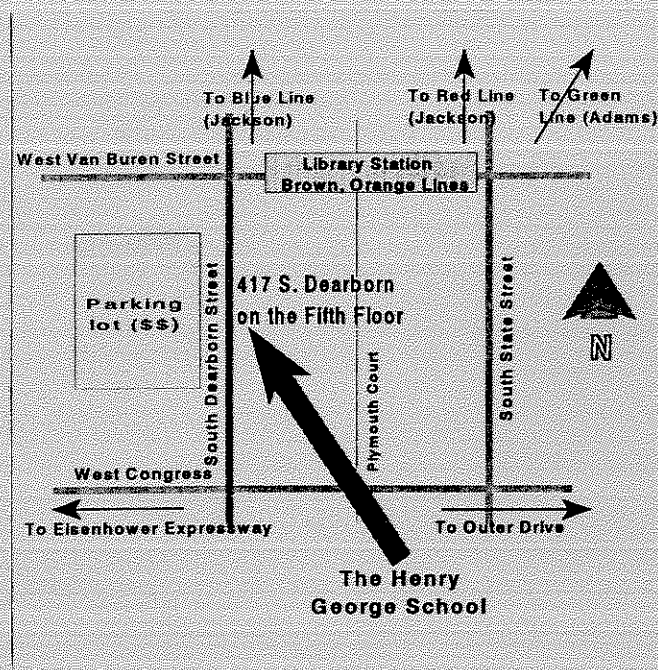


How to get to the Henry George School



The School is in Chicago's south loop district, at 417 South Dearborn, Suite 510. This is close to all rapid transit lines and within walking distance of downtown Metra terminals. Street parking is sometimes available, or use commercial lots in the area. Feel free to phone the School at 312/362-9302 for specific travel information.

HGS

Henry George School of Social Science/Chicago
417 South Dearborn Street #510
Chicago, IL 60605
☎ 312/362-9302

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THE HENRY GEORGE SCHOOL

OF SOCIAL SCIENCE, CHICAGO, ILLINOIS

A not-for-profit adult school of political economy



Who we are

What we teach

HGS

417 South Dearborn St. #510
Chicago, IL 60605
☎ 312/362-9302

Praise for Henry George and His Work

Men like Henry George are rare, unfortunately. One cannot imagine a more beautiful combination of intellectual keenness, artistic form, and fervent love of justice.

— Albert Einstein

Henry George was one of the real prophets of the world; one of the seers of the world.

— Clarence Darrow

People do not argue with the teaching of George, they simply do not know it. He who becomes acquainted with it cannot but agree.

— Leo Tolstoy

George's vision of assuring both freedom and fairness in access to natural resources is particularly appealing today.

— David Hapgood (journalist)

George's blend of radicalism and conservatism can puzzle one, until it is seen as a reconciliation of the two. The system is internally consistent but defies conventional stereotypes.

— Mason Gaffney (Professor of Economics,
University of California, Riverside)

George's insights have wide application to modern problems.

— Kris Feder (Professor of Economics, Bard College)

Reform of our property tax system along the lines advocated by Henry George is a straightforward means for restoring the economic health of our ailing towns and cities.

— James Howard Kunstler (author)

Here in Chicago, the Henry George School offers courses for people wishing a firmer grasp of economic fundamentals and the relationship of land to wealth.

— Neal T. Weintraub (commodity trader)

Purpose and Philosophy

The mission of the Henry George School of Social Science is to make available to everyone an education in the fundamentals of political economy and social philosophy, as expounded in the works of the American economist and social philosopher Henry George.

Widespread understanding of the principles of political economy is a vital first step in solving social problems. We believe that the insights gained through study of Henry George's ideas will help individuals become more effective advocates for community betterment.

The great work of the present for every man, and every organization of men, who would improve social conditions, is the work of education — the propagation of ideas. It is only as it aids this that anything else can avail. And in this work every one who can think may aid — first by forming clear ideas himself, and then by endeavoring to arouse the thought of those with whom he comes in contact.

