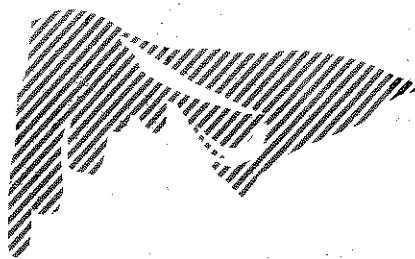


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VOLUME 6 NO. 4 JULY 1954 AUGUST

This association of poverty with progress is the great enigma of our times. It is the central fact from which spring industrial, social, and political difficulties that perplex the world, and with which statesmanship and philanthropy and education grapple in vain. From it come the clouds that overhang the future of the most progressive and self-reliant nations. It is the riddle which the Sphinx of Fate puts to our civilization, and which not to answer is to be destroyed.

Henry George.



PRESIDENT'S MESSAGE

The Seventy-fifth Anniversary of the publication of "Progress and Poverty" is not so much a year of celebrations as it is a milestone in the advance toward understanding more clearly the inescapable principles of fundamental economics.

Due to ever-increasing complexities of life, weighty and frantic modes of taxation, international commitments, and mushrooming dictators' continued threat to the individual rights of man, more people than ever before and from all walks of life are turning with curiosity and interest toward that field of economics formerly called the "dismal science."

This forms a conjuncture of minds --- a ground fertile for discussion and learning. Each and every one of us, who may have used to advantage some of our time to probe the network underlying our struggle for daily living, can draw the interest of those inquiring minds around us to that great American economic philosopher, Henry George. In our efforts, patience and persistent understanding will outweigh loud and impulsive demands for a cut-and-dried formula to happiness.

Equality between man and man favors no particular segment of society, but leads to justice for all. Let us therefore spurn the "dog-eat-dog" era and lead our fellow-men - expert or novitiate - to a careful, impartial and penetrating study of the healthy and basic economic factors which govern our means of livelihood.

A. David Jackson.

THE PROPHET OF SAN FRANCISCO REDISCOVERED

By

Robert Clancy

Seventy-five years ago - in 1879 - a book that was destined for greatness made its appearance. The man who wrote the book knew he had done something terrific when he completed it.

The man was Henry George, and the book was "PROGRESS AND POVERTY".

Born in 1839 in Philadelphia, George early in life began a full and exciting career. He had been around the world as an able seaman before he left his teens. He wound up in California to take part in the gold rush, and ended that adventure by wooing and wedding a young lady, with twenty-five cents in his pocket. He then set out to be a printer, attracted attention with his brilliant articles and editorials and eventually started an independent newspaper, which was crushed by big interests. As a correspondent for another paper, he came to New York.

It was in New York that the moment of decision came. In that growing metropolis he was shocked by the contrast of great wealth side by side with deep poverty. And there and then he made a vow never to rest until he had found the cause - and, if possible, the cure - of this terrible anomaly.

Returning to California, he nurtured his vow, though the pressure of making a living was a heavy distraction. He read, observed, thought, studied.

Finally the opportunity came. Through a highly-placed political friend he secured a temporary sinecure. Then he set to work, delved deeply into political economy, and concentrated all his efforts on analyzing the problem and in finding the answer.

The result was "PROGRESS AND POVERTY - an Inquiry into the Cause of Industrial Depressions and of Increase of Want with Increase of Wealth - the Remedy".

Consider the year 1879. America was developing with stunning swiftness from a frontier country to an industrial giant stretching from coast to coast. Gigantic fortunes were being made, dire poverty was being felt. Recurring periods of hard times were becoming insistent, and the country had just emerged from a serious depression. In the field of thought there were as yet no original American economists. The classical idea that things would always right themselves held sway.

But now came a voice - the voice of one derisively dubbed "the prophet of San Francisco" - that warned that all was not well; that the problems that came with progress must be heeded; that unless these problems were solved, all our progress was for naught and would be engulfed in no less than the downfall of civilization.

The Voice did not go entirely unheeded. George's fame and the circulation of "PROGRESS AND POVERTY" soared. Again he toured the world, this time to teach it his lessons, as the first time he had learned lessons from it. And he made a tremendous impact on high and lowly, great and small.

