article. However, she knows with what she has to contend—she had to take the course before I married her!"

Los Angeles

A meeting on January 5th at the Hamilton High School, which was the first in a series of monthly meetings of the graduates in the West Los Angeles and Santa Monica Bay areas, was highlighted by practically every one of the fifteen persons present making a short speech. This was not just coincidence. It was planned by activities chairman Lawrence T. Mariner, who asked everybody to come prepared to give a three-minute word picture of "Society Operating 100 Per Cent under Georgist Principles."

Although everybody agreed that Henry George had proposed a pretty good system, there was quite a bit of disagreement among the graduates as to just how good it was, or how much it would take care of. They all agreed that they wanted to know more about it, and decided to investigate different phases of its practical application and its relationship to current problems. This will be done in future meetings under the general subject of "Henry George's Proposals Under the Microscope."

The week of January 5th saw the opening of seven advanced classes in International Trade and Social Problems. The instructors are: Adolph E. Hartmann, George E. Lee, Warren P. Leonard, Virgil Loutzenheiser, Lawrence T. Mariner, Herbert Sulkin, Clifton Sutterfield, and Martin Zwick.

Noah Alper Th

January 14, 1948

DEAR ALICE:

I believe if the extensions would work on the News they could get subscriptions. . . I think you have a pretty fair idea of what I am doing . . . and though the results are not *my* *magnifico*, they are, I gather, sort of tops in your current experience.

Here's the way I see it. The more our "grads" read, and know, the more they are helped to see the cat, in clear outline, the better Georgists they become and the more willing they are to help.

But it is important that the News help them achieve *understanding*.

I don't have many suggestions, but I do feel that scattered here and there should be **FACTS—FACTS—FACTS** . . . Examples . . . cases of land speculation . . . tax news . . . views . . . etc. Why not a contest on "How the Henry George News can help the graduates?"

This I believe would be a good addition to your News—give a subscription a month to the person who writes the best 50 to 100 word letter on "How I first became interested in learning Henry George's presentation." All letters would be reconsidered each month, so if a letter won second the first time, it might win first the second, if no better letters came in.

Now here's an example (I use others because mine is so commonplace): Mrs. E. Angell could write a "cute one" in the subject. She was at a friend's house and they were throwing away a box of "junk." On top was a book. She picked it up, took a look at it, carried it home, and became a Georgist. The book was H. G.

Anything Can Happen

Ohio

Henry George News goes on newsstands for first time

Robert Benton, an instructor in Zanesville, is responsible for this inspired idea. Under his direction a certain newsstand in Zanesville is displaying for the third successive month the paper which you are now reading.

Mr. Benton (whose son Bruce, aged four, asked his sister if she knew that she came from the land!) is presiding over several new classes in Fundamental Economics this term. Mrs. Juanita Grant of the Zanesville News, now a member of Zanesville's Board of Education, is trying to make possible the use of a classroom in the city high school for one of these classes.

Carl Gailey of Cincinnati always tells his new enrollees that this is no easy course and that if they want to get all the good out of it they must study the text thoroughly. As a result, he loses very few of his students.

The Board of Trustees of the People's Church in Cincinnati voted to give the Cincinnati extension financial support. "We are hoping that other churches will soon follow suit," writes the director, Verlin Gordon.

Another class, to be taught by Carl Strack, is being organized in the Wehrman Avenue Christian Church, Cincinnati, by Miss Mary Spurlock.

Newark

The present term opens with fourteen classes in Fundamental Economics in eleven communities in Northern New Jersey, and four classes in International Trade in four communities.

Instructors for the fundamental course are:

Mrs. V. Harvey, Mrs. D. Meyer, Mrs. U. Miller and Messrs. Birmingham, Clinton, Hart, Hayward, Merlin, Meyer, Oliver, Perkins, Perna, and Tedley. Four of these classes will convene at headquarters. Others will be held in Bayonne, Elizabeth, Kearny, Montclair, Orange, Rahway, Ridgewood, Summit, Verona and Union City. The Trade classes are available in Bloomfield under direction of William A. Kraiss; in Rahway's recreation center, with Mrs. M. Thompson as instructor; in Ridgewood at the home of his instructor, DeWitt Clinton; and at Westfield also at the home of Dr. and Mrs. Geoffrey W. Esy with Mrs. Esy teaching.

[We are reminded that the above classes are two-hour sessions and start promptly!]

