

HOW CONVICT OUR EDUCATIONAL SYSTEM?

The default of our colleges and universities in the matter of economics, and their loyalty to communism or socialism, instead of loyalty to democracy, is proven by the political situation in the country. The President has produced the evidence to support these charges and in a very natural and reasonable way. On taking office and on casting about him for assistance and authority in fulfilling the great responsibilities that had been voted upon him, he very naturally thought first of the sources of his own education, and acting upon this, he called upon our greatest universities for assistance.

The result was what was quite promptly dubbed the 'brain trust', comprising among many others Messrs. Tugwell, Ickes, Wallace, Berle, Warren, Frankfurter, Richberg, and Miss Perkins.

These people are perhaps none of them members of the socialist party, nor will any of them acknowledge their ideas to be socialistic. The decision on this point must be based wholly upon their writings, their contributions to the new deal plans and enactments, in relation to the control of private business and functions by the government, which is state socialism; and the 'prosecution' would have to be properly conducted: not as it was in the Tugwell and Wirt brain trust cases.

TWO TYPICAL BROADCAST ITEMS

THE CHASE NATIONAL BANK IS THE FIRST OR SECOND IN SIZE OF THE COUNTRY; Mr. Winthram W. is head, is a member of the family, and so might be the biggest financial figure in the country, so his attack on the new deal, though made in a sort of rotary town in Houston, Texas, is worthy of notice, and from more than one standpoint; he has been very friendly with the administration, and part of Mr. Roper's advisory council, until he resigned a few months ago.

He is now attacking the new deal along familiar lines, approving the court decisions against it, expressing fear that our liberties are declining, and assailing its extravagancies:—but Mr. Aldrich is as vague as all the other leaders in referring to any alternative to NRA, or alternative to the mess that President Hoover rather smilingly handed over to President Roosevelt; the leading banker, and representative of business, should improve a little upon the fault-finding of Huey Long, Governor Talmadge, and the Liberty League, and give something clear in answer to the expressive question "so what?"; has Mr. Aldrich no formula for preventing the destruction of wealth, capital and business, by monopoly and special privilege?

I WONDER IF THE SUPREME COURT HAS TOO MANY MEMBERS:—In business we say "Two is company, three is a crowd"; and even one is better for real hard thinking and work:—proceedings at Washington yesterday, where Solicitor General Reed collapsed under the strain of arguing the AAA case with the Court, and the record of what was said, does not indicate efficiency; the questions asked indicated confusion of the judges and certainly created confusion with the attorney; and the reason is the same as applies to that naval parley in London; they are not considering the main issue involved, and so get lost in detail.

The AAA is unconstitutional because the people it taxes are not the people who get the benefit; at one stage, it was discovered that \$100,000,000 had been taken from the consumers of seven New England states and paid to the farmers—or landlords—of two southwestern states; this is now an even billion; if that is not the kind of taxation that the Boston tea party was aimed at, I give up:—well, we take our troubles to everyone, all the way up to the Supreme Court, and sometimes find them no better equipped to help us than any of the others.

JEFFERSON

HENRY GEORGE

LINCOLN

democracy

The Entering Wedge between Monopoly, the Disease, and Communism, the False Remedy, is Democracy.

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A COURSE IN DEMOCRATIC ECONOMICS

Our failure is Economic. Our statecraft has broken down because it lacks the economic element. All our 'frank experiments' in outworn failures are because of the displacement of the science of economics, with opportunism. And our rush to state socialism, as a remedy, is because our democracy, lacking economic basis, has become tangled with monopoly, and so, inoperative; and the vacuum, where democracy ought to be, naturally fills with socialism, communism, fascism and what not.

Capitalism, composed of about equal parts, monopoly and business, is naturally discredited, and with it the profit system, individualism, democracy and civilization itself.

The formula of Thomas Jefferson: "Equal rights to all and special privileges to none" has been forgotten; and that other: "a people is best governed that is least governed"; and we have monopoly treated as private interest and bureaucracy superimposed on government, and now are loading socialism upon that: emerging from the primitive into the producing age a hundred years ago, business—production—has multiplied 100 times and with it our social values—values created collectively—in franchises, natural resources and site values, that now equal all other 'wealth', said now to be 400 millions total, about equally divided as to social and private.