And what was the answer George found to the "riddle of the Sphinx", as he put it, that so stirred the world? It was this: as material progress increases, and there is greater production, all economic returns - rent, wages and interest - should normally increase. But with the monopolization of land and natural resources, the tendency is for the rent of land to increase faster and thus to drive down wages and interest. This is aggravated by land speculation --- the holding of land out of use in anticipation of still higher rents -- and so labor and capital are periodically forced to stop producing, -- in short, depressions result. George was aware of other factors, but he said this was the basic underlying cause. His remedy: To appropriate land rent by taxation and to abolish all other taxes --- the Single Tax. This measure, he said, would cause all valuable lands to be used fully, as needed; and would insure to labor and capital their full rewards. A further release to production would be in the abolition of all burdensome taxes that now harass industry, commerce and consumption. We would enjoy true economic freedom and prosperity -- and suffer no cataclysmic depressions.

End of Part "1"

1879 1954

SOTO INSTITUTE, JAPAN

BOB RITCHEY, ALBANY

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The following news item appeared in the Albany Times Union of June 30th, paying tribute to Mr. Robert Ritchey, director of the Henry George School of Social Science in Albany and a consistent and tireless worker for the economic truth propounded by Henry George.

THE EDITORS.

"Robert H. Ritchey, of 31 Clinton Ave., has received a certificate from the Soto Institute of Japan naming him an 'international honorary counsellor for the conspicuous comprehension rendered to the movement of human reorganization for new world peace'."

"The citation, decorated with Japanese art work and bearing an official badge, was issued by the Central Committee of the Third Democratic Union and the director of Soto Institute."

"Mr. Ritchey has supplied the Japanese school with textbooks, teachers manuals and educational information concerning social science and political economy subjects for about a year. Similar courses (to those at the Henry George School of Social Science) are taught at the Soto Institute."

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"The art of taxation consists in so plucking the goose, as to obtain the largest amount of feathers with the least possible amount of hissing."

J.B. Colbert.

"PROGRESS and POVERTY" IN OUR TIMES

by
STRETHEL WALTON

The 75th Anniversary of the writing of Progress & Poverty must make us all reflect upon what a great book it is, and how inspired Henry George must have been to write such a book. We can hardly think of him and those days in which he lived without also thinking of the fine oratorical powers of Henry George and some of his followers, who were able to sway great crowds with their eloquence and conviction. There were giants in those days, and we revere their names along with that of Henry George. Even if we have men who have as great speaking abilities as they had, it is possible that they would not be able to inspire people today in the same way. Oratory of that kind does not go over so well in this scientific age. Times are always changing and we have to change with them.

As we look back we have also to keep our eye on the future. The Henry George School with its emphasis on presenting the fundamental truths in a quiet but less spectacular manner, allowing the student to think it over and to make up his own mind is another approach to the problem of disseminating economic knowledge. It is probably a much more effective way for our time and age. We have not perhaps the great speakers but we have developed in the Henry George Schools all over the world a great many very fine teachers. We do not think of them as giants but in their own quiet way, year after year,

they are steadily developing into great teachers and are making a great contribution to our cause. There are other people who are making a great contribution and they are the volunteers who do not teach but who do so much work that is necessary in the schools.

Our school is set up to teach the principles as discovered by Henry George, but we must also remember that he did not accept the current teachings in economics of his day. We claim that economics is a science, and if it is, we must know that scientific truth as found by man is never absolute, and so is not a static thing. Not that natural laws can change, but our knowledge of them can be added to.

There have been many ideas and theories of economics that have been developed since the time of George. Few of them are as great or fundamental as the teachings of George upon examination, but unless we study them how do we know that? These theories may be good or bad, great or small, but we must read and evaluate them before we discard them. Knowledge of our economic life is a developing thing in the minds of men, and if the Henry George School is not to be in a static state, we must look for enlightenment wherever it is to be found. Not to do so would be a poor follower of the man who wrote "Progress & Poverty". As Henry George stated so beautifully in the preface of his book, we must look for and follow truth wherever it leads us.

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Miss Walton is Director of the Henry George School in Montreal, Canada.

1879  1954

"You cannot teach a man anything; you can only help him to find it within himself." Galileo.



STUDY OF CIVILIZATIONS



Last term Mr. A. L. Kleigman conducted an interesting course on "The Rise and Fall of Civilizations." Among the authors reviewed by the class were such names as Winwood Reade, Walter Bagehot, Clyde Bell, Arnold Toynbee, Oswald Spengler, Shephard Clough, Maurice Williams, Colin Clark and Henry George.