— Henry George

History of the School

In 1932, the Henry George School of Social Science was founded in New York City by Oscar H. Geiger, a scholar who saw the need for a wider popular understanding of political economy. It was chartered by the Board of Regents of the University of the State of New York.

The first class in Chicago was held in 1934. It was taught by Henry L. T. Tideman, who also trained those who volunteered to teach. Throughout the 1930s and '40s, classes were held in libraries, park field houses, churches, private offices and homes — wherever space was available and a teacher could be supplied.

In 1970, the School incorporated as an independent entity, Henry George School of Social Science, Chicago, Illinois, and classes have been offered continuously since 1987. After occupying north side storefronts for a number of years, it moved to the current location early in 1998.

Comments from Some of Our Recent Students

It forces you to think deeper than you are accustomed to thinking.

— Catherine Pickar, controller

All questions were accepted and thoughtfully answered.

— Tom Ard, high school teacher (retired)

I see things differently now.

— Sigrund Goes, mathematician

I would recommend this course. Excellent teacher.

— Robert A Burton, sales executive.

It gave me insight into the economy and where it's going.

— Yul Kwon, divinity student

It makes you more aware of how things are run — things you really don't see.

— Ricky Leavell, engineering student

The class and the instructors are great!

— John Kuchta, logistician

I like the idea of the round table discussion, and how we thrash out our views.

— Elvena Duffie, real estate broker

It helped me get into the habit of thinking, and not just accepting things.

— Leah Reyes-Ramos, office worker and parent

I found the students and staff to be intelligent, tolerant, and often entertaining.

— Eugene Horcher, social worker (retired)

When I first visited the Henry George School, I came as a libertarian in politics, an agnostic in religion, and an observer in social organizations. Two years later, I have a concern for social justice, an appreciation for the truths of the Hebrew scriptures, and am an active participant in our community. How this came about I cannot fully explain. I can tell you that a transformation did occur and it occurred over a period in which I participated in over 60 classes centered on the writings of Henry George.

— David Hershey, Financial Analyst

Who Should Attend

Enrollment is open to all interested adults. Prior study of economics is not necessary. People of all ages, income levels, and occupations have found study at the School to be rewarding, especially if they are...

- (1) willing to think. Fundamental principles are learned by reason and analysis, not by rote memorization.
- (2) willing to read. Although all the important points are discussed in class, you can participate most effectively if you have read the material. Expect to spend one to four hours each week in preparation for the class discussions.
- (3) concerned about environmental, social, moral, or economic issues, in the neighborhood, nation or world.
- (4) interested in exploring new ways of looking at problems.

Benefits

George's analysis provides a new and useful perspective for understanding the world. Once familiar with it, you'll notice things you never noticed before.

After completing just one course, you will

- better grasp the significance of economic and political events.
- know a method of inquiry which can be used to solve community problems at any scale, from neighborhood to worldwide.
- understand fully the importance in any serious discussion of defining terms.
- understand the moral basis of private property, and the important differences between property made by labor, and property made by law.
- know the differences between taxes on privilege and taxes on production, and the effects of each on the production and distribution of wealth.

Core Program: Principles of Political Economy

Overview

The basic program of the Henry George School is the study of the major works of Henry George. Three courses form the core program.

Each course meets once per week, for six to ten weeks. Classes are small, and are conducted in a "round-table" discussion format. At each session, a structured series of questions is used to review the main points covered in the reading. Students are encouraged to think for themselves — to reason out answers by using the concepts and methods they have learned. The instructor's role is to stimulate thought, not to provide solutions.

Classes typically run 90 minutes.

At the first, introductory, session, the instructor outlines the objectives of the course, and invites students to talk about their specific interests. Books and other lesson materials are distributed. For each subsequent session, there is a reading assignment of less than 100 pages, and a set of questions to focus the discussion.

