

On the Campus

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New York

No. 4

10 CLASSES TO TRAIN TEACHERS THIS SUMMER

Intensive, 5-week teachers-training classes will be conducted in 10 different locations throughout the city and suburbs this summer to prepare the 100 new teachers which it is planned to add to the staff this fall.

The classes will consider the handling of the opening session and will give special study to definitions, the Laws of Distribution, the ethics of property, the incidence of taxation, and the Law of Human Progress.

A class will also be conducted in the fall, in which teachers may review each week's lesson before teaching it.

Candidates for the classes are being selected on the recommendation of their teachers.

5000th GRADUATE AT 40th COMMENCEMENT

An economist's view of housing, the food crisis, and the threat to world peace featured the School's 40th commencement and Chicago-Rally held in Kimball hall July 2. Discussing these problems were Lewis F. Scott and Raymond M. Stanley, Chicago instructors, and Noah D. Alper, St. Louis extension director of the School.

Hiram B. Loomis, president of the School's board of trustees, presented a complete Henry George library to Robert Coles, who was the 5000th graduate of the basic course. Henry L. T. Tideman spoke on the meaning of freedom. John DeVos was chairman. Jerome Joachim spoke on the 200-class program.

200 Classes Goal for Fall Term; Plan Doubling Budget, Activities

Community-Area Campaigns Under Way

Graduates from 16 community areas in the city and suburbs met in the Bismarck hotel June 24 to warm up for the summer drive for 200 classes in September. After a general session and a meeting by community areas, the group divided into panels for consideration of the four parts of the work.

At the class-promotion table, talking over the job of arranging for the use of libraries, Y.M.C.A.'s, churches, and schools, were Katharine Shade, Elsie Duba, Virginia Meerman, Theodore Anderson, Claire Menninger, Mildred Schwart, Frida Savini, Gilbert Diersen, Arvil Cottrell, Hugh Burdick, and J. T. Shinn. They are adding to their lists the homes and offices of graduates who want classes for their friends.

Reporting the meeting to the neighborhood newspapers was the first job for publicity panel participants William Popp, Alfred Loewenthal, W. V. Cunningham, B. M. Glover, Gertrude Holter, Grace Pacer, B. G. Laake, Guenee Hood, and Marie Skopal. They decided it would be a good idea to counsel with their neighborhood papers on

how best to report news about the School.

Neighborhood graduate meetings in Hyde Park, Woodlawn, and Chicago Lawn were scheduled for Tuesday, July 9, at the graduate activities panel, composed of Arthur Ziervogel, Mrs. John Friedrichs, Richard Olinger, Walter Pond, Neil Booth, Fred Shade, Mrs. Alfred Loewenthal, Gerald Popp, Benjamin Raines, and Lawrence Andrews. Chicago Lawn graduates are also planning a picnic and barbecue at the Palos Park home of Ben Russell.

Members of the finance panel, including Lester Bernd, Mabel Brooks, Robert King, Hugh Burdick, Stephen Cronan, Nils Holter, Clayton Probst, Samuel Gibson, and Jerome Joachim, aim to enlarge their committees and see that the story of the 200-class program is told personally to every graduate in their communities.