In addition to these classes, the Newark school offers to send an instructor to any groups who are desirous of forming separate classes in outside organizations. The correspondence course is also being offered widely. It is expected that a special class will be formed soon in Plainfield for a group of men from one of the outstanding civic groups. Another special group of Newark executives is being formed by one of the instructors.

After sending 25,000 carefully prepared folders to a select list of prospective students it is not surprising that Miss Marjory Sweet, Newark's enterprising director, anticipates with modest optimism, an increased enrollment over the fall term.

Montreal

This Canadian school has been very busy since the first of the year getting out literature to publicize the new classes. The public speaking class has resumed its weekly meetings under the leadership of Mr. Leonard Huckabone, and on January 14th a class was started with Mr. P. J. Blackwell as the teacher, using the textbook *Protection or Free Trade*. Several fundamental classes are beginning the week of February 2nd, including a course in French which is again being taught by Mr. Marcel Sylva. Messrs. James Turner and Thomas James are also on the Montreal faculty.

A public meeting destined to arouse genuine local interest is scheduled for the first week in February with Mr. H. Brouson Cowan of Ottawa, as guest speaker.

Ottawa

The Frozen North and Leap Year may be the concern of many, but not at the Ottawa Henry George Society, which has commenced its second term with enthusiasm, and a wholehearted gratification at the knowledge gained of a system which will never lose its importance in all their minds. All members realize that "Knowledge is Power," and that knowledge is never a burden. This Society appreciates the Henry George News and all it contains. It is making the Continent more closely woven, and brings to each school intimate news of the others. We like it.

New York

New York's most recent faculty dinner and social meeting was one to write home about. The director asked instructors to come prepared to relate their "most remarkable classroom experience." The result was a free and stimulating exchange, for a summation of which we are indebted to Ezra Cohen, trustee and instructor, whose presence at any meeting always adds a clarifying and encouraging note.

Mr. Cohen said it isn't so much what the teacher does that counts, it's to have the students get to know and like each other, then they won't be afraid to say things, whether personal, critical or ironic. They must like each other's company so they will want to come back next time. "It isn't up to you to furnish the show; it's up to the students to amuse each other. Your part, as teacher, is to get them to know each other," he said. It was a surprise to hear that Josephine Billington Hanson and H. D. Butler, both excellent present-day teachers, were in his classes, and that at the end of the first course they were anything but "confirmed Georgists." But it is worse, Mr. Cohen said, when students think they understand the teachings, and don't.

Domenic Della Volpe, the school's dean, said we must adjust our methods continually to conform with the times. Bernard Goldstein brought out the need for humor in the teaching process. "Every class has a clown, sometimes two or three. Get them to work for you."

Harry Lundin and Elizabeth Wasson, who was formerly a volunteer worker on the Henry George News, believe in the importance of youth, and commented that many outstanding Georgists had come into contact with these theories early in life. Mrs. Helene McEvoy, who has called at the school several times during her visit to New York, said she learned this philosophy at the age of seventeen when she had to read to her father from *Progress and Poverty*.

Samuel Friedman stressed the necessity for the teacher keeping his idealism. "Every teacher has dedicated his or her life to this thing without hope of reward or remuneration, and knowing there is no hope of seeing our proposal put into action very soon. What we are doing is passing on our ideals to the next generation."

Dr. Eugene Friedberg believes we should not try to give students too much at once. "Don't be impatient. We all make the mistake of trying to give it to them all in one gulp. Don't expect out-and-out Georgists to come at the end of the first course."

Dr. S. R. Mandal touched on philosophy in general and the experienced teacher's approach which involves good teaching methods. John Howard, speaking along the same lines, said the teacher should study to improve the quality of his instruction.

William Leon and Jonathan Slater spoke of a need for statistics and research. [See Mr. Leon's statistics on the Standard Oil Company, in this issue.]

R. M. Dreyfuss was another who emphasized the importance of getting acquainted with the class. "Know the students' names, personalities and abilities, and capitalize on them." "It is a valuable idea," he said, "to paraphrase manual questions to answer to the student's vocational questions to apply to the student's vocation—ask the lawyer a legal question, for instance." He also made reference to an army training

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reatens Editor

Brown's Significant Paragraphs from Progress and Poverty.

I heard this one recently from John Burger of Minneapolis when he was in St. Louis to attend a convention of Business Colleges. He's a stamp collector, and dove into a waste basket in Chicago to retrieve a stamp which happened to be on a card announcing classes of the Henry George School. So he took the course...