The general opinion was that respect for the rights of the individual with opportunity to develop abilities and self-support would be essential to maintain a just and lasting society.

One class member expressed this thought in the following few words:

Said George,
who knew philosophy,
And studied science, too,
These must
supplement each other,
If each of them is true.
To win this
goal each man must have
His birthright to the earth,
By sharing
in the common fund
That represents its worth.

MABEL L. REES.

Another member of the class presented his summation in the form of the article which follows.

(See article by S. T. Bohee)

POLITICAL EDUCATION COMPARED TO ECONOMIC REFORM



By S. T. Bohee



Political philosophers and historians are concerned with the decaying symptoms of Western Civilization. They are wont to parallel these symptoms of deterioration, with those of other decadent civilizations which finally became extinct. They commonly project birth, rise and fall of past societies on a graph to parallel our modern era.

Henry George also diagnosed by-gone civilizations. He summed up the causes of their decay as simple economic injustice --- the failure to recognize the evil results of inequality of opportunity and the economic handicaps created by privilege and monopoly. Almost everyone of the great thinkers and philosophers (unlike George) neglected the fundamental problem of economic injustice.

Recognition of such facts gives rise to the assumption

that our Western Civilization is threatened, if not doomed, and that democratic ideals are in peril.

I therefore wish to make the following point. To preserve democratic ideals which have come to be accepted as our inalienable rights, it is here suggested that something beyond economic reform must be attempted. I contend that there is a political problem as well as an economic one, which must be recognized as of prime importance. Mastery of the political problem would contribute greatly to the solution of the economic tangle, simply because there is no force greater than the ability to recognize truth over error.

The Problem of Responsibility appears uppermost. Under the rule of authority by the few over the many - whether by monarchs or despots, whether by tyranny or beneficence - power

was in the hands of a minority, but so also was responsibility.

With the evolution of the importance of the individual, with the change from "status" to social contract, with the gradual achievement of abstract democratic ideals, to wit, - individual liberty, equality, freedom of thought, of speech and of action; with the crystallization of all these concepts, responsibility (and power) has been divested from the minority and assumed by the many. Responsibility for democratic institutions became everyone's business --- (and one might say parenthetically, no one's business!).... This is, in a word, the problem which should be paramount to those concerned about democracy.

It is maintained that the individual has accepted and welcomed the great abstract benefits of democracy, convinced that they are his unassailable natural rights. However, it is here contended that the individual has not responded adequately to the challenge of responsibility --- rather he has become cynical as to the importance of that function. Basically, it is a problem of education.

The individual appears to be indoctrinated only with the importance of compensation and acquisition. Therefore, he demands technical training so that his compensation may be equated with the merit of his services. However, in a society of specialization and voluntary association for purposes of production, problems arise that transcend the scope of economic design. Growth of functional groups and institutions, conflict of group interests, the all-important fact of independence: - all these factors create paramount political problems which must receive sound analysis and just

solutions in order to preserve a democratic society.

It follows that the individual must be trained not only to develop his technical ability, he must also be prepared to recognize the importance of individual participation and be trained to take his part in the discharge of his responsibility. At the very least, he should be able to distinguish between emotional fallacies and sound political propositions. He may not be called upon to originate or evolve policies, but he should be able to determine and evaluate that which is rational and basic against that which is short-run and effervescent.

It is admitted that this sort of preparation will not come easy, since a price must be paid for its mastery, just as a price must be paid for technical training. Yet, it must be done, if political responsibility is to be everyone's concern. There is no alternative, unless we are prepared to allow that some super-qualified few shall be the teachers and the rulers, and that this selective minority shall have political responsibility and power. But this is not democracy. It is authoritarian rule and control as opposed to rule by democracy.

1879 1954

GAMES NIGHT



Games
Night--
pages --
enjoying a
game

OLD AND YOUNG JOIN IN COMPLETION EXERCISES

Judging by the Completion Exercises for the spring term, these occasions continue to increase in interest and enthusiasm. The highlights of the evening of June 15th were unusually worth noting.

To begin with, our director, Mr. Robert Clancy, set the right tone for the meeting by emphasizing George's conception of liberty as being not partial but free and equal for all. He then introduced a visiting Georgist, Mr. James B. Lindsay of Rochester, N.Y., formerly of Ohio, who gave his hearers a thrill by eloquently reviewing some of his early "single-tax" campaign experiences and assuring his audience that he was still heart and soul for the cause. We hope he returns to the School sometime to tell us more.

