

ALUMNI PAGES

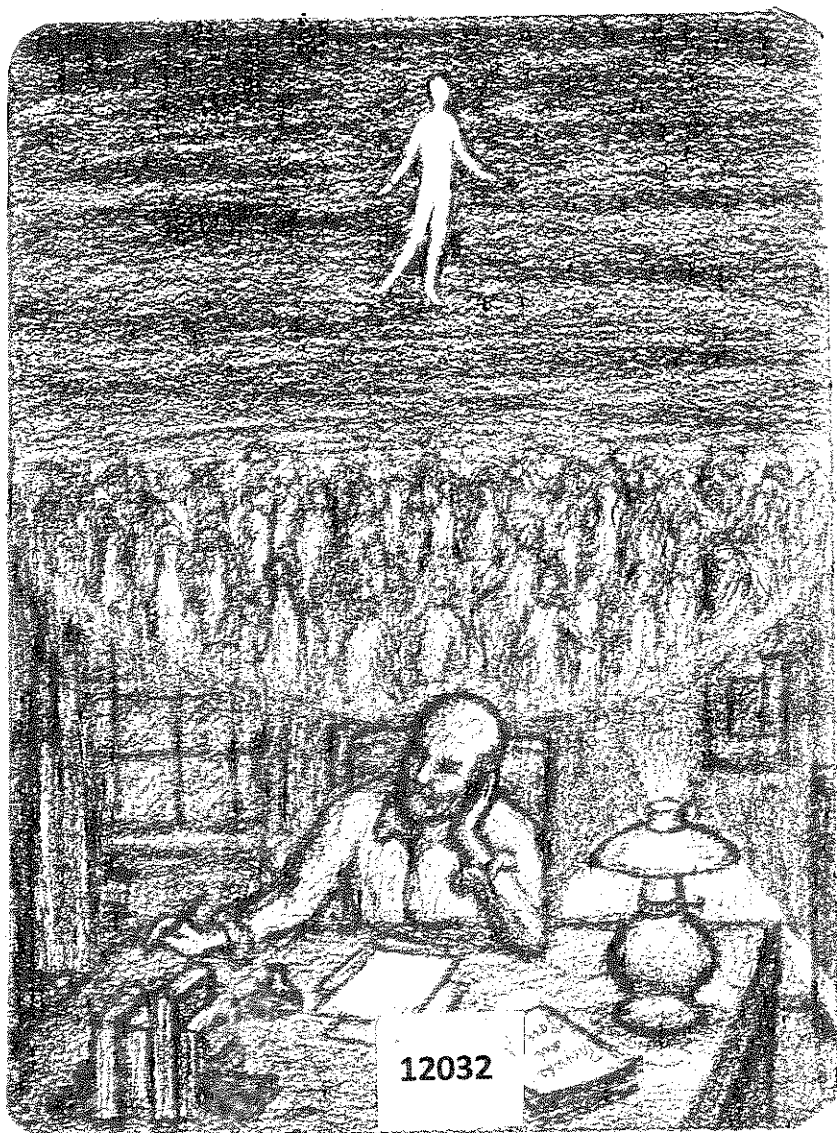
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ALUMNI PAGES

Formerly SAGE'S PAGES

Dear Reader:

I have a little Summer bungalow out on Long Island. It used to be country around there but the City has been extending its tentacles further and further and it now is practically suburban.

The way the development round about has taken place is symptomatic of the land problem at the base of our whole civilization. One can walk or ride past great stretches of vacant land and then encounter patches of housing developments. The houses within a development are all of one mould, looking neither roomy nor sturdy nor pretty, but drab, box-like affairs row on row. The owner (or should we say mortgagor) feels lucky to have moved out of the crowded city, but for an extra hour or half hour commuting time and expense, he has added but little to his living space. Within a development (amidst acres of unappealing land thick with scrubby growth) you will see a sign on the street: "Drive carefully - children at play." Where are the playgrounds?

