

# ALUMNI PAGES

VOL 8

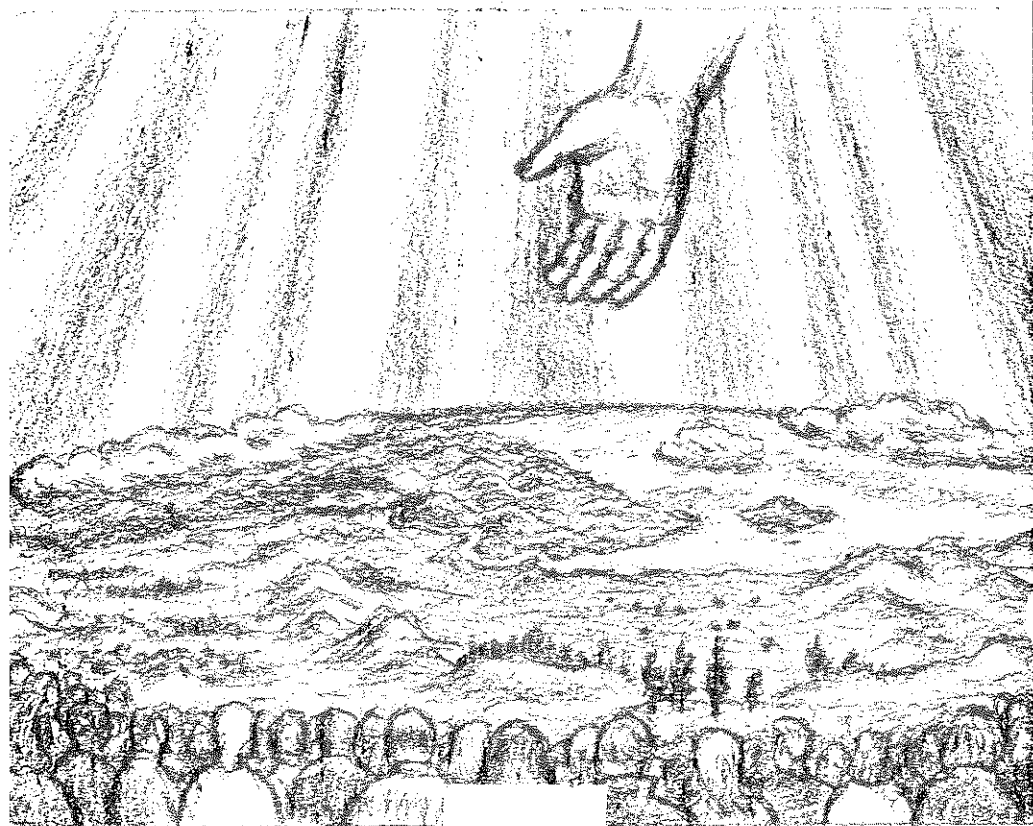
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A SIMPLE CURE

A GREAT REFORM



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# ALUMNI PAGES

Formerly SAGE'S PAGES

Oscar Geiger

Oct 1932

"If we to whom the vision has been brought are to do our part in bringing the light to others----as surely it is our duty to do; if we are to do our part in leading mankind out of its economic and spiritual darkness; if we mean to share in the task of making this world a better place to live in, and the human race really a brotherhood; it is for us to supply the vision, the leadership and, above all, the teaching that is lacking in our present day."

## To All Non Subscribers

You must like the content of "Alumni Pages" or you wouldn't be reading it. If you don't like it perhaps you have noticed the fact that it makes good kindling and is worth having around for that purpose.

In any event, here is how you can make sure that it arrives at your home every two months for a full year. You may wish to take advantage of our package offer by contributing ten dollars to the School. Besides being able to deduct the ten dollars from the abominable income tax, you will receive a one year subscription to the "Henry George News", "Alumni Pages", all alumni notices of events in New York, the School's Annual Report, a membership card, and the School Booklet. A dollar will entitle you to receive "Alumni Pages" and notices to all alumni events.

Send your dollars (either ten or one) to the Henry George School, 50 East 69th Street, New York 21, New York.

