



Rodney McKay Morgan

**HENRY GEORGE SCHOOL
OF SOCIAL SCIENCE**

International Headquarters

50 East 69th St., New York 21, N. Y.
Telephone RHineland 4-8700

Education

FOR
A



11405

EXTENSION CLASSES

CALIFORNIA:—

LOS ANGELES; Wm. B. Truehart, 112 West 9th St.

CONNECTICUT:—

HARTFORD; Nathan Hillman, 75 Pearl Street

ILLINOIS:—

CHICAGO; John Lawrence Monroe, 236 North Clark St.

KENTUCKY:—

LOUISVILLE; Morris J. Rosenthal, 2306 Glenmary Ave.

MASSACHUSETTS:—

BOSTON; Beatrice A. Fricker, 90 Beacon Street

MISSOURI:—

KANSAS CITY; Miss Edna Wing, 215 Argyle Blvd.

ST. LOUIS; William E. Hoeflin, 5845 Devonshire Ave.

NEBRASKA:—

OMAHA; George B. Greene, 2228 Emmet St.

NEW JERSEY:—

NEWARK; Mrs. Margaret Badgley, 1 Clinton Street

WESTFIELD; Mr. Alexis Pestoff, 251 Seneca Place

NEW YORK:—

BATAVIA; Rev. W. Wylie Young, First Presbyterian Church.

HUDSON; Willis A. Snyder, 802 Columbia St.

OREGON:—

COQUILLE; Dr. F. Mulder.

PENNSYLVANIA:—

PHILADELPHIA; Joseph Stockman, 2110 Green Street

PITTSBURGH; Robert C. Bowers, 729 Bakewell Building.

HARRISBURG; Rev. Raymond A. Opitz, Unitarian Church

WASHINGTON:—

SEATTLE; George Dana Linn, 2356 Rosemont Place

CANADA:—

MONTREAL, QUE.; Miss Strehel Walton, 1502 St. Catherine St. W.

HAMILTON, ONT.; Robert Wynne, 80 Victoria Ave. S.

TORONTO, ONT.; Ernest Farmer, Rm. 14, 991 Bay St.

OTTAWA, ONT.; Mr. H. G. Barber, 24 Lisgar St.

AN ADVENTURE IN EDUCATION

THE Henry George School of Social Science was founded as an enterprise in adult education by Oscar H. Geiger, a scholar who believed that the social order is a reflection of the intelligence of its members, and that a wide dissemination of economic knowledge is essential to the good society. It was chartered, temporarily in 1932, permanently five years later, by the Board of Regents of the University of the State of New York.

When Mr. Geiger died in 1934, the work was continued by the 84 graduates of the first year's classes. Voluntary contributions of subsequent graduates, bequests and donations of friends have made possible its continued growth, until the School, so modestly organized, now has a roster of more than 30,000 graduates. Branches have been established throughout the United States and Canada, with the international headquarters at the New York School. Similar organizations exist in England, Australia, and New Zealand.

—Continued on right-hand pages



Clergyman

REV.
W. WYLIE YOUNG

Rev. W. Wylie Young, a graduate of Wooster College and Princeton Seminary, came to recognize the worth of the Henry George philosophy after searching desperately for an answer to the problem of poverty and the cause of industrial depressions. He has been active in teaching the fundamentals of economics to groups in Buffalo, Rochester, and Batavia, New York, where he is pastor of the First Presbyterian Church.

"Despite the common opinion that economics is a complicated affair, it is really very simple. There are right and wrong ways to do everything and Henry George has the right way to abolish poverty and make wars unnecessary."

THAT WE MAY WIN THE PEACE

How shall we put to work the millions of demobilized soldiers and munition workers? Shall we be faced at the war's end with another army—the millions of unemployed? Must we look forward to costly make-work projects and degrading relief?

When democracy prevails in the field of battle will it prevail on the home front? Surely, it would be an empty victory when totalitarianism abroad is destroyed to find that something of the same kind had replaced our American system of free enterprise and individual initiative.

What about the national debt? Taxation? Is printing-press money a way out? Shall we have another catastrophic depression? Will the cost of living soar?

These are some of the questions which we cannot ignore even while our main thought is on the immediate international struggle; nor can we rely upon unsubstantiated opinions. We must have knowledge.

And since all of these questions are basically



MAJOR ESTY

Physician

Dr. Geoffrey W. Esty, born in Brookline, Mass., is a graduate of Harvard College and Harvard Medical School. After serving on the staffs of Children's Hospital in Boston and Fifth Avenue and Babies' Hospitals in New York, he went to Switzerland for post-graduate study. Before entering the U. S. army, Dr. Esty specialized in the practice of pediatrics and was active in the State Department of Health in New Jersey.

Dr. Esty, observing the results of black market operations and inflation in Europe, which are being further aggravated by speculation in land, has said: "I am seeing at first hand a demonstration of the validity of Henry George's economic findings. Some day I'll be back to help in spreading this knowledge."

If war, as many assert, is economic in origin, ought we not to apply ourselves to the study of political economy, in the hope that we might thereby find a way to permanent peace?

THIS IS YOUR PROBLEM

"We get the kind of government we deserve" is a true aphorism only if we understand it to mean that the government is a reflection of our national intelligence.

Politicians cannot give us more than we understand. In fact, should they try to initiate changes for which the public is not prepared such changes would fail.

The principle that motivates the Henry George School is the assumption that every intelligent person is capable of understanding political economy and that when enough people are familiar with these principles there will be an irresistible demand for reforms based on such knowledge. Only through education can any social betterment prevail.

Major William H. Quasha is a graduate of St. John's Law School and New York University. He is co-author of the Revised Minnesota Paper Form Board Test, and a former member of the faculty of New York University and the Henry George School of Social Science. He was admitted to the New York Bar in 1936. Since March, 1942, he has been overseas; he is now on General MacArthur's staff.