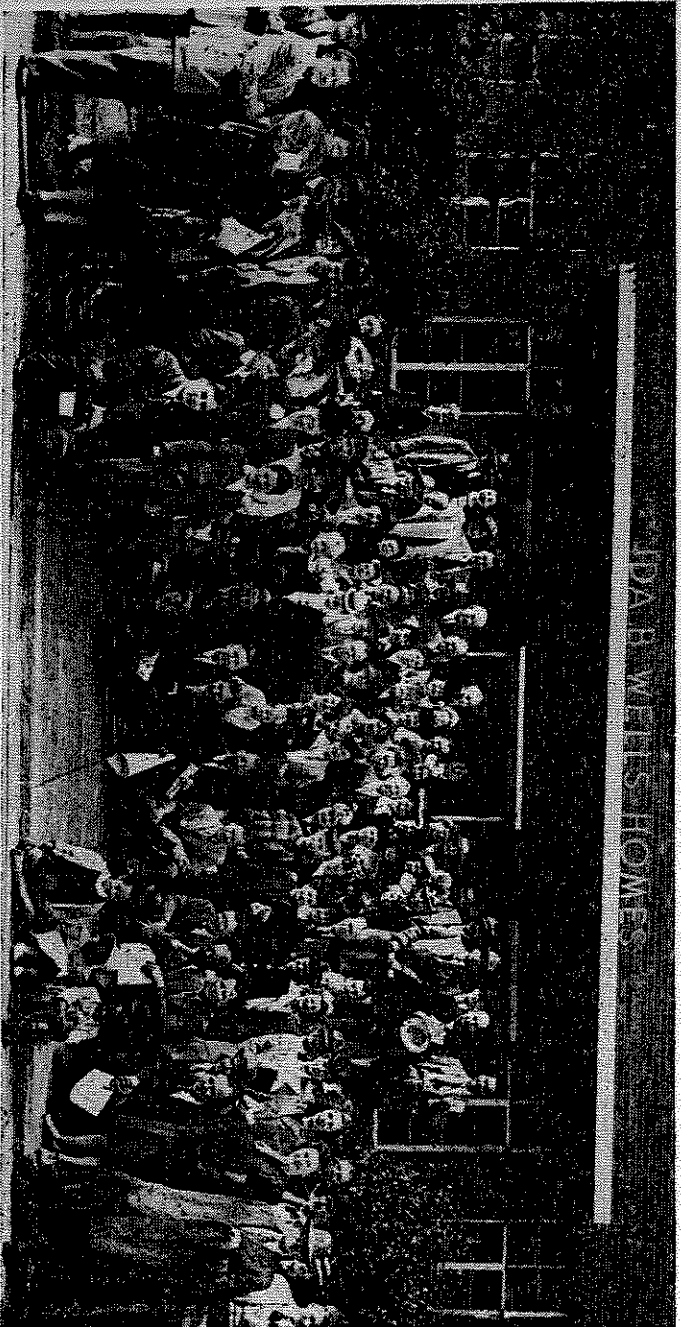
WCFL Giving Radio Series on Henry George

At 9 p.m. every Friday during July, WCFL will present a 15-minute broadcast on Henry George. The feature is being conducted by Rod Holmgren on his regular program time. The series began July 5 with a biography of Henry George and will continue July 12, 19, and 26 with programs based on his writings and speeches.

Mr. Holmgren is America's only

labor commentator who is on the air daily. While a student at Northwestern, he directed the "Northwestern Reviewing Stand" program.

Economists Test Principles on Bus Tour



Bus tourists took a stretch at the Ida B. Wells homes, where they heard "barbers" explain that this spacious project is actually more densely populated than Chicago's most densely

populated square mile, where crowded tenements abound. Guides said, "It isn't the people in a square mile that makes it crowded; it's the way they have to live." All photos by Seymour Rudolph

Packed Conference Plans Summer Work in Neighborhoods

Unhindered by the rail tie-up, Henry George School leaders from coast-to-coast met with Chicago-Land Schoolmen in the packed and spirited sessions of the First Midwest Conference May 25, 26, and 27.

Driving from opposite coasts were Miss Margaret Bateman of New York and Mr. and Mrs. William B. Truehart of Los Angeles; flying from Pittsburgh and from the nation's capital were William N. McNair and Mrs. Gertrude Mackenzie, "hitchhiking" from St. Louis with Chicagoan Lewis Scott was Noah D. Alper.

After running the gamut from teaching methods to books about freedom and from bus tour to theater party, the conferees went to work to plan a doubling of classwork and supporting activities in Chicago during the next school year.

Plan Doubled Budget

In the planning session, led by Edwin Phelps, the Schoolmen divided into panels to talk over the elements of the campaign now under way for 200 classes next fall. In their concluding reports, the panel chairmen outlined the different ways in which interested graduates are now carrying out the four-sided work of class promotion, publicity, School meetings, and finances in the community-area divisions of the School.

The finance panel, led by Jerome Joachim, reviewed the budget of \$45,920 (twice the budget of last year) and in reporting emphasized the dependence of the campaign on raising at least this amount. Individual pledges made at the annual banquet ranged from \$2 to \$50 a month.