Many of the fifteen students, who spoke as representatives of their classes, believed that in Henry George's famous "Progress and Poverty" they had at last discovered the basic reasons for economic injustice and its remedy. Two of the speakers, who either did not grasp the full meaning of George's message or were doubtful of its practical application, were not convinced of the efficacy of his reform proposals. However, one speaker after another declared that they had an entirely new conception of the significance of political economy and of the importance to understand the natural laws governing the production and distribution of wealth.

MABEL L. REES.

VALEDICTORY

Speeches at graduation have always been extremely varied and highly individual. In retrospect one of these will be of interest to those who attended the last exerci-

ses, while it will be of even greater interest to those who were unable to attend. We therefore publish one such speech delivered on June 15th, which was conspicuous for its sincerity.

THE EDITORS.

Henry George Theory

By Madeline Albrecht

Good evening, ladies and gentlemen! I presume each of you has completed the initial course of the Henry George School of Social Science, and probably a good many of you have completed some of the advanced courses. I, however, fit into the first category. As a resume of this initial course of study, I would like to say that I believe Henry George's idea is sound and would like to see it put into practice here and now. But truly I wonder if I shall live to see the day it is practiced nationally, much less internationally.

Having been brought up in Queens, adjoining the largest city in the world, I always have longed for wide open spaces, not to be found in any city area, or surrounding area. In my own mind I often wondered why a couple of young married people couldn't have the opportunity to seek a home and land for themselves. This course by Henry George clarifies that. Too much land is held by the wealthy minority - and the majority cannot get near it. Comparing with the Henry George method some of our country's attempts to distribute wealth evenly, we find no equality in methods. Henry George believed, as do all sincere and open-minded individuals, that a man appreciates the results of his own labors and by receiving proper remuneration is happy and well

balanced.

In our present day economic set-up our government, in an effort to aid, handicaps or disables the mental and physical powers of men and women. For this I refer directly to unemployment insurance benefits, to various disability pensions of the armed services, and to numerous disability payments made by private concerns. I witness these conditions right in my own circle of friends and patients who come to me for professional help. These easy-to-get monies stop the individual's desire to progress and thereby deprive him of the full use of his God-given mental powers.

Now mind you, I have no grievance against a man or woman receiving these benefits who justly deserve them, but I know that too many individuals are accepting these payments when they are actually fit to work. This naturally creates a sluggishness and indifference unhealthy to national progress. If when lay-offs occur men and women could find work at other occupations, many unemployment payments could be eliminated. However, this is not possible in our present economic set-up. I might say that I cheered aloud in my living room last Thursday evening when President Eisenhower declared in his talk

that we aim to help every individual in America without exercising "paternalism."

On behalf of the members of the Elmhurst Library class I would like to take this opportunity to thank Mr. Dunsing for his great interest in us and the wonderful patience he exhibited at all times. We often chided him a bit when the theory seemed vague, but he took it all in his stride, for which he has our love and respect. We wish to thank the Henry George School Board of Trustees for the opportunity given us to study the course; and without any permission from the proper authorities, I suggest that each make a fitting remittance to the School to help continue its good work.

As a closing thought, since Henry George has so ably proved that land is the basis for all prosperity, may I say: "God bless America, Land that I love!" Let us able and intelligent Americans help our nation to recover from this most disabling and devastating series of wars -- declared and undeclared. If each and every one of us truly feels the surge of love well up in our hearts at the sight of Old Glory, we cannot remain inactive at a time when we must act to help get our beloved country re-established. Thank you for your attention!

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TWO CANDID SHOTS OF AUDIENCE AT COMPLETION EXERCISES.
TEACHERS AND STUDENTS LISTEN ATTENTIVELY.



PRESENTATION OF ECONOMIC PRINCIPLES

by John T. Tetley, Director
Henry George School
of New Jersey

The Henry George School of New Jersey was founded in 1935 as an extension of the New York School. Dr. E.E. Bowen was its first teacher and she used "Progress and Poverty" as a text-book. She followed the procedure of lecturing for about an hour covering the principles, which were discussed by the class during the second hour. Her notes were carefully prepared and later enlarged into the book "Economics Simplified". This Book then became the textbook used in the New Jersey School. However, all students were urged also to read and study "Progress and Poverty".