Maj. WM. QUASHA

In a recent letter Major Quasha wrote:
"All the observations I have made in other countries have confirmed me in the fundamental principles I learned at the Henry George School."

Lawyer

minimum, and the personal effort of the student is stimulated by the question-and-answer method.

The School's purpose is to train people to think along economic and sociological lines, in the hope that such sound thinking will spread like concentric circles through the body politic. In short, its teaching gives training for social leadership.

A FAMOUS BOOK

THE text for the School's basic course is the world's most widely read book on political economy, *Progress and Poverty*, which may be obtained at the School or from your library. The title itself presents a challenge to thought: why does poverty persist in the face of advancing production? Since *Progress and Poverty* first appeared in 1879, its thesis has been attacked and defended, but never successfully refuted. This brilliant exposition of Henry George's economic philosophy is not only an illumination of what has been called the "dismal science," but is so beautifully written that it is used in the English courses of at least one foreign university as a masterpiece of English prose.

A native of Syria, Mr. Rizk's interest in economics was early aroused by conditions there. Universal poverty was caused, he found, by "the rapacious demands of the tax gatherers and the pashas who owned the land; by lack of modern tools and lack of natural resources." Author of a best-seller, "Syrian Yankee," Mr. Rizk has lectured extensively throughout the United States.



SALOM RIZK

"Of all the great thinkers, I consider Henry George the most original, the most penetrating and daring, the most Christlike the Occident has ever produced. It is worse than useless to try to solve the economic ills of the world, to set up a government, to try to organize an enduring peace, or think one thought about social problems without being familiar with 'Progress and Poverty'."

Writer

THINGS TO REMEMBER

The Henry George School of Social Science is a non-profit, non-sectarian, non-political institution, chartered by the Board of Regents of the University of the State of New York.

It is maintained by the voluntary contributions of friends and graduates.

The Basic Course in Fundamental Economics — ten once-a-week sessions of two hours each, is given without tuition fee or other charge.

Classes are held in many cities.

Every thinking person is an eligible student, regardless of age, previous education, religious or political creed.

Enrollment involves only one obligation: to study.

The activities and programs of all branches of the School are reported each month in the Henry George News. This stimulating paper presents letters and articles interpreting the news of the day. \$1.00 a year by subscription. A request to the School will bring you a sample copy.

of capital set aside for the purpose of paying labor.

Lesson III

Having shown that this theory is not in conformity with fact or logic, Henry George proceeds to destroy another wrong explanation for poverty — namely, that population increases faster than subsistence, that it is the niggardliness of nature that limits the amount of national or individual wealth.

Lesson IV

Now we are ready to study the laws of distribution. Since there does not seem to be any problem of production (man is always able to find new ways of producing wealth) we study the laws which govern the distribution of wealth. We find that there is a common factor that determines the returns to land, labor and capital.

Lesson V

In this lesson we study the effects of material progress on the distribution of wealth. We see how this very increase in the arts of creating

wealth, because of a non-conformance with natural law, brings about a constantly increasing economic maladjustment.

Lesson VI

The expectancy of a further increase in wealth-producing power brings about another phenomenon, speculation. The exact nature of this speculation, and how it affects the distribution of wealth, is analyzed in this lesson. Here we take up the study of the recurring paroxysms of industrial depression and discover their primary cause.

Lesson VII

The problem of the persistence of poverty amid advancing wealth is now solved. The remedy readily suggests itself. Henry George discusses the remedies that are frequently advocated and shows how each is insufficient. He states the true remedy, based upon our carefully conducted inquiry into the laws of distribution.

Lesson VIII

In order that a reform be truly effective, it must

WHAT OUR GRADUATES SAY

DR. MILTON E. HOLMES: I have learned much that will prove of real value to me as a result of having taken this most interesting and instructive course.

JOEL DISHER, proofreader: I feel for the first time in my life that I am prepared to face the duty of citizenship in a democracy.

ROY A. KEECH, author: My reaction to other courses in economics was that the more I read and studied, the more befuddled I became. It seemed to me all theory, giving no real answer to our national economic problems. I have found that answer, however, in the very fine course in Fundamental Economics given by the Henry George School.

DR. GRANVILLE K. FRISBIE: No writer within my knowledge has been as revealing, as compelling, or has as nearly touched those soul-strings from which leaps the spark of life as Henry George. My heartfelt thanks for this boon to knowledge and a better understanding of the natural law.

REV. SAMUEL BLACKER: Your course offered me a splendid opportunity for clearer understanding. It has high educational value for ministers and teachers, and I most earnestly commend it.

GOSTA LARSEN, novelist: If democracy is to remain a functioning concern, no self-respecting, voting citizen can afford to be without the valuable insight into the cause of poverty amidst plenty, given at the Henry George School.

JUDGE JOHN J. SCANLON: It is not often that one can say that he has both learned a great deal and thoroughly enjoyed doing it at the same time, but I can truthfully say that this has been true of my studies at the Henry George School.

ALAN F. FLYNN, school principal: I have enjoyed the course tremendously. I have heartily recommended it to many teachers.

MATHILDE WEILL COHEN, psychologist: I say most sincerely that the courses at the Henry George School constitute the most inspiring and stimulating school experience of my life.

J. WALTER GREEP, editor: The course has given me a new slant on the problem of poverty. Progress and Poverty seems to me distinctly prophetic. Though it was written over fifty years ago, it reads as if it were a contemporary treatise on modern conditions.

RT. REV. MONSIGNOR LUIGI LIGUTTI: The Henry George School is doing a magnificent piece of educational work. When it spreads widely enough and soon enough, it will save our American democracy.