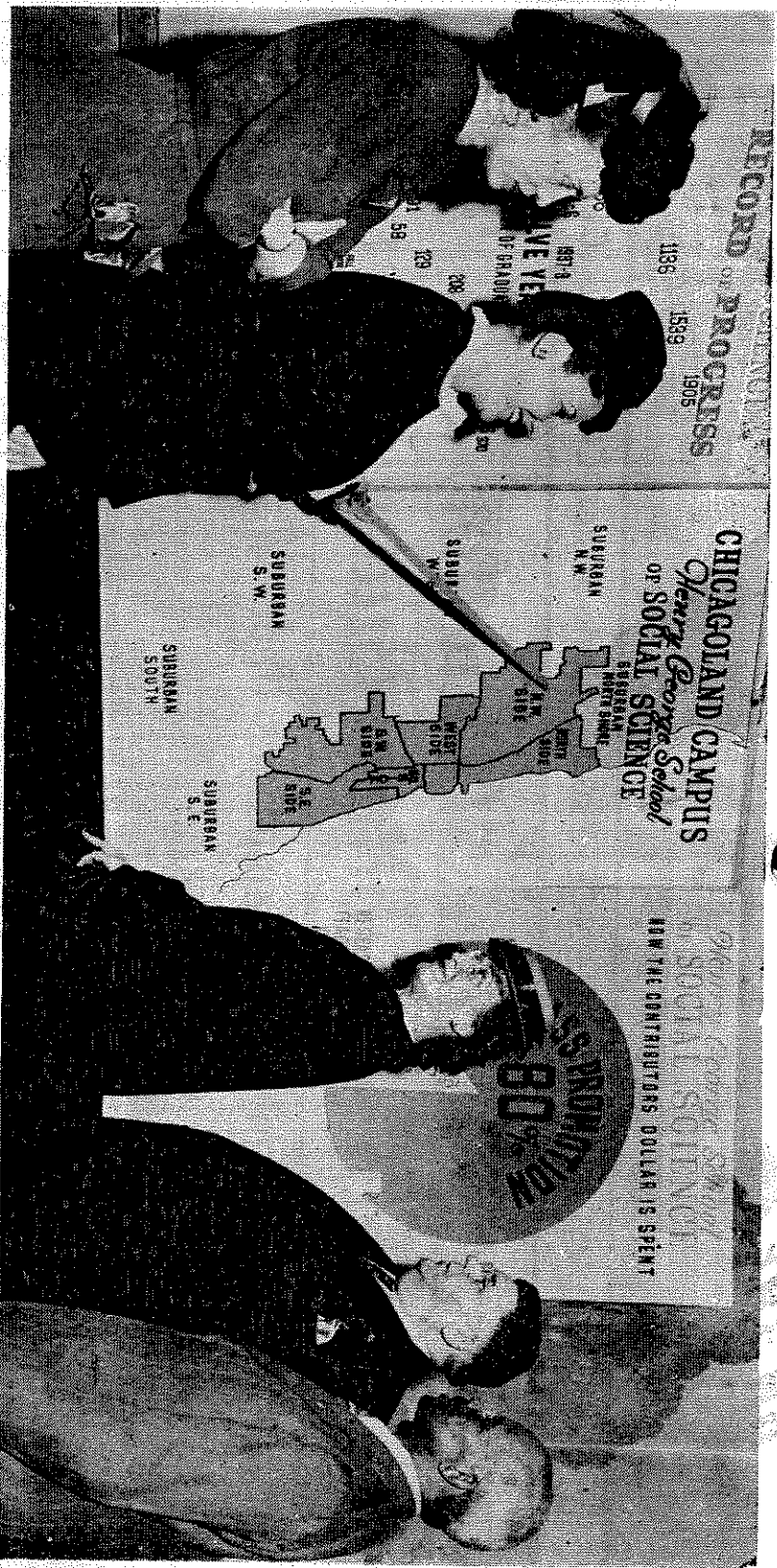
New Tour to Cap Teachers Course

One of the most popular features of the conference was the bus tour. Even with added folding chairs, four buses were insufficient. W. W. Kester, chairman of the research panel, is now bringing up to date and enriching a tour of the city's North Side, which will conclude the intensive teachers training course this summer, to be conducted, as recommended by the teachers panel, in 10 different regions of the city and suburbs.

Plan Slides of Bus Tour

The session on visual methods drew an overflow crowd and showed the potentialities of slides for stimulating interest and discussion. As an outgrowth of that meeting, colored slides illustrating the bus tours are in the plans for the next School year.

Following the rare book exhibit and the panel discussion of current books about freedom, Miss Helen Cartier of New York, one of the panel members, donated to the School her first edition of "Protection or Free Trade," autographed by Henry George.