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Editorial Board--Roma Bianco, Chairman; James Murphy, Neva Bianco, Vivian Kiliaen-Rodney, Larry Kobak.

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# AFTER

## COMPLETING TEACHER TRAINING COURSE

Just a few nights before the Christmas Holidays, the last session of the Teachers' Training Class was held.

The class had just as much enthusiasm at the close of the course, as when they started twelve weeks before then. In fact, time meant nothing to these indomitable workers. Every session ran over the allotted time and the last one did not close until ten o'clock.

Many a good discussion was thrashed out and the enjoyment of pure thought made each meeting pass all too quickly. The laws of rent, wages and interest were torn apart and assembled again and again. I doubt if these laws will ever be forgotten by these embryonic teachers. The art of teaching was kicked around until a firm grasp was had by all the class. By that time, these future teachers had been ignited so that they will never stop reading and learning more about political science and Henry George.

The gratification that comes with reading anything written by Henry George is that it displays a new aspect everytime you read it. All his books are ever new and what was applicable then is just as much to the point today. Read any of his works and you'd think they had been written in the present time instead of seventy - five years ago.

Deep and sincere appreciation must be given to our teacher, Mr. Edwin Friedman. His quiet, calm competence carried the class through the course. Whenever one of our class became bogged in his demonstration, there was Mr. Friedman ready to set him back on his course. With patience and tact, his ability guided us along the path and brought out the best in each of us. Whatever success, we may attain as teachers in the Henry George School, a great part will be due to Mr. Friedman's consideration and tireless effort. The class and school well knows the value in having Mr. Friedman as an educator.

Tired but happy with the feeling of accomplishment, the students left at the end of the course with high hopes for the new year. Ready and prepared to spread the Henry George Philosophy.

Walter Sullivan

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"The World is my country, all mankind are my brethren, and  
to do good is my religion."--Tom Paine  
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# IF

## THEY TOLD US WHY THEY ENROLL OR

### First Night In A Fundamental Economic Class

#### The Pupils

A Commission Salesman  
A Housewife  
A Working Girl  
A Bookshop Owner  
A Social Service Worker  
A Society Girl  
A Reporter  
An Artist  
An Old Age Pensioner  
An Unemployed Father

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To be read by two or more persons, each reader naming the character he represents, as the action proceeds, as well as what each character says.

Scene: A Classroom; Pupils seated around a conference table.

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Salesman: Well, here we are - ten of us. It's early yet and as our teacher hasn't come, maybe we ought to get acquainted. I'm a salesman for a furniture supply house and I'm here to learn how to sell more goods and-

Housewife: One thing at a time please. I'm a housewife and my husband says all I know about money is how to spend it, but I must say he gives me so little I don't know too much yet.

Working Girl: If it's my turn, I'll just say, nobody gives me any money. All I get I have to earn and if I could afford to dress better I feel I'd get a better job. I sell sportswear in a department store for the junior miss. You may call me Helen.

Bookshop Owner: All right, Helen; you may call me Frank, and my problem is something like yours, only in reverse. I'm my own boss but I wish I weren't. I believe I could make a better income just drawing a salary and having no responsibility for expenses.

## IF They Told Us----

Artist: Speaking of income reminds me of that very disagreeable subject - the income tax. I rent a small studio, teach art and try to paint a little. Now and then I sell a picture, - but you know how it is - the bigger the business firm, the less in proportion is the tax, and while I want to pay as little as possible, -

Old Age Pensioner: Pardon me, sir, but I don't agree you should pay as little as you can; the government is doing more and more for us, like for me with old age pensions, - and for my neighbor, she has social security and her son has unemployment security and so -

Unemployed Father: But if you'll excuse me, my friend, who wants unemployment security, or insurance or any thing like that. I want security for employment, not unemployment. I'm a building contractor by trade and have made a fine record for myself, but lately I've been compelled to take any kind of a job to earn an honest penny. I have a wife and kids to feed and things seem to get worse rather than better.