This is the sort of home you'll get for about \$10,000. For anything approaching an average private home as it was known 50 or 100 years ago, you would have to get up to \$20,000 or \$25,000. In fact, Long Island real estate people are already announcing that there will be no more "low cost" housing on Long Island, and that new homes will begin at \$13,500 or thereabouts.

Builders today are acutely conscious of the high price of land as a deterrent to new construction. That's a big step forward from the attitude that "there's no land question any more." The next step is - find the solution. Georgists, step up!

Sincerely,

Robert Clancy

Director, Henry George School

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EDITORIAL BOARD--Roma Bianco, Chairman; Sumner Bohee, Neva Bianco, Vivian Kiljaen-Rodney, Larry Kobak, Rita Kobak.

STUDENT'S SPEECH

COMPLETION EXERCISES

SUMMER 1956

YOUTH'S IMPORTANCE

When called upon to represent my class on this occasion, I had mingled feelings of pride and regret. The pride stems from human weakness and is I hope, forgivable. I regret that one of my younger classmates is not up here to give you their impressions. And this leads me to the subject of my talk, namely: Youth's importance in the "Remedy of Progress and Poverty".

First, however, let me thank the Directors of the Henry George School for the privilege of attending this course. Second, I wish to express my appreciation to our instructor, Mr. Sullivan, for having made "The Dismal Science" so interesting and so clear. From the comments of my classmates on several occasions, I feel free to say that they join me in these sentiments. But from here on, I speak only for myself.

Granting that Henry George has developed the theory of land tax exclusively to its logical conclusion, what doubt then is left in the student's mind? To my way of thinking it is the problem of implementation rather than of worthiness. Therefore, I would like to explore this angle as much as possible within my allotted time.

Henry George would ride rough-shod over property rights. Altho his argument is well founded, it is an outmoded method of setting things to rights. If this civilization is to survive as Henry George thinks it can, in spite of all the nations which have declined and vanished in the past, disputes between people, classes and governments must be resolved by education and around the conference table. The Henry George School is making an heroic effort along these lines but it must expand on a vastly greater scale. It is not enough to lecture adults alone today. The relative few who study and approve of "Progress and Poverty" feel the futility of bringing its teachings to fruition in the foreseeable future. If it failed to materialize after the Industrial Depression of the '70's, when there were comparatively few land owners and so much unowned and uncultivated land, how much more difficult would it be today.

But there is no reason to despair. My solution is to imbue the minds of the youth who will take over the reins of leadership in government, industry and the professions from us tomorrow. Adults are too busy making a living and too accustomed to the status quo to strive for a change during their lifetime. But the youth who will inherit the earth, they have the time, the energy, and let us hope, the inclination to digest the teachings of Henry George before they become adults. As

they come to power, they can bring their influence to bear, on labor, legislation, learning. Imbued with the logic developed in "Progress and Poverty", they will be ripe for the change when they come of age.

Youth's Importance

I can almost visualize among them those who, having inherited vast properties, will want to turn them over to the community as happened in the case of Ft. Tyron, Virgin Islands, and numerous others. Tremendous impetus would then be given to the cause.

If "Progress and Poverty" has any merit, and I think it has, let it not go by default for another 80 years, or practically four more generations of unenlightened youth. I have reason to believe that youth is not only

willing, but anxious to improve the world of its forebears. Adults today have a golden opportunity to point the way.

In conclusion, let us be resolved to interest youth in the concepts which Henry George so logically developed and which we all subconsciously desire.

Dudley Hillborn

OSCAR GEIGER 1932 YOUTH'S IMPORTANCE

Where, better than in the minds just opening to the realities of life; where, better than at the age still on the threshold of life -- that yet unspoiled age; and where, better than in those who are still preparing for the tasks of living and of doing, can we find the soil that is as ready and as fertile for the seed we have to sow, and where better can we hope for this seed's fruition?

It is the youth of today that is the hope of tomorrow--youth untarnished by misconceptions, unhardened by the knocks, the trials and the disappointments of life; and it is to youth, to intelligent youth, that our appeal must be made if it is to be heard, if it is to be heeded.