"Keep on teaching" banquet speaker

THE SCHOOL IN ACTION



Inspiring their efforts are the monumental writings of the economist and social philosopher, Henry George, who saw social problems as the result of restriction rather than freedom, and who sought to rally to the highest ethical principles all who would work for social improvement.

Free Inquiry the Method

Basic method of their work is the round-table class with discussion based on home-study of the modern economic classic, "Progress and Poverty," which has enjoyed a circulation surpassing that of all other economics works. In keeping with the approach of Henry George, who said, "I ask no one . . . to accept my views . . . I ask him to think for himself," the book is used not as a flawless authority but as a stimulus to independent thought.

Student and teacher meet in class on equal footing. Scholars though they are, teachers take the position not of learned authorities who unfold the truth, but of guides who assist students to relate facts they already recognize. Realizing, as did Henry George, that their task is not to inculcate beliefs, but "to follow truth

wherever it may lead," teachers can approach their work fearless of any facts or ideas introduced by their classes.

Free of the artifices of examinations, grades, credits, and degrees, students maintain a healthy independence of mind. So far from being committed to acceptance, they are told that understanding is their only possible reward and are encouraged to accept no ideas untested by their own observation and reasoning. With attendance entirely voluntary, classes are lively, because they are made up of those who are interested in the subject itself.

Wider Fields of Action

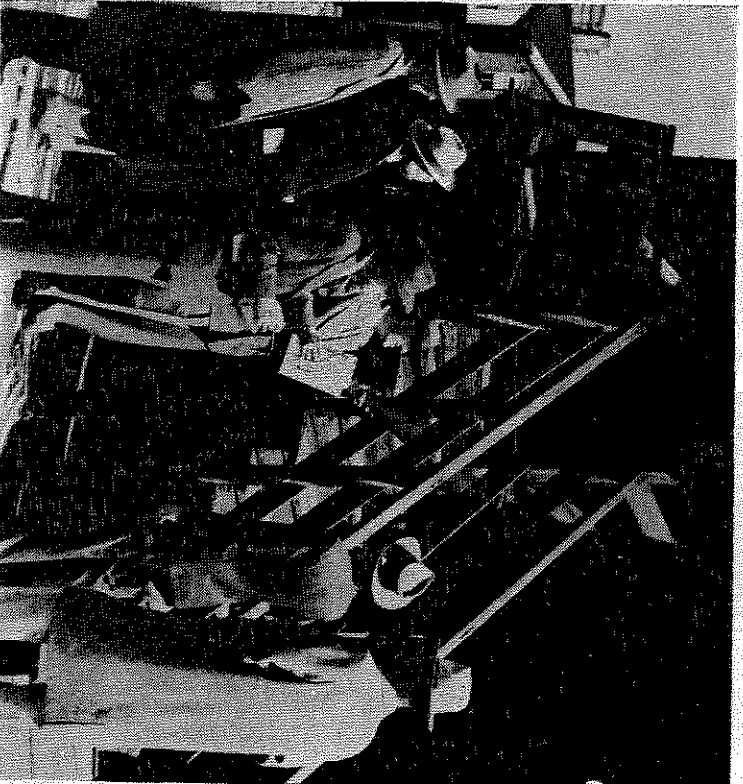
Ever since the School was founded 12 years ago, the classes have been the core and purpose of its work. But



Max Korshakys Wendel,

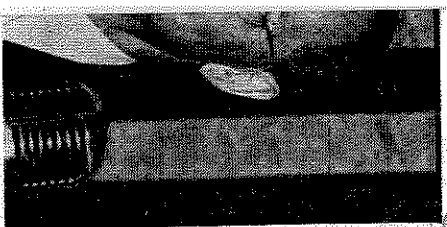


George Strachan, Homer Beach, W. O. Baumann, W. W. Kester, Kenneth Arbogast, and Graetz Bailey study memorial at School site to city's first newspaper.



Kenneth Arbogast (with megaphone) points out one example of "the American standard of living" to fellow guides on practice tour.