Over the years since that time it has constantly been the practice of the New Jersey School to present basic fundamental economic principles and also the functions of government.. We seek scientific understanding. To this end we have recently adopted a methodology of group discussion without any assigned advance reading of a text. The members of a study group draw upon their own knowledge and experience to figure out for themselves the principles developed in the group. They do not at first discuss what others have written about the subject, but later upon reading either "Economics Simplified" or "Progress and Poverty" become aware that in discussion they had already reached conclusions which are in accord with those of the authors of both these books.

In presenting the basic principles, opportunity is afforded to indicate the distinction between "Land" and man-made products, and to emphasize the importance of this distinction in matters of land tenure systems and taxation. Out of this discussion evolves a proposal whereby those who enjoy the

monopoly of exclusive possession of land reimburse those who surrender their equal right to such land. We indicate that this may be accomplished by collecting rental or site-value of land and using the funds for support of government.

Realizing and pointing out that land value taxation is the primary correction needed in our economic system, it will not, however, solve all our problems. Two other very important subjects are: a) Money and Credit; and b): Functions of Government. As yet we have not developed a treatment of the first mentioned subject, but we do devote quite some time to government.

While the subject of government may not be part of economics in the strict sense of the word, we nevertheless feel that correcting land tenure without simplifying and reducing government would almost nullify the benefit to be expected.

It seems to us that we are thus fulfilling the purpose of the Henry George School. In New Jersey we are not presenting Henry George -- "Progress and Poverty" -----Single Tax -- or any particular brand of economics. It is not our

desire to become a monument to a man, a book, or a cause. We honor and respect Henry George. Indeed we hold that "Progress and Poverty" is a great book and continue to urge that it be purchased, read and studied. But we dislike the labels "Georgist" and "Georgism". That is why we cannot subscribe to the caption "Advancement of the George Economy". For lack of a better term we believe in a "free economy" -- and the best known method to achieve it -- the collection of rental or site-value of land and a minimum of government.



A SIMPLE ROAD TO HENRY GEORGE

By Neva Bianco



It was a year ago, on August 29, 1953, that a group of SAGERS attended the celebration of Henry George Day in Arden, Delaware. Ever since its founding in 1900, the attractive little village of Arden has followed its own annual custom of celebrating Henry George's birthday on the Sunday preceding Labor Day.

During our enjoyable visit in Arden, where full rent of the land is collected by the community to pay for public services as well as for state and local taxes, we had the pleasure of meeting two old-time Georgists, Mr. and Mrs. Frank Stirlith of nearby Wilmington. Shortly after our return to New York I sent them a tiny snapshot that I had taken of a group of Georgists on the lawn of Mrs. Anne Ross of Arden. This was Mrs. Stirlith's inspiring reply.

"Dear Friend," she wrote, "Many thanks for the letter and picture -- we shall cherish them with our other mementos. I am 76 years old and my husband is 79. Ages make no difference when you have a philosophy which is fundamental. Mr. Stirlith has been interested in the philosophy since June 16th, 1895, the second day of the Delaware campaign. I have been interested in public affairs for 60 years. My husband and I are interested in teaching the philosophy of Henry George. We had a class in Wilmington several years ago taught by Henry George III.

We do not have any at present. However, we do our part by distributing literature and by contacting people personally and by mail."

On April 30th of this year

Mrs. Stirlith thanked me upon receiving the March-April issue of SAGE'S PAGES, saying -- "We appreciate your sending us the SAGE pamphlet; we use it when we meet people whom we may interest in our work. I have read the articles in SAGE'S PAGES - it is fine work to have articles printed and read by members. It is good exercise and helps in thinking and expression."

On July 3rd she writes again, thanking for the May-June issue of SAGE'S PAGES. In her letter she tells in her own words of a simple way for one, who is willing, to introduce others to the philosophy of Henry George.

"As I am a homemaker," writes Mrs. Stirlith, "I make many of my contacts for the Henry George philosophy with the agents or sales persons who knock on my door. Our porch is 32 feet long and 8 feet wide, and many of these persons are elderly men who have no cares and tramp from door to door trying to sell the idea of porch enclosures. I listen to their sales talk, accept their literature and give my reasons for not enclosing it. Due to the effective work of Lawson Purdy, we have the separate Assessment in New Castle County in which we are located. I state to the agent that it would cost more than \$1,000.00 to enclose the porch; the assessment on the building would be increased and likewise my taxes. If the taxes were shifted from the value of the building to the value of the land, more revenue could be collected. Repair work and new buildings would result. Labor would be employed not only by contractors and allied industries,

but every field of endeavor would benefit; and much employment would result. Then the question is wide open. As I have accepted their literature and promised to read it, I give them some Single-tax literature which I have ready and ask them to read and think about."