The youth of today will be the men and women of tomorrow, the workers, the doers, and the voters of tomorrow, and it is the youth of today that will be the leaders of of to-morrow. Where better, then, than in the minds of youth can we plant the seeds of Truth--the Truth that is to prevail tomorrow; where better than in the hands of youth can we place the torch that is to light the way tomorrow?

---From an address by Oscar Geiger, founder of the Henry George School. If you want to learn more about the man who founded the school--Read, A SEED WAS SOWN, by Robert Clancy, Director of the Henry George School in New York, who was a student of Oscar Geiger. Books available from the school at \$1.00 each.

MAN, THE STATE AND MACHIAVELLI

An analysis of man and the state, and of Machiavelli's, "The Prince", was the subject matter under discussion during the recent summer session conducted by Dr. Harry Baer. In this, as in all of his courses, Dr. Baer presented a well-rounded treatment of the subject - an informative summary of political systems and a provocative analysis of Machiavelli. The following resume' attempts to present an individual viewpoint of the political philosophy as advocated in the famous "Prince".

For three centuries, Machiavelli's political theories remained dissevered from the main currents of political thought. Revival of interest and re-appraisal of his advice to Princes, began in the nineteenth century and continues into the twentieth. During that time his thinking and his theories have passed through periods of excessive praise and blame.

The central political problems of today have to do with the relation of the citizen to the state, the relation of states to each other, and finally, the sources and limits of power of the state.

"The Prince" is, what has been termed a scientific analysis of man and the state, dealing with man's behavior, not as it ought to be, but as it is in reality, and offers advice to leaders of states on what methods should be used to rule successfully.

The methods he suggests were particularly applicable to the conditions in Italy at the time he wrote, and although offered as the views of a detached observer, nevertheless were greatly inspired by his patriotism and his passionate desire for national unity in Italy. Whether the advice he offers to statesmen is applicable generally, and especially to modern times, is one of the controversial questions of the day.

Among the reasons cited for the revival of interest in "The Prince" the rise of nationalism in Germany and other European states was significant. The old theories of hierarchy, tradition, the sovereignty of rulers, and the idea of a fixed, unchanging universe, - all these had been challenged. Germany, especially, with an emphasis on folk-lore, on blood strains, and destiny of races, looked with favor on Machiavelli's brand of nationalism. Hegel, for example, saw a parallel between the nationalistic problems of Germany and those of Italy in Machiavelli's time.

In "The Prince" the concept of the state is sovereign, not as among neighbors or equals, but sovereign in an absolute sense. Sovereign power, thus construed, is independent of God and man, moral law and conscience; its virtues are the principles of security and necessity.

Did Machiavelli succeed in founding a scientific political system? It is true that he used scientific methods; it is his interpretation of data that may be questioned. Machiavelli took a cynical, and an extremist view of human nature. His generalization that men are fickle, ungrateful and

SCENE AROUND

LARRY KOBAK

Torsten Gustafson...

Perhaps you've been wondering about the origin of those clever cartoons printed recently in "Alumni Pages" and the "Henry George News". Well, stop wondering!

The artist is Torsten Gustafson, a twenty-five year old American living in Sweden. I would like to write a book-length biography, but, as I am constantly reminded, this is not the New York Times.

Torsten, originally from North Dakota, was on a visit to Sweden in 1948 when his father died. In order to take care of his mother, Torsten stayed in Sweden. Using the bulk of his spare time for study, he has developed facility in such varied subjects as; economics, engineering and industrial design, general science, philosophy and theology.

Joaquin Garrigues...

I don't like to harp on the distribution of enrollment cards, but, there is a living example of their value now attending the Henry George School... Mr. Joaquin Garrigues. Joaquin is extremely interested in the George Philosophy and in the short space of ten weeks took all three basic courses.

Having arrived in the United States recently, it is just luck that Joaquin happened to be handed a card by someone on the street.

In addition to studying at the Henry George School, he is attending classes at the American Banking Institute. As if that isn't enough, Joaquin, who holds a law degree from the University of Madrid, is gaining first hand information about our economic system as a trainee at the Chase Manhattan Bank.