Social Service Worker: Now you're touching on a matter in which I'm interested; I expect to make a career in some branch of social service. Fortunately I'm engaged by a foundation that can afford to be generous. I have traveled a lot and find so many people needing so many things there should be work enough for everyone. In college I majored in economics and must say that there is so much disagreement among the professors who write on the causes for poverty I'm still confused about it.

Society Girl: Hearing you say that gives me courage to admit that I've never even opened an economic text book. My father supports me, but I want to be independent even though he's very generous. He's in politics and I've often heard him say - "He who controls the purse strings, controls the person" - and I want to make a few good investments in stocks or real estate and control my own life.

Reporter: If you really want to be independent why not be like me; I'm a roving reporter for the Daily Freelance. I own only this suit of clothes, a typewriter and some books. I make only a few dollars a week as a space writer but I have a lot of satisfaction in studying people in this big city and using my time in my own way. Maybe you've seen some of my articles, signed Bill Bridges.

Salesman: Sorry I haven't, but as we've now been round the circle, suppose we look at this question sheet we received as we came in. The problem, it seems, is "What Is Wealth?"

Continued on page 13.

# HOW

## I Learned Of HENRY GEORGE S Philosophy

**Frank Berman**

I was born in the slums of New York City - and the Mexican peon had nothing on me. My father was an active trade unionist and street-corner exponent of the doctrine of Karl Marx.

I was indoctrinated with socialist ideologies at an early age and accepted my father's ideologies as gospel truth, and often got a great thrill marching in protest parades, especially when I was allowed to hold the strings of the parading banners!

I read very little on the subject; getting most of the socialist philosophy verbally from my father and the socialist newspapers.

When my father sent me to the Hebrew Technical Institute to learn a trade, I often took part in student discussions on social-economic problems. I just naturally championed the cause of socialism.

During these daily controversies I became acquainted with a fellow student, Hyman Levine, who was an ardent exponent of the philosophy of Henry George and we had many a verbal battle! It was then I began to realize how very little I knew of the subject of Political Economy.

At Mr. Levine's urging I read my first book on economics, "PROGRESS AND POVERTY" by Henry George. At first I had great difficulty in understanding it, because the terms were strange to me, and I had to overcome my own prejudices. After re-reading the book a number of times, the first rays of the great philosophy began to penetrate.

Though not yet an outspoken disciple of Henry George, I now began to quote him in my discussions at home. My father was amazed at my turn-coat attitude, but he then accepted my heresy in good grace, though I never converted him, because he read very few books in English and then with great difficulty, and the Jewish newspapers that guided his beliefs were all staunch supporters of socialism, and he remained so until the day of his death. My brothers followed blindly in his footsteps; especially the youngest, who read only socialist books. Whatever arguments of mine they could not defeat, they complacently ignored.

## HOW I LEARNED-----

I began to attend the weekly lectures given at the meeting rooms of the Manhattan Single Tax Club. I now began to read more of the books of Henry George and began to realize that he had produced the key answer to the solution of why poverty should exist amidst plenty.

At these gatherings I became acquainted with other very ardent Georgists. Outstanding among them I remember the name of George Lloyd, a retired New York City fireman. I often took part in their open air street meetings and distributed literature. At night we often visited the Wall Street section and stuck Single Tax stickers on the doors of brokerage houses as a "Good Morning" greeting to the vested interests when they opened the doors for business. Of course, we had to keep an eye open for the sight of patrolling police officers!

For a time I carried on the campaign for the Henry George Philosophy as a lone wolf.

When the Georgists formed the Commonwealth Land Party I again became one of the boys and there met, for the first time, the 'big guns' of the movement; Oscar Geiger, Joseph Dana Miller, Frank Chadorov, Morris Van Veen, Fuchs, Ryan Guild, etc. These fellows certainly "knew their stuff"; and our favorite slogan was "Idle land means idle men".

Another method of propaganda was to go about at random gathering signatures on thousands of petitions to the Legislature to reduce taxation on industry and increase it on economic rent. It was remarkable how easy it was to get the signatures, even from people who knew nothing of Henry George, but it produced no tangible results, for legislators are only influenced by campaign funds and votes.