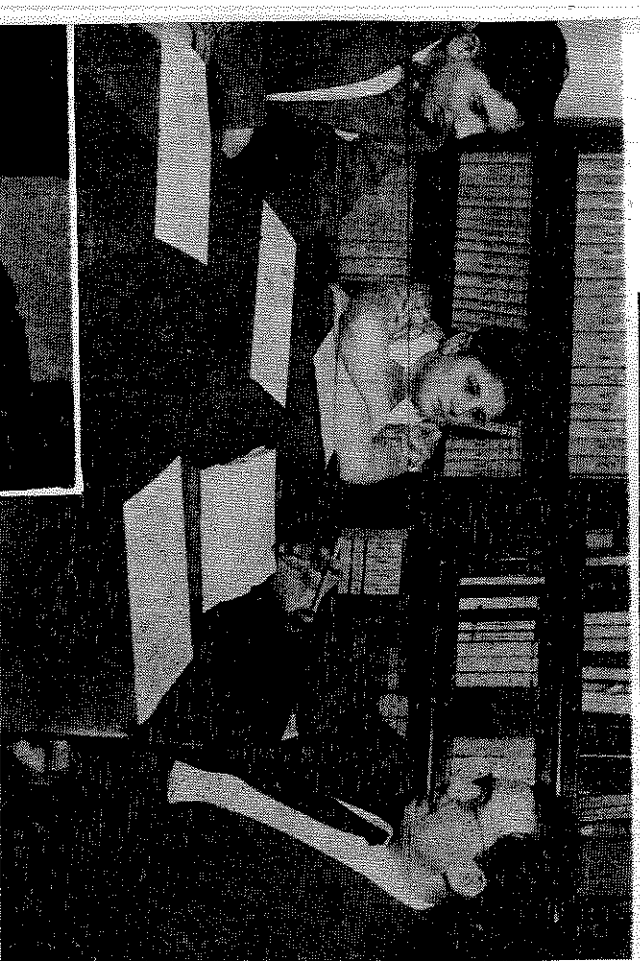
Bus tours limestone



McNair advises annual



Faculty panel Jerome Joachim, James Gules, Lewis Scott, Henry Tideman, W. W. Kester, and John DeVos treat O.P.A. and housing at Commencement.



Younger students Richard Freeman, Lowell Schurman, and Gerald Popp discuss atom bomb with atomic scientist H. W. Ibser, also enrolled.



Edwin Hamilton, and Mrs. Clyde Bassler.

with the total number of graduates doubling every few years, and with the community's interest in the School steadily growing, effective conduct of the classwork has required entering into ever wider fields of action—into bus tours for relating general principles to the economic life of the city, into public town meetings for thrashing out current problems and pointing up the need for their study, into panel discussions and the speeches of thinking men, and into intensive advertising and publicity campaigns, pointing out the need and opportunity for economic education.

Back of the School are the thousands who work in it, teach the classes, and

volunteer their money for its needs. Apart from them the School does not exist. It is but the living expression of their common interests, hopes, and ideals. Sharply conscious of the frightful human costs of social maladjustments, Schoolmen view these costs not as excuses for complaint or denunciation, but as urgent reasons for each individual to take careful thought in the endeavor to discover for himself their cause. Aware of the sterility of ivory-tower study, they seek to carry their inquiries into the daily life and struggle of the community and of the world.

Why free tuition

From all walks of life come these people whose combined efforts make the School—bankers and ball players, janitors and journalists, housewives, mechanics, engineers, teachers—each, however, is aware from his own vantage point of the social problems of our time, and each sees the power of economic education to cope with them.

They bring to the School the most various abilities. Teachers lend their patience, speakers their eloquence, advertising executives their specialized knowledge. The hostess brings her charm, the promoter his drive, the philosopher his powers of analysis. Few are the talents that do not find their place in the varied functions of the School.

So eager are graduates that others should enroll, that their financial support has made possible free tuition. Frequently, students begin the free course by asking, "Where's the catch?"

and end by making monthly contributions to the School and preparing themselves to teach classes.

How to Win

For they see the School as the mechanism for concentrating the greatest force on the point of least resistance to a better social order. That point is the readiness of the great majority of men to make an open-minded study of social phenomena, provided they are asked not to accept but to analyze. The greatest force is the deep and enduring interest, the readiness to toil and sacrifice of those who, having already made such an objective study, recognize that the great social problems of our time arise not from natural laws, but from man's inherent wickedness, but from human laws subject to the control of widespread economic knowledge.