Carl Shaw...

Carl Shaw, a former Detroit teacher, has just returned from two and a half years in Europe where he served with the 49th Army Band, Salzburg, Austria. Carl also studied music at the Vienna Academy of Music and Dramatic Arts. The New York School has good reason to be thankful for Carl's love of music since it is the reason that he is now in New York

(Continued middle of page 7.)

Man, The State and Machiavelli

deceitful, is no more valid than an opposite view that men are moral, devoted and unselfish. Both generalizations ignore the variable qualities in men, all the way from trusting love to passionate contempt. It is obvious that scientific method cannot control such variable elements in human nature.

The personal point of view offered in this summary is that Machiavelli, as far as a universal application of his philosophy is concerned, has failed to realize that ethics and ideals do have some influence on men's deeds.

Human nature, it may be conceded, has not markedly improved throughout the ages, nor has there been inevitable progress to perfection. It is hardly conceivable that the ideal state can be achieved, but it is sensible to ask the question: Shall the state be a power which dominates the life of its citizens - even in the guise of democratic forms, or shall it not strive to be an instrument through which citizens may work for their common welfare?

Nevertheless, the conception of an ideal state, although unattainable, is of value if recognized as such, and held as a goal toward which men should strive. Such an attitude realizes that perfection in men's characters is impossible to achieve, but attempts at improvement must continually be made.

One final observation is that a cynical democracy, one whose citizens profess one set of beliefs and live another, is doomed to deterioration and eventual dissolution.

By **S.T. Bohee**

SCENE AROUND

(Continued from page 6.)

studying for his M. A. at the Manhattan School of Music. In his spare time, Carl is an indefatigable volunteer worker. He's done just about everything including: label pasting, distributing cards, filing.

Elaine Wener... Who is Elaine Wener's 'Mucho Bello'?

COVER

CONCLUSION - THE PROBLEM OF INDIVIDUAL LIFE

"My task is done. Yet the thought still mounts... Behind the problems of social life lies the problem of individual life."

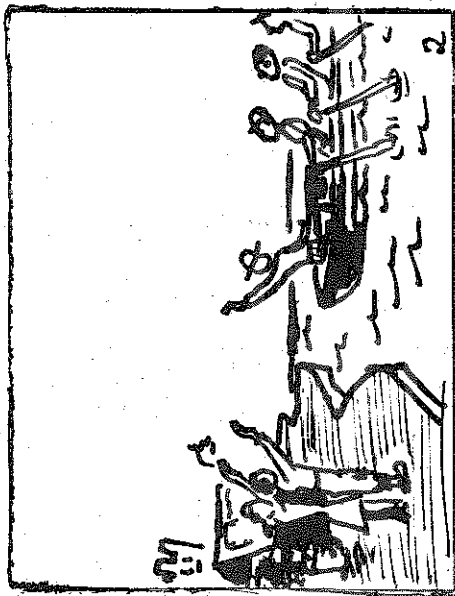
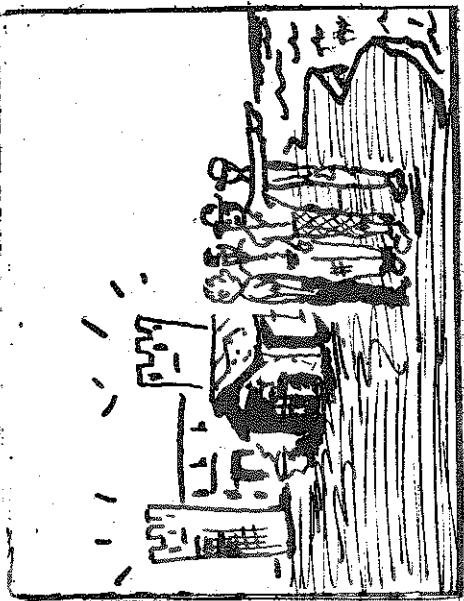
The picture is by Robert Clancy, taken from his book of illustrations for Progress & Poverty (42 illustrations, one for nearly every chapter). The book may be obtained from the School at 35¢ a copy. Please make checks payable to the School and mention "Alumni Pages."