Thus, I drifted along until I heard of Oscar Geiger starting a school; I visited it a number of times and sat in on the classes. They were operating under great handicaps - lack of funds and lack of able instructors.

I hoped and still hope that the school will produce some public leaders - for that is how philosophies spread - but schools, no matter how well they serve such need, were not compatible with my personal nature, as I am poor timber for a regimented course of instruction of any kind where subjects are covered in a fixed time. I just can't take it!

Though I realized my idiosyncrasies in this matter, it did not hinder me from working in my own way for the cause and steering possible prospects to your door.

I remember one instance in particular: While waiting in the dental office I handed the dentist my own leaflet on

# CARRYING

## The CORRESPONDENCE

Travelers to faraway lands, who come from countries where education is a part of life from childhood, are usually amazed at the tremendous appetite for knowledge that natives of these generally backward nations display. They, like Norman Casserley on his recent world tour for the Henry George School, are besieged by learning-hungry peoples, who beg for any scrap of knowledge that can be imparted to them. We, who are accustomed to a certain level of literacy, may find it difficult to realize what a gap the absence of the elementary skills of reading and writing, opens between the individual and the ability to reach his goals in life. This reservoir of untapped mind power is wasting away, crying for aid in the form of teachers and books.

Even in this country there are still large areas where the inhabitants are virtually isolated from society, except for the mailman, and whose only teachers are the infrequent visitors who come and go. Judging from the comments and letters of these people, whenever they receive any communication from the "outside" world, it is an event, and makes life so much more bearable and worthwhile. Such, also are the rewards of the teachers who help bring this knowledge home to the isolated and handicapped. One can even live here in New York and still be isolated from his fellows because of some handicap.

The Correspondence Department of the school, in spite of a lack of teachers, inadequate funds and help, is bringing to these knowledge-starved people all over the world, some of the answers that they are so earnestly seeking. For some reason, the Teachers Training class which equips men and women to handle live classes are well attended, while the classes for the Correspondence Course Instructors are not. Perhaps most of them think that a live audience, where the student is met face to face, and his understanding visibly increases with each passing lesson, where the challenge of personal convincing is real, is more rewarding than the "cold, impersonal" medium of the written page. Those who do teach by mail know differently, however. They know, that though it is harder and more impersonal, nevertheless, in the long run the results are lasting, and the students work harder and seem, on the basis of their letters, more benefited than class students, many of whom do not even read the book, but come to class to be entertained.

I was personally very gratified recently to have one of my advanced students, Mr. Russel Conklin, become Mayor of the town of Great Falls, Montana. Other instructors have had their graduates go on to become vital forces in their communities as well. A George School in Ohio, has just been organized by one of my former students, Mr. Verlin D. Gordon, who has been named director. There have been numerous students of other teachers, among them Mr. Shiller Nicolas who has opened classes in the island of Haiti, and Kenneth Neal who will soon start another branch in Poughkeepsie. We have heard from former students who have become leaders in the civic affairs of their community, many in positions such as Tax Assessor, Controller, Board of Trustee members, etc. and who are in a position to advance the work of the school in practice.



## CARRYING THE CORRESPONDENCE

Recently, foreign courses in Spanish have been started by correspondence, using translations of Progress and Poverty in Spanish. Students from many Central and South American countries and Spain, have been enrolled in the basic course. Besides a large enrollment from the island of Formosa, there are always students writing in from all corners of the world. The success of the Spanish language course is paving the way for courses in all those languages into which Progress and Poverty has been translated. Other good translations of P & P are needed.

In the world ideological race between totalitarianism and the proponents of a free economy, the wide study and understanding of George's teachings are vital, if we are to combat Communism's fervent plea for the minds and loyalties of millions of confused people. At present, those who are fluent in any of the hundreds of the world tongues, can be of great service in the cause of right thinking. Lesson sheets, answers, pamphlets, need translation, correction; and armed with these weapons, we could carry our story to countless numbers, who are waiting for some answer to the problems of the present.

Volunteers, the welcome mat beckons!

by James Murphy

## COVER

The picture is by Robert Clancy, taken from his book of illustrations for Progress & Poverty (42 illustrations, one for nearly every chapter). The book may be obtained from the School at 35¢ a copy. Please make checks payable to the School and mention "Alumni Pages".