"We have Henry George's teapot. Many visitors admire it and 'thereby hangs a tale';

we also have a bust and a picture of Henry George, a picture of Dr. Henry George III and his two boys; and a bust of our boy made by Frank Stevens - one of the founders of Arden. All these are subjects of conversation, leading to the philosophy of Henry George."



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EDUCATIONAL COMMITTEE
Neva Bianco, Chairman

ANNOUNCEMENTS

DOROTHY SARA

Where opportunity arises, there is where you will find Dorothy Sara. On KRON T-V, Margaret Trumbull's program in San Francisco, she spoke of the 75th Anniversary of "Progress and Poverty" and let everyone know about the San Francisco Conference. Back home again in New York, she was a "guest" on DWIGHT COOK'S GUEST BOOK program of CBS. So long as we have members like Dorothy Sara, we know that we shall be heard.

HAPPY BIRTHDAY!



FACULTY DINNER to celebrate the 10th ANNIVERSARY of the school's moving to 50 East 69 Street turns into Birthday Party for Mr. Robert Clancy, Director of HENRY GEORGE SCHOOL.



George Royal, Dean, applauds as Robert Clancy admires gift.

Surprise was an idea of Dorothy Sara, a member of the faculty.

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"You cannot teach a man anything; you can only help him to find it within himself."

GALILEO

DISTINGUISHED SPEAKERS AT ANNUAL BANQUET

By Mabel Rees

One of the best attended and certainly one of the most inspiring gatherings of Georgists in recent years occurred in New York on May 15th on the occasion of the publication of the 75th Anniversary Edition of "Progress and Poverty," celebrated by a banquet in Town Hall. On the dais were not only members of the Board of Trustees of the Henry George School, - among them Mr. Otto Dorn, chairman of the event, Mr. Ezra Cohen, toastmaster, and Mr. Robert Clancy, director of the school, who brought greetings from friends unable to be present, - but also two of the most outstanding advocates of the philosophy embodied in George's masterpiece. One of these men, Mr. Viggo Starcke, a member of the Danish parliament, was the featured speaker of the evening, and the other, Mr. Lawson Purdy, president of the Robert Schalkenbach Foundation, the organization responsible for the handsome new edition of "Progress and Poverty," obtainable that evening for the first time.

Mr. Starcke, leader of the Justice (or Georgist) Party in Denmark, had been lecturing in this country under the auspices of the Schalkenbach Foundation and had just returned from a successful tour of many of our largest cities. All who had heard him were encouraged to learn that much impetus might soon be given the general movement for tax reform through a report by a Danish commission that has been making a nation-wide survey of land values as a source of public revenue. At the conclusion of his address, Mr. Starcke was presented with an engraved scroll praising his activities in the Georgist movement. The presentation was made by Miss V. G. Peterson, secretary of the Robert Schalkenbach Foundation, and who had much to do with bringing out the new edition of "Progress and Poverty" and promoting Mr. Starcke's lecture tour. Also, during the evening a copy of the new edition was formally presented to a representative of the staff of the New York Public Library, where there was in safe-keeping the original copy of this famous work in George's own handwriting.

Preceding Mr. Starcke's address those assembled on this signal occasion experienced a special thrill of pleasure in hearing a memorable speech by the second guest of honor, Mr. Lawson Purdy, now in his ninth year and once an intimate friend of Henry George and a loyal supporter of his second mayoralty campaign. His vivid reminiscences concerning George's last days stirred his listeners to a greater appreciation of the supreme effort George made to fulfill his obligations as a candidate nominated by popular choice for social betterment. In the course of his remarks, Mr. Purdy declared that the reading of "Progress and Poverty" in 1887 had influenced the trend of his whole life and had enabled him, head of the Board of Taxes and Assessments in this city, to secure the necessary legislation to evaluate "land" and "improvements" separately when determining taxes on real estate.