That's what I mean!

Sold? or do I have to choke you into it?

Now... goodbye,

(signed) NOAH

Goodbye indeed!

What you mean is Hello! For you are now the Contest Editor of the Henry George News.

Pay attention, folks (and please don't let him choke me!)

As this winter term progresses, be thinking of how the News can help the graduates more. Send your reply, if possible in 200 words or less, to Noah Alper, Room 765, 818 Olive Street, St. Louis 1, Missouri. With April 15th as the deadline, results could be published in May. The prizes may not be great but our readers are not inclined to be materialistic, so we're sure you will try anyhow.

Also send your letters telling how you became a Georgist, to the same Noah Alper. He can get a few of his good St. Louis colleagues to help him decide which should be printed in the News each month. This could run indefinitely. The editor will (in gratitude for escaping strangulation) present to the winner a year's subscription. Let's hear from our readers abroad, too.

The Ponophysiocentric Principle and Georgism

By N. IVANOFF

Translated from the French by Sydney Meyers

"The terms 'ponophysiocentric' and 'ponocracy' were proposed by O. Effertz at the beginning of the twentieth century. These two new words blend well with the terms 'physiocracy,' etc. The *Larousse* Dictionary does not include them, but does contain the words 'ponogene' and 'ponose,' from the Greek *ponos*—fatigue. Ponogene means that which produces fatigue; ponose means auto-intoxication produced by fatigue and overwork. ('Ponophysiocentric' would appear to connote 'Working with nature.'—*Trans.*)

PHYSIOCRACY (according to *Larousse*) is a general theory of society. The earth alone is the source of wealth. Its use, then, ought to be free. Taxation should affect only property in land. Physiocracy was formulated about the year 1750 by Quesnay, and was supported by Marquis de Mirabeau, Turgot and Malesherbes. Certain doctrines of physiocracy are obviously erroneous, but that school gave birth to political economy. It inspired the reforms of Turgot and part of the fiscal accomplishments of the Assembly.

Ponocracy (according to Effertz) was formulated by Rodbertus, who was the true author of what we now call scientific socialism. (Effertz, *The Ponophysiocentric Principle*.) The greatest socialist authors, for example: Marx and Engels, with their followers, Bebel, Kautsky and others limited themselves to the criticism of bourgeois society. (*Ibid.*)

Ponocracy, as a general theory of society, exists only in Utopias, so that one cannot take it too seriously. Communism considers itself a temporary status, preparatory to the future society, based on principles now kicked around by the Communists. Lenin (*The State and the Revolution*) gives only a vague image of this future society. He states that in the higher phase of Communist society, the State will be able to disappear entirely when society will have attained the principle: "From each according to his capacity; to each according to his needs." In other words, when men will be accustomed to observing the fundamental rules of social life, and when their work will accordingly have become fully productive, they will each labor voluntarily to their fullest capacities.

One can no longer take this Communist Utopia seriously. Progressive unionists, they alone having any chance to succeed, and the workers, are obliged to base their tactics on experience. Being at the moment "ponocrats," they will necessarily have to abandon the principles of ponocracy under the pressure of real life and actual facts.

Ponophysiocentric, in contrast to Marxism, is the general theory of society which makes the dreams of Socialists and Communists come true through the system of the physiocrats. It is based on the principle: "Wealth is the product of land and labor." The distribution of goods among the various producers must be equitable. This equity must be brought about without any regulation, by free competition. Taxation must hit only the rent of land.

Now what is Georgism? In the preface to *Progress and Poverty*, Henry George wrote: "What I have done in this book is to unite the truth perceived by the school of Smith and Ricardo with the truth perceived by the school of Proudhon and Lassalle." According to the

Larousse Dictionary, the chief tenets of the doctrines of Adam Smith, the Scotch economist, are: "Labor is the source of wealth. . . . Value is based on supply and demand. . . . Competition is a first principle. . . . Trade (distribution?) must be freed of every restriction." Ricardo, the English economist, formulated the law of land rent. Proudhon, French socialist and writer, was the founder of an interesting co-operative system. He vigorously criticized Communism, Statism and also the economic system based on the machine (Capitalism?). He wanted to reconcile the bourgeoisie with the proletariat, and create a middle class. Lassalle, one of the founders of German Socialism, was in favor of a system of workers' organizations in co-operation with the State.