### TITLE

A Simple Cure'----- A Great Reform

The Seer a wondrous vision had:

The earth is here for all;

Why should there idle acres be

And men live in a stall?

The sun, the air, the good Lord gave,

And rolling landscapes fair;

These elements created He

For all mankind to share.

.If man has ownership of self, -

Unless this right is vain,

He must have access to the source

That will his life sustain.

Remove the barriers of gain

And END MONOPOLY

Of means unto a livelihood

For all society!

M L R

# SCENE AROUND

LARRY KOBAK

Albert Koch is now working on a German translation of "Progress and Poverty". While Mr. Koch is an accomplished scholar in the German language, his typing is not good. He would welcome the aid of a volunteer typist in preparing his manuscript. Volunteers may contact Mr. Koch in care of this journal.

\* \* \*

February 20th a penthouse meeting of the faculty was held. On the agenda were: "Handling Controversial Subjects Such as Socialism and Communism, the Welfare State, etc." "When Teaching Fundamental Economics;" "What to do About Hecklers;" "Progress of Revision Committee with Teacher's Manual;" and the highlight of the evening, a talk on Japan's economic problems by Charles Joseph Smith with an ensuing question and answer period.

Mr. Smith was one of the first graduates of the School, a student of Oscar Geigar. He was Editor of "Land and Freedom." The fact that he has an extensive background in Georgist Economics and that he spent the last ten years in Japan as: a War Crimes Prosecutor, Legal Advisor to the Japanese Diet and Court System, and was a Superior Court Judge for the United States Civil Administration of Okinawa, especially qualified Mr. Smith to speak on the subject.

An acute observer, Mr. Smith told of how land that is now priceless could be bought shortly after the war for a few eggs. Japanese economic recovery (many believe that it is still not up to prewar standards) is being hampered by large land holdings. The government's ineffectual system of land reform has not prevented the resurgence of powerful landlords.

Outside of land value taxation, the only hope Mr. Smith saw for a healthy Japanese Economy was free trade.

\* \* \*

On February 19th the Alumni of the Henry George School held their monthly meeting. The topic under discussion was: "When Will the Next Depression Come and What Will it be Like?"

The assemblage seemed to be in agreement on the basic cause of depressions, land speculation. However, there was stimulated debate on the proximate causes and whether it will be of an inflationary or deflationary nature.

## HOW I LEARNED-----

Continued from page 7

the Henry George idea. After glancing at it, he told me that he had a very close friend, a student at Columbia, who was greatly interested in social economic problems, and that he would give the leaflet to him and let me know his reaction.

The next time I saw the dentist I was surprised by the information that his friend, Paul Peach, had enrolled as a student in the Henry George School, and was even more amazed later to learn that Paul Peach had become Assistant Director to Mr. Frank Chodorov, and that he courted and married one of the girls at the school!

I was also instrumental in making a convert of Charles Kee, who for a long time was an instructor at the school.

So you see that though I never met or corresponded with Paul Peach personally, yet I was the means of making a convert. To this day I still don't know who Paul Peach is personally. A person never knows what ripples he will create by even haphazardly throwing a stone in a lake, thereby creating ripples which spread further and further.

Well, this ends my spiel, but I only hope that it may give inspiration and ideas to others that may enable them to use the torch of their knowledge of Henry George which they now possess in lighting the torches of other seekers for the truth.

## SCENE AROUND

LARRY KOSAK

We hear from Elaine Wener, that Bill O'Connor, a face seen often at the School, is now sailing from New York to Italy.

Bon Voyage, Bill. We hope to see you soon after your return.

\* \* \*

Dorothy Sara recently returned from Montreal where she lectured from the Henry George School. She got quite a bit of publicity in the Montreal newspapers and, in general, was able to do a good job of "drum beating" for the School.