Even though we may be reading books written in the 19th century, examples from modern life are used to illustrate the continuing validity of the concepts.

Courses are subject to revision and update; the School's published class schedule provides the latest information.

1. *Fundamental Economics*

This course is based on George's classic work **Progress and Poverty**. Published in 1879, this is the all-time best-selling economics book written by an American, and has been described as "a gem of English literature."

The first class session focuses on describing "the problem": Poverty persists and wages remain low, even as the economy advances and productivity improves. As the course proceeds, we define key economic concepts, and use them to evaluate the theories, as popular now as they were in the nineteenth century, as to why poverty remains a widespread problem. We reason out the principles which determine how wealth is distributed, and apply them to show

why scientific, technological, and organizational progress has not eliminated poverty. As the remedy becomes evident, we evaluate it against standards of both justice and effectiveness.

Fundamental Economics is offered in three versions: The standard version is recommended for a complete understanding of the details of George's analysis. The accelerated version covers the most essential ideas, using an abridged version of the text. The relaxed version covers the same material as the accelerated, but at a more leisurely pace. Some people prefer to start with the accelerated or relaxed class, and later read the complete text of **Progress and Poverty**.

2. *Economic Science*

This course is open only to those who have completed *Fundamental Economics*. The text here is George's **The Science of Political Economy**. Using methods similar to those of the previous course, we broaden our scope to address all aspects of political economy, including:

- how civilization extends and increases the limited powers of the individual
- the nature of wealth
- theories of value
- diminishing returns
- the relation of space and time in production
- voluntary and involuntary cooperation
- the nature of trade
- causes of confusion as to property
- money and credit
- functions of land, labor, and capital.

3. *Applied Economics*

This course is open only to those who have completed *Fundamental Economics*. Two of George's shorter works provide the texts. *Protection or Free Trade* discusses protection as public policy, trade and tariffs, money and profits, protection and wages. The

protectionist and free trade arguments are analyzed. Ultimately, the meaning of true free trade is expounded.

Social Problems treats a number of topics, most of which are as debated today as they were in George's time. These include taxation, the individual and society, human rights, immigration, the effects of automation on workers, greed, the proper scope of government, public debts, farm problems and urban stress.

Other Courses

Liberation Theology and Land Reform

The Henry George School is not a religious organization and does not in general offer courses in religion. However, we have found this course, developed by the Henry George Institute, an effective way for those who approach ethics from a Christian viewpoint to understand some of Henry George's fundamental ideas.

Liberation Theology originated among pastors serving poor Latin American communities in the latter half of the 20th century. They saw that, in nation after nation, a tiny minority of the wealthy hold vast areas of fertile land. The connection between this concentration of land-ownership and wretched poverty is absurdly obvious. Concerned that it is blasphemous to care for people's souls while ignoring their needs for food, shelter, and human dignity, they felt that the church must engage in the struggle for justice in this world.

But an effective remedy for injustice depends on a precise understanding of its causes. The search for understanding led back to the Bible—and there, in the ancient economic laws of the Old testament, may be found principles that can be applied today.

Additional courses

Other courses related to economics and political economy may be offered from time to time, depending on interests of the instructors. Courses in recent years have included *The Power in the Land* and *How to Reduce your Property Taxes*.

For a current class schedule, call the School at 312/362-9302.

Additional Services

- The School's newsletter, *the Illinois Georgist*, reports news of the School and provides a Georgist perspective on current events. Articles are written by graduates and friends of the School.
- Speakers on Henry George, and the application of his ideas to housing, economic development, and other issues related to political economy are available to local community and civic organizations.
- A library is maintained for use by students and writers interested in economic and historical topics.
- A series of **Research Notes** provides a Georgist perspective on current public issues.

How Else Can One Learn These Economic Fundamentals?