The truth perceived by Smith and Ricardo was the beneficial effect of free exchange and free competition, and the detrimental effect of the monopoly of the rent of land by a single stratum of the population. The truth perceived by Proudhon and Lassalle was the inability of the State to assure the equitable distribution of goods, and the benefits provided through free association, which alone can bring about this equity. The synthesis of these truths is Georgism. Said Henry George (*Ibid.*): "Modern civilization owes its superiority to the growth of equality concurrently with that of association."

The method of attaining a superior state of society differs with each school of thought. For the physiocrats, it is freedom (*Laissez faire*). For the ponocrats, it is compulsion by the masses (Who does not work, does not eat). For the ponophysiocentric, it is the balance between agricultural labor on one hand and industrial labor on the other. The ponophysiocentric principle can be applied under any form of government. In its empirical form, it is as old as the human race itself.

Among all ponophysiocentric, Georgists occupy an extremely special position, with their motto: "Find the truth and make it clear." The power of truth is such that it will find its adherents, "who will toil for it, suffer for it; if need be, die for it." (*Progress and Poverty*.) The weapon of the Georgists lies in study and persuasion; in the observation of true facts and the results of experience, and in logical conclusions determining the road to follow.

The final aim of the Georgist is to eliminate poverty, and at the same time augment individual liberty. Georgists favor, first, scientific progress, primarily in the field of political economy; second, social progress, primarily in liberating the individual from the powerful grip of the State; third, political progress, replacing the archaic system of majority rule or enslavement by an active minority with the humanitarian principle of proportionality; and finally, moral progress, which consists above all in respecting the opinions of others and in refusing to exploit exclusively to one's own benefit the advantage given by one's position.

If you are more endowed, think of the happiness of others and give them good advice; if you are stronger, turn your strength to serving the weak and not to oppressing them; if you are richer, do not devote all you have to your own pleasures, but dedicate as much as possible

to the scientific, technical, social and moral progress of mankind. If you lack knowledge, verify through experience the advice others have given you, but above all defend liberty of opinion and criticism.

If you are weaker, seek your protection in association based on proportionality, but be suspicious of the opinions of the majority and of the active minority, and do not forget that association useful for defense is ill-used for aggression—in the latter case, it immediately brings about association of your enemies. If you are poor, do not try to ameliorate your condition by appropriating from the rich by force—you will succeed much better and more quickly by appealing persuasively to the good character of the privileged ones.

Christianity, the religion of the poor and oppressed, keeps its morale high with the promise of celestial justice and reward after death. Georgism accepts all religious morals, at the same time proclaiming freedom of conscience. But it complements Christianity, indicating to the poor and oppressed the means of improving their earthly lives by procuring, as do the rich and powerful, pleasures perhaps more limited, but of far superior quality. To live a truly happy life is possible only in a happy environment. Opulence surrounded by misery is a drop of honey in a barrel of tar.

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film recently shown here which indicated that preparedness on the part of the teacher is essential.

In a final summation, Mr. Cohen said: There is no reason for being discouraged about the school. It is growing, although slowly. The Georgist movement is stronger than it ever was in all history. Even though growth seems slow in New York, schools are growing all over the world.

Among the teachers of fundamental economics for New York's winter term will be: Wayne Berry, William D. Buhr, H. D. Butler, Bennett Challis, A. P. Christianson, Ezra Cohen, Dr. Eugene Friedberg, Samuel Friedman, M. Bernard Goldstein, Mr. and Mrs. Phillip Grant, Lancaster M. Greene, Dr. Henry D. Gross, Donald Le Vor, Ada M. Lublin, Eva Maxwell, Arnold Menkes, Jonathan Slater, Philip Stern, David Tack and Richard Van Horn.

International Trade and Social Problems will be taught by Bennett Challis, Xavier Drexler, William Heymann, John Howard, William Leon, Dr. S. R. Mandal, and Sonia Swirsky. Public Speaking will again be available under the direction of James Donnelly. The Science of Political Economy is being offered by Bennett Challis, Edwin H. Friedman and Raymond V. McNally.

Other advanced courses are: Review of Fundamental Economics taught by Bernard Goldstein; Housing Problems Today by Donald Le Vor; American Labor Movement by Richard Moos; Economic Basis of Tax Reform by Marshall De Angelis, and The Law of Property by Arnold Weinstein.