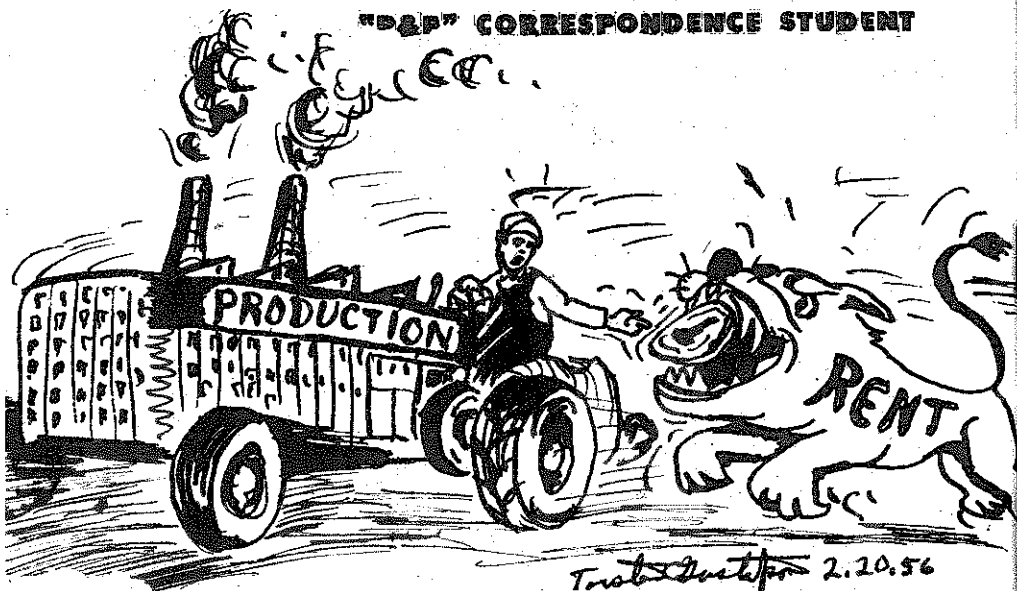
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A fluorescent lamp, perpetuating the memory of the late Bennet Chalis, is now illuminating the portrait of Henry George in the Coffee Shop.

# GEM

From

"D&P" CORRESPONDENCE STUDENT



Oscar Gelger From A SEED WAS SOWN

"Thus our path, if it is to be of service to us-- must be laid in spiritual existence, it must be a spiritual concept. It must be laid out in a continuous, a continuing, and an undivided existence--in a world that is a unit. And its guideposts must be the Natural laws that govern all Creation. Thus, the three basic factors--Law, Unity and Intent--must form the fundamental concepts of a safe, an enduring, and dependable path."

## THE PASSING OF JOHN FREW

It was with a sincere sense of loss that we learned of the death of John Frew a short time ago.

While many of our newer Alumni may not know of him, those of us who have been in the Henry George School for a longer period of time will recall with deep appreciation his quiet presence at many of our meetings, his eloquent speeches in the Public Speaking Class, particularly on Shakespeare and, since he conducted an Art Class at the Henry George School, many a poster did John Frew execute for our dances and other affairs.

Gratefully remembered by those of us who were privileged to know him, we can only say: "Farewell, Mr. Frew, may your artistic talent be put to much greater use in the wider life you have now entered upon".

Vivian Rodney

Old Age Pensioner: I know what it is all right, but I haven't got any.

Working Girl: If a person has lots of money he's wealthy.

Social Service Worker: That sounds sensible at first, but you can't eat money --

Unemployed Father: Who wants to eat it? I want to eat and enjoy the things that money can buy.

Society Girl: But there's some wealth you can't buy, like happiness.

Artist: Is that the kind of wealth we're talking about? -- I thought --

Housewife: No, it isn't; I belong to the P.T.A. and after all it's the new generation, the children, who are the greatest wealth of any nation.

Bookshop Owner: I see that this questionnaire asks if a fish swimming in the ocean is wealth.

Reporter: I'd say not till you catch it.

Old Age Pensioner: But it's still the same kind of fish; if it's wild like a shark, it's still a shark, and if it is little like a goldfish, it stays that way.

Working Girl: I know it sounds foolish to say so, but it seems as if anything gold should be wealth no matter where it is.