WHAT RENT DOES

BY:

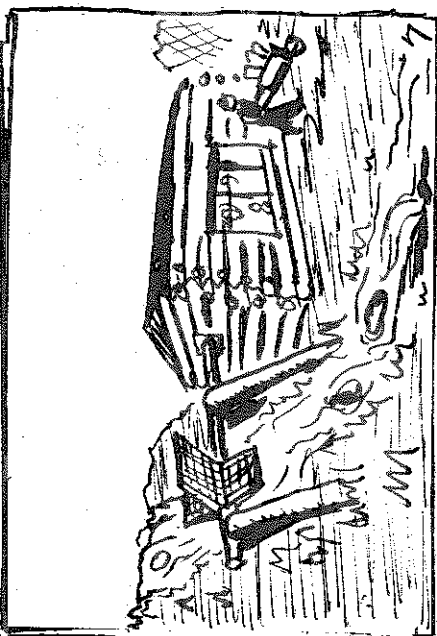
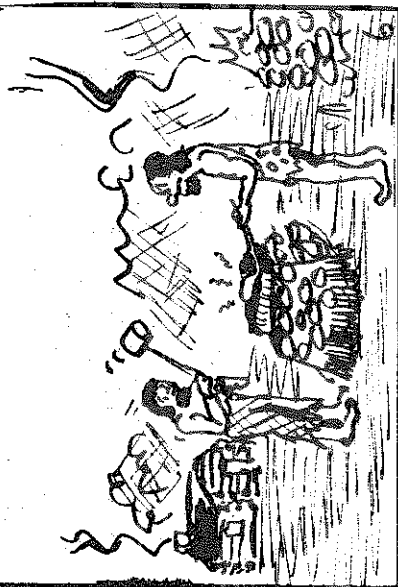
Leslie Robinson

ONCE SOME PERSONS LIVING IN A LAND OF
PLENTY (for the rent takers) DECIDED TO
LEAVE FOR A LONELY ISLAND AND BECOME
SELF-SUPPORTING.



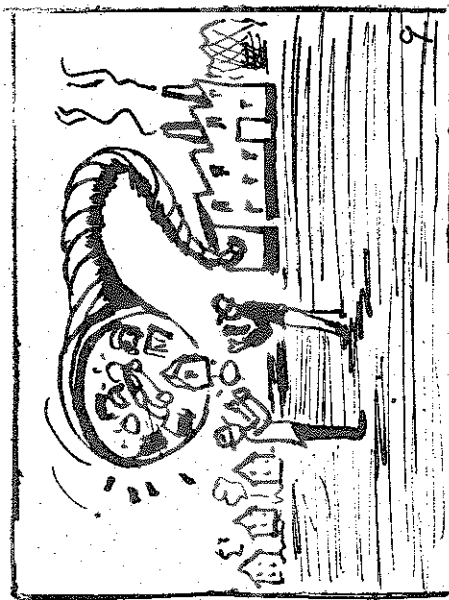
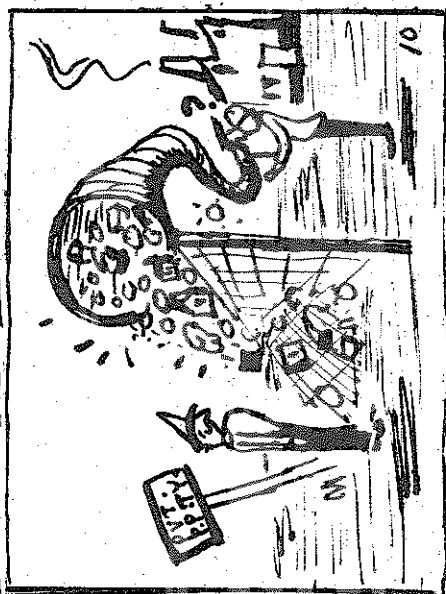
WHEN THEY ARRIVED THEY PROGRESSED RAPIDLY. PLENTY OF HARD WORK BUT THEY BUILT THIS ISLAND UP FROM SCRATCH ADVANCING FROM PRIMITIVE METHODS UNTIL THEY HAD A MODERN PRODUCTION MACHINE. WHATEVER THEY MADE WAS THEIRS AS THERE WAS NO RENT TO TAKE PART OF THEIR RESULTS FROM LABOR, AND LAND WAS FREE FOR ALL.