W. Otto Baumann, bus tour "barker," keeps his eye on the land question.



s at the First Midwest Conference climbed out of four buses to see the and limestone were removed, owners of the site would be able to retain surface quarry at 27th and Peoria. W. W. Kester explained that after clay, lime, rights but "sell the hole" to the city at 35 cents a cubic yard for dumping.

ON THE
Campus

* HENRY GEORGE SCHOOL OF SOCIAL SCIENCE *

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On the Centennial of the Corn Law Repeal

One wintry day early in 1839, three determined men, meeting in a little room in an English hotel, were asked by a visiting nobleman what it was that brought them to town. Their reply, that they were out for the total repeal of Britain's tariffs on grain, drew from him an emphatic shake of the head and the prediction, "You will overturn the monarchy as soon as you will accomplish that."

And so it must have seemed, for the Corn Laws, which Richard Cobden and his two friends sought to repeal, had been in effect in one form or another for five centuries, and were strongly backed, not only by the agricultural landlords, whose rents were at stake, but by the agricultural laborers, who felt that the Laws protected their wages.

"There is no use," said Cobden, "in blinking the real difficulties of our task, which is the education of twenty-seven millions of people, an object not to be accomplished except by the cordial assistance of the enlightened and patriotic in all parts of the kingdom."

With the help of others they set to work, using the tools suited to their time and place, and to their message. Outdoor debates, lasting sometimes as long as six hours and attended by upwards of 1000 listeners, were their most spectacular means. As to the spirit in which the repealers spoke, Cobden's biographer Morley wrote, "The speakers for the League told their hearers... they were simply anxious that what was true... should be discovered; and that they gave the gentlemen in the opposite waggon credit for anxiety to do the same thing."

After seven years of labor, just 100 years ago June 26, their movement met success. Was it by electing a majority to Parliament that they finally won? In a letter written two and a half months before the repeal Cobden said, "There are not a hundred men in the Commons or twenty in the Lords, who at heart are anxious for total repeal. They are coerced by the out-of-doors opinion." The landlords admitted defeat immediately upon the disappearance of public support, even though they retained their Parliamentary majority. It was as clear to them as it was to Cobden that the popular mind is a power to which political strength must bow or succumb.

It is not through its creatures in parliaments that privilege maintains itself, but through its hold on men's minds.

Book Corner

THE LIFE OF RICHARD COBDEN. By John Morley

2 vol. 949 pp. London: T. Fisher Unwin, 1905

IN 1804, RICHARD COBDEN began his career uneventfully enough as the fourth of eleven children. His father followed the ancient family calling of farming, but what with war and high taxes he like his neighbors, lost his land, and had to send his children to relatives who were better able to care for them. While still in his teens Richard asked for a cloth printing business which was about to fold up. This small business he built up and enlarged upon until it netted him a small fortune with which he took care of most of his father's family as well as his own.

However, during the seven years he fought the Corn Laws it was eaten away and, inadequately cared for, the business finally failed. Nevertheless, these were the years when his life was lived, his fight was fought, and won. It was one of those fitful gleams of intelligence that won through, albeit temporarily, the vast muck in which humanity has moved and had its being for how long now?

To what end did Cobden give his energy, neglect his business, and forego the pleasure of loved? What bold and magnificent stroke did he hope to make? Only this — *undo the poor man's bread*. And for one of the few times in history success crowned the effort of one who labored for a fundamental.



One is compelled to ask "How did he do it?" With two or three others, he started out simply to tell every-

and the laborer need not go without it. To the last bitter ditch he was opposed by privilege, but when the multitude understood the reason for its hunger the paper camps of the enemy promptly dissolved.

Cobden achieved a revolution, not by bloodshed nor by mandate, but by education. —MARIEN MONROE

Henry George School Holds
1st Class in Houston, Texas

Latest city to take the cue is Houston, Texas, where the first class of a new Henry George School opened June 7 in the Main Public Library. Sponsoring the new School are Fox-hall A. Parker, Lewis Fogle, and Ray Cole. Mr. Cole is a graduate of a San Diego class conducted in 1936 by Mrs. Bessie Beach Truehart.

Campus Monopoly Scotched

On the Campus views with alarm the rapid growth of an upstart competitor, a weekly, hand-lettered and mimeographed newspaper, *The Friday Rag* (it wipes clean), edited by Jane Monroe, who is 12 years old. *The Rag* recently featured a serial entitled "The Button-hole Factory," satirizing the make-work idea. Its news columns report activities at its headquarters, 1650 Nelson Street, curiously enough the home address of School Director John L. Monroe. *The Rag* claims the distinction of being America's only house organ.