For most people, courses at the Henry George School are the easiest and most satisfying way to learn the principles of political economy. College courses are usually too concerned with technical matters to consider fundamental issues. There are other options, however:

- Courses can be offered at remote locations, under sponsorship of community or civic groups. Contact the School at 312/362-9302 if you would like to explore this possibility.
- Correspondence courses are available thru the Henry George Institute, via e-mail or postal mail. Contact them at 238 Hadley Mill Rd., Brooks ME 04921, or thru their web site at www.henrygeorge.org.
- You can read Henry George's works on your own. **Progress and Poverty** is in most public libraries, or may be purchased at better bookstores. All of George's books, and many related works, are available from the Robert Schalkenbach Foundation, toll-free at 800-269-9555 or via their web site, www.progress.org/books.

How Much Does it Cost? You Decide!



The Henry George School does not charge tuition or fees. For core courses, all class materials are given to you without charge. When you complete the course, we will ask that you contribute to the School whatever amount you feel is appropriate.

How the School Is Supported

Much of the School's work is done by volunteers. Since the first classes were conducted in Chicago, the graduates themselves have carried on and extended the work of the School. They prepare themselves to teach, give their time to promote the School, recruit students, and contribute financially to help pay the necessary costs.

The School benefits from a small endowment received in 1986, as a bequest from the late Sam Leonard, who had been a student at the School in the 1930s. This was supplemented in 1999 by a major gift in memory of John Arthur Demuth (1848-1923). Additional financial assistance is provided by the Henry George School of Social Science in New York City.

Donations to the School may be tax deductible under IRC 501(c)(3). All standard tax benefits are available, including deduction of the full value of appreciated property, and lifetime income under a charitable gift annuity, or charitable remainder trust.

A copy of the School's annual financial report is available on request.

The Henry George School neither confers degrees nor grants college credits. A certificate of completion is awarded at the end of each course.

Who Was Henry George?

Several biographies and biographical sketches of Henry George are available. The following is extracted from Gaston Haxo's *The Philosophy of Freedom*, published in 1941.

Henry George was born on September 2, 1839, in the city of Philadelphia. He was the second of ten children and the oldest son. Richard George, the father, was a strict churchman, and Henry George's childhood was spent in a religious atmosphere.



Henry George
(1839-1897)

At the age of sixteen he went to sea, shipping on the Hindoo, a sailing vessel bound for Australia and India. Thus began an adventurous and colorful career.

Back in Philadelphia after fourteen months at sea, he gave up a seafaring life and learned to set type. A year and a half later he decided to go West and in May 1858 landed in San Francisco. He remained in California until 1880. Much happened in these twenty-two years, during which his life was a constant struggle against poverty.

First we find him trying his luck at prospecting for gold, but two of these expeditions having failed, he settled down in San Francisco and went to work at his trade of printer. The work of typesetting was very irregular, and George was extremely poor when, in 1861, at the age of twenty-two, he married Annie Fox, an orphan of English-Irish descent, native of Australia, living in San Francisco under the guardianship of two uncles. It was an elopement marriage, and of this union two sons and two daughters were born.

It was about 1865 that George started his career as a writer. Several of his articles appeared in newspapers and magazines. He became in turn reporter, editorial writer and managing editor for a San Francisco newspaper. Unfortunately this success was not monetary; he barely managed to keep the wolf from the door.

Under the circumstances it is not surprising that his thoughts should center upon the problem of widespread poverty with material

progress. Why, he asked himself, should there be so much distress in a land so bountifully blessed, where progress was being made so rapidly? Why did the laborer get so little where labor could produce so much? And one day he stumbled upon the answer.

He sat down to put this in writing and in 1871 published a 48-page pamphlet entitled *Our Land and Land Policy*. However, he felt that the subject deserved a much more comprehensive treatment and he planned to write a book to discuss it thoroughly. Circumstances did not allow him to undertake this task for several years, but in September 1877 he set to work and in March 1879 finished the manuscript of a 600-page book which he entitled **Progress and Poverty**.