4



THEY WORKED UP A HIGH STANDARD OF LIVING, WERE BEGINNING TO TAKE IT EASIER, BUT STILL PRODUCTION INCREASED - UNTIL - THE LAND FELL INTO PRIVATE OWNERSHIP. BECAUSE A FEW LAID CLAIM TO THE LAND (BUT DID NOTHING) THEY WERE TO RECEIVE PART OF THE LABOR EARNINGS - THEN THEY WANTED MORE - MORE - MORE - UNTIL - : PRODUCTION SLOWED DOWN, PEOPLE COULD NOT BUY THE RESULTS OF THEIR LABOR, DEPRESSIONS BECAME FREQUENT AND THERE WAS POVERTY & SLUMS AMONG THE RENT TAKERS CASTLES - EXACTLY AS IT WAS IN THE COUNTRY THEY CAME FROM!

8



TO

BENNETT CHALLIS

WITH APOLOGIES TO GILBERT AND SULLIVAN

HE IS THE VERY MODEL OF A MODERN GEORGIST GENERAL
WHO'S DELVED IN ECONOMICS, - BOTH THE NEWEST AND
THE VEN' RABLE.
HE'S HEAD OF CORRESPONDENCE AND CONVERSANT WITH
PHILOSOPHY,
AND WHILE HE'S VERY ERUDITE HE NEVER SHOWS POMPOSITY.
HE'S DEAD OPPOSED TO VIOLENCE BUT MAGNIFIES THE PACIFIST,
HE CHALLENGES THE SOCIALIST AND PICKS FLAWS IN THE
CLASSICIST.
HE PROVES YOU HAVE THE RIGHT TO LIFE AND THAT IT'S
INDISPUTABLE
YOU MUST HAVE ACCESS TO THE LAND TO MAKE EXISTENCE
SUITABLE.
IN MATTERS DIALECTICAL HE GIVES A BRIEF ANALYSIS,
AND MAKES A DIAGNOSIS OF THE BUSINESS WORLD'S
PARALYSIS,
THAT WITHOUT THE GEORGIST PRINCIPLES IS HEADED FOR
DESTRUCTION, -
FOR HE CLEARLY SEES THE CYCLE OF A BOOM AND BUST
ERUPTION!
IN SPITE OF ALL VICISSITUDES HOW LIKE GEORGE IS
BENNETT CHALLIS, -
FOR HE ANSWERS EVERY ARGUMENT AND TRIUMPHS OVER MALICE.
HISTORICAL OR ETHICAL AT LEAST THIS TRUTH IS TENABLE, -
HE IS THE VERY MODEL OF A MODERN GEORGIST GENERAL.

M.L. REES

The above is a little poem written by a sincere Georgist about an ardent Georgist, which has not heretofore been published. Although Mr. Challis has passed on, we feel that the above few words might be a timely reminder of one who devoted himself for a goodly number of years to expounding the Georgist philosophy both in and out of the School. Mr. Challis was a teacher's teacher and those who had the privilege of attending his classes learned well and thoroughly the social-economic principles of Henry George. We thought you might like to share with us this small tribute to a great man.

Vivian Rodney

Your Friends and The School

An alert person who is continually exposed to new ideas, is intellectually curious, and tries to sample the world's knowledge, will be resistant to considering Henry George's ideas.

For a person, among your friends, who is not quite so open-minded as you might like him to be, the best course to take is to imbue him with the enthusiasm that you feel about the school's program. For example, tell him about the interesting people he is sure to meet around the school, the faculty who come from all walks of life, the various and varying activities, such as our 'Friday Nights at Eight', our occasional dances, our cultural attempts. This is a 'back door' method of interesting possible students and contributors to our school, but it is a good and workable method which has been used with some fine benefits. Your conversation or 'salesmanship' will be along social lines and telling of our friendliness at 50 East 69 Street.