America's need today is a survey and readjustment of democracy (small 'd') in the light of economics: the objectives being (1) to get out of our economic muddle (2) to establish economic democracy, so that we can never get into another muddle (3) to make our 120 million producers permanently dominant over 5 million parasites (4) to cut down existing confusion of 'reform'—progressive, liberal and socialistic—and of socialistic warfare on our productive machine (5) to define and attack basic monopoly as the only way to reach ALL monopoly, parasitism and exploitation (6) to socialize all social property and values and so (7) secure ALL social or collectively created revenue for social or governmental needs: so that, (8) all privately created wealth and income may be left to the individual, to abolish poverty, and the fear of it.

THIS COURSE will be given FREE by Mr. Ingersoll, Room 505, 1160 Broadway, Tuesday evenings at 8 o'clock.

Our vast 'unearned increment' has continued to pour (in form of excess earnings of utilities, royalties and economic—(land)—rent) into private channels, and so has become a 'Frankenstein monster' that is confiscating the 200 billions of privately created wealth.

Socialization of social values is at once, the first principle of democratic economics, the antidote and preventive of the Marxian socialism that impends, and the complete solvent of our social and economic ills: this may be done mainly by the simple process of shifting taxation from wealth production to the source of wealth, the natural opportunities of the earth.

The course of 13 lectures, followed by discussion and quiz.

(1) Shall our Christian Civilization Survive?

(2) Does it Depend on Democracy?

(3) Claims of Socialism:—and of monopolism.

(4) Defects of Democracy: perfection of democracy.

(5) Capitalism, Individualism, The Profit System and the Machine Age:—

(6) Monopoly, the Corrupter:—Absorber of Wealth. (analysis, criticism, defense.)

(7) Mixture of monopoly and business in capitalism.

(8) Socialization:—not socialism.

(9) 'Render Unto Caesar, the things that are Caesars'.

(10) 'Equal rights to all, special privileges to none!'

(11) 'The people best governed who are least governed.'

(12) The New Deal Set Right: Social Income for Social needs: Private Income to prevent Poverty of Business and People.

(13) An Unlimited Future for all of Humanity thru Scientific Economics.

HENRY GEORGE SCHOOL

One of the great things that has happened in the Georgist movement in 1935 is the rescue of it from the academic pocket it had shipped into, and the launching of it into the social open spaces:—The Henry George School has acquired over 80 branches which may be called schools, but I like to think of them as clubs; for years we have stalled around in the attempt to organize 'clubs in every community'—to study George and economics, of course; but that program never got a rise. So what? Oscar Geiger thinks in academic terms, uses professional language, thunders that magic word 'EDUCATION'; and lo! we have 100 social clubs that will make education a very large incident—and so bring us to our divine objective!

Let this extension go carefully along the beaten path: just as Christian Science, for example, uses two magic words to cut through fear and ignorance; but let its management understand that—not hundreds—but thousands of branch 'schools' should be its goal. Power to it!

A little dogmatism may be occasionally perpetrated on this subject: perhaps here is some:—

"The most hopeless objectives of economic education are the ordinary, reading, moving and listening public—veritably the line of most resistance: therefore let us aim at the intelligentia, at the key men of influence, at the enlightened minority, etc., etc. Further, the character of Economic Education is such that it cannot be casual, light or brief: it must be intensive, thorough, serious and extensive."

Well, considering the egotism of the college brand of intelligence, information, and especially of wisdom, is this the best mark for an economic philosophy that is made up, very much, of common sense?

The business man, capitalist and owner of wealth, should possess sense and sensitiveness, as to conserving the substantial things of life: but when he is as dumb as he is about this—well, we have to spend a little time with the proletariat to see if we can't interest him in saving his rich big brother's fortune for him!

And the 'enlightened minority'—let us see! No, let us forget them too, and get onto the soap box, and start to frame our story in common forms and terms, so we can sell it to most anyone—and that will include these aristocrats we have been fooling with so long, and perhaps eventually wake them up.

As to methods of teaching: what we most need is simplicity; and maybe we can best learn that by studying each incident of life and hooking to it a little economic idea—a homoeopathic dose. And maybe it will prove as effective to convey a million little 'lessons' to 100,000 ordinary folk, as a few powerful, profound and lengthy ones to a few selected persons: because—the masses exude smart people; and some 'dull' people are earnest and effective: democracy, in economic education, perhaps.

Of course, we won't neglect any line of least resistance but neither will we let it strangle or stall us: a law may—probably will—come before 10% are converted to its object, or know of it: but when this will happen, or which these 10% will be, are concealed facts, and the only answer is mass education: educating only the professors—or trying to—has ditched economics, because they lack the most important element in education, which is 'horse sense.'

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