Its publication by Appleton in 1880 marked the beginning of George's rapid rise to fame. The obscure printer became a public figure, and the world-wide circulation of the book brought him an international reputation.

Henry George on Political Economy

In the Introduction to **The Science of Political Economy**, George describes his method, and explains why political economy is important to and readily understandable by the average person.

The place I would take is not that of a teacher, who states what is to be believed, but rather that of a guide, who points out what by looking is to be seen. So far from asking the reader blindly to follow me, I would urge him to accept no statement that he himself can doubt, and to adopt no conclusion untested by his own reason.

Of all the sciences, political economy is that which to civilized men of today is of most practical importance. For it is the science which treats of the nature of wealth and the laws of its production and distribution; that is to say, of matters which absorb the larger part of the thought and effort of the vast majority of us — the getting of a living. It includes in

its domain the greater part of those vexed questions which lie at the bottom of our politics and legislation, of our social and governmental theories, and even, in larger measure than may at first be supposed, of our philosophies and religions. It is the science to which must belong the solving of problems that at the close of a century of the greatest material and scientific development the world has yet seen, are in all civilized countries clouding the horizon of the future — the only science that can enable our civilization to escape already threatening catastrophe.

It is especially true today that all large political questions are at bottom economic questions. The organization of political parties, the pride of place and power that they arouse and the strong prejudices they kindle, are always inimical to the search for truth and to the acceptance of truth.

Yet, if political economy be the one science that cannot safely be left to specialists, the one science of which it is needful for all to know something, it is also the science which the ordinary man may most easily study. It requires no tools, no apparatus, no special learning. The phenomena which it investigates need not be sought for in laboratories or libraries; they lie about us, and are constantly thrust upon us. The principles on which it builds are truths of which we are all conscious, and on which in everyday matters we constantly base our reasoning and our actions. And its processes, which consist mainly in analysis, require only care in distinguishing what is essential from what is merely accidental.

In proposing to my readers to go with me in an attempt to work out the main principles of political economy, I am not asking them to think of matters they have never thought of before, but merely to think of them in a careful and systematic way.

Affiliates

The Henry George School of Social Science, Chicago, Illinois, is an independent not-for-profit corporation affiliated with similar schools throughout North America.

CALIFORNIA

Henry George School of Northern California
55 New Montgomery Street; San Francisco, CA 94105
☎ 415/543-4294

Henry George School of Northern California,
Sacramento Extension
811 28th St; Sacramento, CA 95816-4318
☎ 916/448-4062

Henry George School of Los Angeles
Box 655; Tujunga, CA 91042
☎ 818/352-4141

MASSACHUSETTS

Henry George School of New England
114 Ames Street; Sharon, MA 02067
☎ 781/784-1044 or 800-734-7841

NEW YORK

Henry George School of Social Science
121 East 30th Street; New York, NY 10016
☎ 212/889-8020

PENNSYLVANIA

Henry George School of Social Science
413 South 10th Street; Philadelphia, PA 19147
☎ 215/922-4278

CANADA

School of Economic Science
3017 25th Street, SW, Calgary, Alberta T3E1Y2
☎ 403/242-4291

DOMINICAN REPUBLIC

Henry George School of Social Science
Apartado Postal 758, Santo Domingo, Republica Dominicana
☎ 809/565-6725

Dozens of other organizations throughout the world encourage the study and application of Henry George's ideas. For further information contact the Council of Georgist Organizations, P. O. Box 57, Evanston, IL 60204. Many Georgist organizations are on the Internet, and may be accessed through the Chicago School's site at <http://pages.ripco.com/~taxpayer>.

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Note: All officers are also Trustees.

The Henry George School admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the School. It does not discriminate on the basis of race, color, national or ethnic origin in administration of its policies or programs.

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