Consider those among your friends who are pressed for time, as are those in the professions, the business executives, or business men who are generally receptive to new ideas but need justification for spending time, money and energy to come to our school. What can we do to interest them in George? Of course the most facile answer is the correspondence classes, which are in English, Spanish and French. These are very excellent courses, and the instructors are conscientious and able persons.

In trying to explain to a friend of mine, whose medical practice does not enable him to attend, I tried to get some basic idea, that would not give the solution but would be enough to interest him and his wife, in our work here at the school. I failed in part, but feel that I succeeded in another way. First I stated the problem, the association of poverty with progress, as this must be appreciated subjectively; for only when a keen awareness is felt of this is the battle ground cleared for action. This I did not clearly or succinctly establish.

In indicating another part of the Henry George idea, I told the story of the Savannah, and demonstrated how with growth, there would be an increase in land values. This is only speaking in terms of the status quo, and everyone knows how land appreciates. The question then arose, "To whom should the benefits from this increased valuation belong, if it is a community created entity?" This may seem acute over-simplification to anyone who is conversant with the life and work of Henry George, but to the person who has never considered this

(Continued on bottom page 13.)

Some Of The Ways Of Handling Critics

The art of leading the critic to your cause or way of thinking can be summed up in three steps.

Step 1: HEAR HIM OUT: He expects you to listen to every aspect of his criticism. Also, it may be that you owe him this, in recognition of the compliment he pays you in spending the effort to criticize. In listening to him, you not only let him blow-off dangerous steam but you get a valuable insight on the weaknesses and strength of his position. Soon he runs down, his efforts dissipate and he relaxes to see what you have to say. This of course, applies if his criticism is worth listening to. If he is not that type, that is, if he is not worth listening to (an obvious fanatic or crackpot), do not be tempted to become involved with him at all.

Step 2: REPEAT HIS CRITICISM: without ridicule or sarcasm. Let him know you fully realize his kick. This often makes him minimize it on second thought. In addition, on hearing his criticism from one other than himself, it often doesn't sound so good to the criticizer.

Step 3: CORNER ONE OF HIS MAJOR CRITICISMS BY ITSELF: Ignore his minor criticisms at the beginning, unless you are absolutely certain that you can answer them briefly on the spot, or postpone them verbally. Then get him on his defense behind one major criticism that you are certain you can answer to his satisfaction. After this he is usually less confident about his other criticisms. Make your answers brief.

NEVER treat a serious criticism of your cause lightly. NEVER give lame excuses and elibis. ALWAYS be truthful in admitting you don't know, if you don't. ALWAYS smile during an argument. This is disarming and makes the other fellow confident you are arguing as a friend, or one who appreciates his side. However, the secret of success in this is not to smile alone, without the sincerity behind it. Be sincere first and follow it up with the smile.

These are not the only methods to be used or necessarily the correct ones in all cases. But since Elmer Wheeler has published this past summer an article in THE AMERICAN SALESMAN, on "How to Handle Complaints", from which this has been adapted, we feel that you would like to know how experts in the selling trade handle problems similar to yours.

Norman Casserley

Your Friends and The School

facet of our economic life, it is thought provoking.

Can you think of a better way to interest your friends in the Henry George School?

Paul Hershey

FACULTY MEETING

September 1956

IN PICTURES

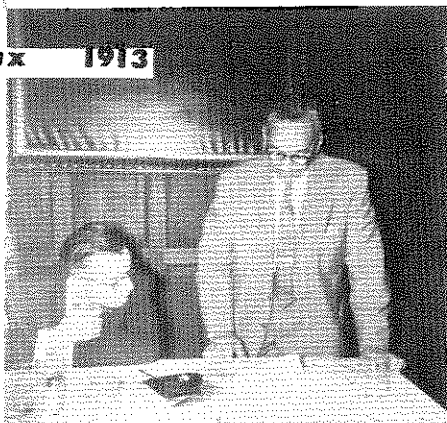


...Wall Street Journal

Mr Lott, Representative of the Educational Service of the Wall Street Journal, tells faculty how colleges use the Journal in the Classroom.