THE ECONOCLAST

by James Murphy

There is growing dissatisfaction among Georgists as to the progress of the movement. While the educative has been the most successful method tried so far, it is a slow, tough process. Then, too, teaching cannot hope to utilize all the many and varied talents of our graduates and friends. A common complaint of the recent graduate is that George is "too theoretical." While this may seem a superficial, hasty judgment, there is nevertheless some reason for the assertion.

To restate their perhaps ill-formed criticism in another way though not any kinder, we have solved the problem of poverty amidst plenty on paper -- but not in practice, except in scattered places about the world. Perhaps, too, they feel that if the idea were as good as it sounds, it would be growing by leaps and bounds.

In a world crying for jobs at better than subsistence wages, we have as yet not set up a program that would increase the demand for labor more immediately, thus increasing real wages in our own time; we have not yet created a workable process whereby millions of over-taxed producers would be enabled to lift the tax load off their own backs and more appropriately place it on the backs of landholders.

In an economy where millions of acres of choice land are being held out of use for speculative reasons, we have yet to develop a system that will give people access to those opportunities at the present time, and not in some distant future when all finally become convinced of the efficacy in collecting Ground Rent. In this respect we are like many of the "reformers"

whom we are apt to criticise we are offering pie in the sky bye and bye, but no pay in the envelope now.

It is the age-old duel between the doer and the dreamer, which daily is being decided in favor of the doer. At least he is doing something, however ill-advised and futile it may be in the long run. In the long run we'll all be dead, so why worry? The plight of the dreamer is well illustrated by, the following scene that is probably all-too-often enacted in countless households.

"I know, John, your ideas are good and in the long run will turn out all right, but what are we going to do in the meantime? The bills are piling up and you haven't worked in over a week, you've just got to do something!"

"But, Mary, it isn't right to accept doles. I'll find something, don't you fear. I can take care of myself without any help from the Government or charity."

"That's all very fine and I respect your principles, but at least it will tide us over until you can get something."

"That's what Jake said and he's been on relief for two years." And so on, far into the noisy night.

As we see, the duel between the one who has ideas and the one who has an empty stomach is usually decided in the stomach's favor. When the pinch is on, few turn to martyrdom. If only principle and expediency could be combined into one, the combination would be unbeatable. What we must do is find a way to make the practice of just principles pay off and immediately, not

on some rosy day when all may have been sold on the idea of Free Trade and a Free Society.

People do not usually abandon any working system, no matter how bad, unless a better one is within easy and profitable reach. That is why the real reforms have been so few. Not until schemes that once brought gain become completely worthless are they abandoned. Privilege is strong-

ly entrenched behind the natural inertia of people, and nothing short of making their scheme profitless will avail. How we can do this will be set forth in the next installment of this column. Remember, not until we can take the profit out of improvised scarcity, the pay out of contrived monopoly and the honor out of legalized theft, may we deserve the root term: radicals.

ANNOUNCEMENTS

Ethel Wayne -- Ellen Reid

Ethel Wayne, sincere and trustworthy pillar of S. A. G. E., has been ordered by her doctor to discontinue all outside work for one year. She has therefore had to relinquish the many duties she had assumed - both as Treasurer and as "membership committee." Nonetheless, we wish to see her often.

As her successor in the office of Treasurer, Miss Ellen Reid was unanimously elected at the Regular Meeting of July 14th. Many of us who have known her in various courses at the School also know that she, too, gladly faces responsibility and will do a top-notch job in executing it. We therefore wish her all the success she rightly deserves and urge all members of S. A. G. E. to cooperate with her in every way possible.

Sy Winters

Sy Winters, besides being of valuable and direct help to SAGE'S PAGES, is to be commended as present Chairman of the Membership Committee for his earnest efforts in bringing so many new members into the growing ranks of S. A. G. E. His message is honest, simple, direct and sincere. How can anyone turn down his open invitation? Everybody, please help!

Al Catanese -- Elaine Wener

Al Catanese, just appointed Chairman of Publicity and Entertainment, is already injecting his experience and talent into the fine program of another "GAMES NIGHT - HOUSE PARTY" which Elaine Wener is managing on August 20th, at 8:00 P.M., at Headquarters. Elaine's slogan is "CHANCE - DANCE - ROMANCE" for only 50¢ admission. Buy your tickets ahead and bring all your friends!

"Views expressed in S.A.G.E.'S PAGES do not necessarily reflect the views of S.A.G.E."



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