Social Service Worker: Well, a fish either in the ocean or out of it, regardless of it's size or color, is still a fish, but when it's caught because a fisherman has added his work to the fish --

Salesman: Don't tell me you call fishing work! Why you can do it lying down on a nice grassy bank, while I have to walk miles through crowded streets to make a single commission.

Working Girl: Then maybe you really earn your money and I am sure I do, waiting on all kinds of fussy customers, but I'll tell you one class of people who don't earn what they get and that's the landlords.

Bookshop Owner: You think landlords don't work? I own the old building where I have my basement bookshop and every day before and after store hours I'm busy making my own repairs.

## IF THEY TOLD US-----

Unemployed Father: Then aren't you acting like a carpenter or a plumber and not just a landlord?

Artist: But union workers charge too much. I don't believe in the closed shop.

Old Age Pensioner: Wait a minute, please. Maybe you don't know it, but before we had unions we had sweatshops; I worked in one like a slave and got sick.

Social Service Worker: Well, so far, our discussion proves only one thing; This enrollment card asks: "Have you any PROBLEMS"- AND WE CERTAINLY HAVE! However, many of them revolve around the same issue; Too little reward for too much effort.

Reporter: And for the same reason; Some of my stories would have made the headlines and been well paid for if nearly all business, even the newspapers, were not controlled by the capitalists.

Society Girl: Probably you'd call my father a capitalist; he's a banker but I'm sure he believes in fair play and freedom of speech and of the press.

Housewife: My husband works for the government; he's in the investigating department and he says people have too much freedom.

Artist: How can that be? Without freedom our country would be as backward as some of the regions in Asia. I love the West and go there every year to paint and enjoy roaming over the prairies and breathing the air of a free land.

Salesman: Free land! There used to be such a thing but where is there any now? That was true only in the days of the pioneers, but no one of us here is a farmer and so what does that matter?

Social Service Worker: I believe Henry George thought it mattered. Even in cities you must live on land and because many people can't get enough of it they must live in slums.

Unemployed Father: I'd say slums exist because there are too many people after the same job and that forces down the wages of the laboring man so that he can't afford to live in a decent place.

Bookshop Owner: That brings up the problem of an industrial age and the "unearned increment" as explained by Karl Marx. I've dipped into his works, and "Progress & Poverty" too, and if Marx is right, then Henry George is wrong - or vice versa.

## IF THEY TOLD US----

Salesman: Did either of them tackle the currency problem and printing press money?

Reporter: I can't answer that, but I know he wrote on "Protection or Free Trade", and listen to this; I picked up a leaflet as I came in the school tonight, and it seems that Henry George was a man after my own heart; He liked to find out things for himself. It says here that at different times he was a clerk, a printer, a sailor, a miner, a reporter, a publisher, an editor, a lecturer, a traveler and an author. He helped to establish a free library, fought against railroad and telegraph monopolies and was twice a candidate for Mayor of New York City. I guess he looked at all sides of an issue before he wrote about it!

Social Service Worker: - What you say reminds me of some verses I once wrote, with apologies to the poet John Saxe: They went something like this:

"Just like the men from Hindoostan  
(who, sad to say, were blind)  
From sense of touch, an elephant  
Were sure they had defined.

Each one by chance, a different part  
Had found within his scope,  
And thought the animal was like  
A spear, or wall, or rope.

A fourth one thought it like a snake,  
A fifth one like a tree,  
The last, the ear, thought like a fan,  
But all were wrong, you see.

And thus too oft mistakes are made,  
With social problems, too;  
To see but parts and not the whole,  
Obscures the rightful view."

Old Age Pensioner: That's true, - but here comes our teacher; we all know a lot of things are wrong; maybe he can help us to see what's right.

\* \* \* \* \*

(NOTE: These men in the poem mistook the tusks for a spear; the sides for a wall; the tail for a rope; the leg for a tree, and the ear for a fan, but not one envisioned an elephant).

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The above play was written by Mrs Mabel Rees for the SAGE Xmas Party in 1954. It was read by Mrs Rose K. Raskind and Miss Neva Bianco.

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