Pittsburgh's Graded Tax 1913

Mr Sumner Bohee, one of our teachers, who has recently visited Pittsburgh, gives the history of the "Graded Tax" law, since it was enacted in 1913.



Pittsburgh's Graded Tax 1956

Mr Stockman, Director, of the H.G. School, in Philadelphia, explains how the "Graded Tax" law is operating, and points out some of the dangers in the law.



Gaining Recruits for an Idea

As communism-socialism has gained acceptance over the years—usually under other names in the Western world—it is often asked: “Why don’t the advocates of freedom use the same mass approach that has been used so effectively by the Communists?” The question implies that the way to win adherents to the cause of freedom is, in effect, to get up on a soapbox and beckon a crowd to gather ‘round.

The following advice, extracted and condensed from a copy of *Recruit*—a handbook of advice on gaining recruits to the Communist party in the United States—shows how mistaken is this notion.

LIST PROSPECTIVE RECRUITS. Take a sheet of paper and write down the names of everyone you know. Start with the people you know best—your relatives, close friends, shopmates, fellow unionists, neighbors. Then search your mind for the names of other people you know and put them down—perhaps a member of an organization, or anyone whom you meet occasionally and can make it your business to meet more often.

LIST FACTS ABOUT EACH. Go over these names carefully. Jot down everything you remember about each one. What is his economic condition? What issues interest him? What does he read? To what organizations does he belong? Are you familiar with any personal or family problems he may have? Could you invite him to your home, to a party or to the movies?

FOCUS ON SPECIAL APPROACH. Every prospective recruit has certain special problems. He requires an individual campaign. Therefore, once your general survey has been made, plan a special approach for each person. Select those phases of the program which would most likely appeal to that particular individual. Convince him in terms of his own experience, his own special interests.

THEN GO TO WORK. Go to these people. Don’t wait until you meet them accidentally. Organize your time so that you can spend several hours every

week with each prospect. Make them your friends! Keep track of each one of them in an organized way and—keep following through!

Talk to them about anything that interests them. Listen more than you talk. Be patient and understanding. Explain and answer their questions calmly, slowly and simply. Talk their own language. Stick to one idea at a time—the one that’s bothering them now. Don’t try to explain everything in ten minutes. And, above all, *know what you are talking about.*

STRESS PATH TO SOCIALISM. Some prospects may already believe in Socialism. These should be easy. Show them that the Party is the only fighter for Socialism in America. Convince them that the most effective way they can fight for Socialism is within the ranks of the Party—not outside of it.

Sure, you’ll get red-baiting arguments. Don’t get angry or excited. Take it easy. In addition to lists of suggested general literature for prospective recruits, special literature is provided for recruiting needs. Use it! This is your final clincher. It will do most of your work for you. Use it discriminately. Select specific literature for specific people.

AND FINALLY. This advice won’t recruit anybody. These are just the tools. Pick them up and go to work. *Remember—every recruit is an individual campaign! You must hand-tailor your approach to the particular person you are trying to recruit.* Keep after it. Don’t get discouraged. Don’t forget, it took you quite a long time, too.

Thus, in recruiting new members to the Communist party, they concentrate on the individual approach. The beliefs, prejudices, and individuality of each prospective recruit are carefully considered. The communist ideas and beliefs are then imparted on a person-to-person basis.

The individualistic approach, with its respect for individuals and their rights, seems educationally sound. But a recruit to communism, once he has been caught in the web, is forced to surrender these same personal rights. This is deception, of course, but it does not bother those who have embraced the code: “The end justifies the means.”

The Libertarian, on the other hand, continues to respect the beliefs and rights of individuals, even after the educational courtship. For him, the end is consistent with the means.

F. A. HARPER
of the Foundation staff

Additional copies: 5 free, then 1¢ each.

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