

J. L. Monroe

March 9, 1942

Mr. John L. Monroe  
Henry George School of Social Science  
64 W. Randolph St. Rm. 600  
Chicago, Ill.

Dear John,

Your circular letter dated February 9 "Will America go Socialistic" is very good. As to the lack of returns from this circular, I should say it is due more to the type of your prospects addressed rather than to the subject matter or the material in your story.

I shall be interested in receiving the subsequent pieces in this campaign and also in following the results you obtain.

I hand you herewith two names I wish you would put on your mailing list.

George V. Runage, Instructor Magazine, 9 Rockefeller Plaza, New York City  
Ace Williams, 161 West 12th St., New York City

George is with the Educator Magazine, Ace is research director in the publicity department of one of the iron and tin manufacturers' associations. They are enthusiastic students and are working on several ideas that promise well. One is to illustrate the course to make it clearer and more indelible. The other plan is one to gain wider publicity for the School. I am sure your material will be a help to them, and I am anxious to have you meet these men.

If you have not already done so, I would suggest you also put Miss Margaret E. Bateman, 30 E. 29th St. New York City, on your list.

Under separate cover I am sending you a copy of the Instructor Magazine.

Greetings,

OKD:js

G.R. DOWN

10128

J. L. Monroe

March 3, 1942

Mr. John L. Monroe  
Henry George School of Social Science  
64 W. Randolph St. Rm 600  
Chicago, Ill.

Dear John,

Your letter of February 23rd reposed undisturbed in my box here at the School, while I was laid up at home with a case of the flu. I regret this delay exceedingly since the idea of an article to the Readers Digest, (at first glance) seems excellent and should have gone to them at the earliest moment.

I presume your idea is to have it signed by some one whose signature would carry weight with the publisher; if so I feel sure we can find a name that is better known and will have more influence. With your permission we will proceed at once with the matter.

The paragraph that we are most interested in is the very one that I fear they will object to most, namely the one starting "As trustee of the Henry George School of Social Science, I invite attention". However I will see what can be done about this, and will report progress as we make any.

Sincerely yours,

OKD:js

O.K. Dorn

J. I. Monroe 1938

Certain criticisms of the work and the policy of the Henry George School of Social Science have recently come to our attention, and since constructive criticism is not only helpful but also most welcome, we shall review the policy and purpose of the School in the light of these criticisms.

Since we are interested in the subject matter of these criticisms rather than in personalities we will arrange the essential subjects in groups and consider them upon their merits rather than with regard to the source of the criticism.

In the first group of subjects let us consider criticisms such as the following: "Does the School propose to teach Henry George regardless of whether he is right or wrong?" "Progress and Poverty was written more than a half century ago. Many changes have since taken place in our economic system that could not have come under Henry George's observations. Would it therefore not be better to consider the works of more recent economists?" In the opinion of some Henry George was wrong on this or that point. They therefore argue that we should correct these alleged mistakes. Others say that Progress and Poverty is not a textbook and that a better book has or should be written for use in the School.

All of these and many similar objections can I think be answered by saying that this School was organized and is maintained for the single purpose of bringing the works of Henry George to the attention of this troubled world.

In doing this we make no claim for the works of Henry George other than that the study of them will prove ~~mentally~~ helpful to any student willing to make an earnest endeavor to find the answer to the great enigma, mainly, the reason for the persistence of poverty in spite of the tremendous increase in productive power.

But they say, do you teach Henry George regardless of whether he has the right answer? This School does not pretend to have a monopoly on truth. In fact it does not even attempt to judge in this respect. What the School

does endeavor to do is to bring to the attention of the students every known factor having a bearing on the subject matter, giving him an opportunity to form his own conclusions.

The Socratic method of classroom procedure, <sup>and the</sup> a free discussion that invariably follows every essential question, gives the students an opportunity to examine and carefully test every point before coming to a conclusion. The ultimate and complete truth may not be within our grasp but it is nevertheless the goal toward which we are striving and in seeking the truth we have found the study of Henry George to be tremendously helpful.

That there is a need for a School specializing in Henry George is amply demonstrated by the phenomenal growth of this infant institution. This need will of course lessen in the future in the ~~same~~ ratio that colleges and universities take on the study of Henry George.

The Henry George School of Social Science is not intended to be just another institution of learning, for there are doubtless enough of such, but is organized for the express purpose of presenting the works of Henry George. It is for this reason that the School adheres strictly to the teachings of Henry George without modification, addition or other changes. And the Board of Trustees feel that the students that come to this School come here to study Henry George and they don't care for the personal opinions of the teacher or anyone else.

For example, if you are to study Karl Marx at Columbia or Harvard you would, I am sure, prefer to study Karl Marx at first hand and not have his "Das Capital" altered or adulterated by the <sup>influence</sup> influence of Engles, Stalin, Trdsky, Norman Thomas, Streitcher or the instructor.

Fear has been expressed by some that certain contributors might influence the policy of the School. Such fears, I am sure, are generated only in the minds of individuals not familiar with the circumstances which are that the policy of the School was established before the School had any money and before there were any contributors. The fact is rather

that contributions are being made to the School because of this well established policy and the assurance that this policy will be maintained. It attracts not only monetary contributions but the even greater contributions of voluntary personal services without which the School could not have grown to its present proportions.

The purpose of the Henry George School of Social Science is to teach the science of political economy, at the same time giving students an opportunity to see the relation of that science to the social and economic problems of the day. As expressed in its charter, the purpose of the School is "to teach fundamental economics and social philosophy."

The writings of Henry George are used as the principal textbooks of the School because the Trustees know of no writer on economic subjects who has made such an exhaustive, fundamental, and logical presentation of the science of political economy as has Henry George, and because no writer is known to have such power to inspire others to think for themselves and "to follow truth wherever it may lead."

The use of Henry George's books as textbooks of the School does not preclude the use of others' works as textbooks either for primary or supplementary courses. But until such works are seen as serving the manifold purposes of Henry George's works, Henry George's books will continue to be used as the basic textbooks of the School.

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