Scott Speaks in St. Louis

Lewis F. Scott, who spoke on housing at the commencement in Kimball hall July 2, was the main speaker at the commencement of the Henry George School in St. Louis June 17. His talk was billed as "Law and Disorder."

Woman's Club Elects

Mrs. Goedde President

Mrs. Edward C. Goedde was elected president of the Henry George Woman's club for its 8th year at the Club's annual meeting at School headquarters May 21.

Other club officers elected were: Mrs. Charles Watson, vice president; Mrs. M. E. Slossen, 2nd vice president; Mrs. E. A. Manseau, recording secretary; Mrs. Lucy Wilson, corresponding secretary; Mrs. Emma Hildebrecht, treasurer; Mrs. Thomas Sumner and Mrs. George Tideman, directors.

As the last of its many aids to the School in the 1945-46 year, the Woman's club took an active part in the First Midwest Conference, sponsoring the art show and tea at School headquarters and the theater party at the Goodman theater.

W. D. Lamb, Francis Neilson
Enlarge School Library

Five early editions of books by Henry George and a copy of Ethan Allen's "Washington or the Revolution" have been presented to the School library by W. D. Lamb.

With the compliments of Francis Neilson has come a newly published book, "China a Model for Europe," by Mavretick containing a translation of "Despotism in China" by the Physiocrat Francois Quesnay.

Graduates at Age 11

Lucy Brundrett, who received her certificate from Hiram B. Loomis at the recent commencement, is the all-time youngest graduate of the School. Lucy is 11. She studied with her father and brother in Harold Nicholas class at the Oak Park Dole Library. Other youngsters, all 13 years old, who received certificates were David Helberg and Marilyn Suckow of Victor Cronk's class at the Douglas library, and Phil Friedrichs, who studied with his father in Vernon Cunningham's class at the Blackstone library. Phil's mother has just completed the science of political economy.

As the Dean Sees It

by Henry L. T. Tideman

CHARITY

ACTING ON THE adage that if **A** you want a thing well done, go do it, the busy man had been away from home for a week. Having returned, he asked for the mail that had accumulated. Out-

side of advertising matter there were two personal letters, a couple of public utility bills, and several appeals to his generosity from charities.

"I wonder how many of these lists I am on. They surely pile up when Henry L. T. Tideman your back is turned. Of course, there is the income tax, and gifts are deductible. I wonder what good it does to help? The destruction of the poor is their poverty, that's from the good book, and none of this will help to abolish the need, at least it hasn't since the scribe wrote that saw. Still, I suppose all who can should help."



Beggars Become "Holy"

It is a travelers tale of India, supported in a story by Rudyard Kipling, that many men, making a virtue of necessity, lay aside their normal desires, take up the begging bowl, and go traveling on foot to live on the charity of their neighbors. Out of the conditions which impel men to this type of life is developed a philosophy which makes it a sin to refuse the meager hospitality the beggars ask, and as a next step in the arrangement of concept they become considered "holy" men. Beggary becomes not merely tolerated; it becomes privileged. None may safely refuse them. Such, at least, is the travelers tale. How does it all come about?

The history of India is that of a people held down by land monopoly and ground down by the taxation necessary to support the monopoly. The mill has been running a long time. Now it turns out nabobs and beggars.

Gift to Landlords

But Americans need not cast bricks at India. Poverty here, almost as bad though not as universal as there, disturbs the minds of thoughtful people, and so the appeals for funds to help the unfortunate go out. Who should help? For the charity intended to help the poor what would be more appropriate than that the appeal should be made to beneficiaries of the land monopoly which is the cause of poverty? No others? Well, look at it. Every contribution by others relieves them of an opportunity and a duty, profitably. The donation really becomes a gift to them. Then too, they are as decently sympathetic as others, though often as thoughtless of causes as their unintended victims. Not knowing better things to do, they should have that field to themselves.

Instead of Charity

Those who would abolish the condition which makes for unearned riches at the cost of undeserved poverty, those who would speed the glad day when prosperity will be universal, so that all can care for their own by the heels, they can well leave charity to people having more pity for the unfortunate than appreciation of justice and sympathy for man. They have a great work to do — and it will require all the moral and financial support that can be mustered.