

ON THE Campous

HENRY GEORGE SCHOOL OF SOCIAL SCIENCE, 236 N. Clark Street, Chicago I. CENTRAL 3348

**JOHN Z. PICNIC
IN SKOKIE ON
SUNDAY, AUG. 5**

**Ten Regional Town Meetings
To Herald Fall Term Opening**

Friends of the School will help John Z. White, veteran Henry George leader, celebrate his 91st birthday at a picnic on Sunday, Aug. 5.

The event, sponsored by the Henry George Woman's club, will be at the home of Mr. and Mrs. G. R. Jackson, at Simpson and Keeler, in Skokie.

HOW TO GET THERE

Take Elevated to Howard st. "L" station. Transfer to Skokie line of (Dempster st., Skokie). Those arriving between 1 and 3 o'clock will be met by an improvised Henry George taxi. Those coming after 3 may phone Skokie 2845 for the same service.

Guests are asked to bring their lunches. Coffee, cake, and soft drinks will be on sale.

Children's Photo at 2 o'clock

A group photograph of children present will be taken at 2 o'clock. Mrs. Anna Buennemann, president of the Club, announced.

Among expected out-of-town guests are Harry Gunnison Brown, professor of economics at the University of Missouri, and Gary Richard Colburn, instructor of the School in Long Beach, California.

In one of many birthday letters Mr. White has received, Alexander Greene paid tribute to the "lecturer and teacher to whom I owe so much," as one of the country's five great men: Thoreau, Whitman, Jefferson, Henry George, and John Z. White.

REGISTER NOW FOR SEMINAR OF PROF. BROWN AUG. 3-6

REGISTRATIONS ARE NOW being received at the School for the economics seminar to be conducted by Prof. Harry Gunnison Brown at School headquarters starting Friday, August 3, at 7 p. m., and continuing Saturday evening, August 4, and Monday evening, August 6.

Instructors and graduates are invited to attend without charge. Victor Cronk, chairman of the seminar committee, announced. "Those who meet with Professor Brown will get acquainted with the teaching technique and basic theories of one who has taught economics to literally thousands of students," Mr. Cronk said.

In the economics department of the University of Missouri since 1915, Professor Brown read "Progress and Poverty" in 1899. He began teaching economics at Yale in 1909 when he received his Ph.D.

Mr. Hardinge Gaining

Henry Hutchins Hardinge, eloquent spokesman for the principles of Henry George for more than fifty years, is regaining his strength at the Chicago Osteopathic hospital where he went on July 13 after a month's illness. Mr. and Mrs. Hardinge will celebrate their golden wedding anniversary September 11.

VETERANS ALL!



VETERANS OF WORLD WAR II WISH JOHN Z. WHITE, VETERAN HENRY GEORGE LEADER, A HAPPY 91ST BIRTHDAY. Around John Z., from left to right: Irving J. Strom, graduate of 1941 who was a Navy fire fighter 1942-1944 and is now captain of engine company 11 of the Chicago fire department; W. O. Emmerson Hoover, instructor who served in the Army in 1943; James Gergol, spring term graduate who was discharged as a T/5 in August, 1944, after disabilities incurred during two years in chemical warfare; and Noah D. Alper, organizer of the St. Louis and San Francisco extensions of the Henry George School and veteran of both world wars, who was in Germany with the 66th Infantry division when V-E came. Campus photo

**Public Discussion of Economic Issues
To Boost Enrollment in 100 Classes;
Regional Chairmen Plan Reunions**

"Must We Have Unemployment and Depression?" This will be the topic of 10 regional town meetings to be sponsored by the Henry George School of Social Science in September, according to plans agreed upon by the regional chairmen of the School when they met at School headquarters July 17.

As planned, each town meeting

WAR II VETS VISIT VETERAN MR. WHITE

"If we don't free the economic situation, we'll simply have one war after another."

John Z. White, who was seven years old when the Civil War started in 1861, made this emphatic when he talked to veterans of World War II who visited him at his home in Riverdale on July 11.

"Free economic conditions and we can have peace in very short order," he added.

"When we prevent production of wealth no one gets it. Keep land out of use; keep men out of work. If we do this we'll go on another scrimmage by and by."

Addressed 10,000 Audiences

Mr. White will be 91 on August 8. He was born in central New York state in 1854. He worked as a printer at the case from the time he was 13 until he was 49. He then went on the lecture platform for the Henry George Lecture association. He spoke before some 10,000 audiences from coast to coast in 24 years, retiring when 73. He lives with his cousin, Gordon White, at 13933 S. Wentworth ave., Riverdale.

As he looks things over, these are Mr. White's comments today:

OLD AGE: It sneaked up on me when I wasn't looking.

HITLER: What an awful fool a fool is.

LEADERS: They're going to have their hands full to keep on dodging.

CHESS AND CHECKERS: They've exhausted all the possible moves in checkers. But chess has infinite combinations—like politics.

TOBACCO: They put licorice juice in it—clogs up my pipe.

HUMAN RIGHTS: If anyone asserts his rights he is called a crank.

THE U. S.: The United States deserves a solution of its social difficulties. We've made a lot of progress. There is only one more necessary step and we are right up against it.

Women in Signal Corps To Form Class

Mrs. James Swiskow, spring term student, is organizing a class for the study of fundamental economics among women with whom she works at the U.S. Signal corps.

will feature three influential local speakers with the School providing a fourth speaker and the moderator.

The purpose of the town meetings is to create interest in economic study as part of the School's campaign for students in 100 basic classes to open in the city and suburbs the week of October 1.

Reunions Planned

Plans for reunions of graduates and friends to be held late in August or early September were discussed.

CLASS SPONSORING CHAIRMEN TO MEET AUGUST 15

One hundred sponsoring chairmen, each in charge of the promotion of one of the basic fall classes, will meet in the Bismarck hotel on Wednesday evening, August 15, at 8 o'clock. Class announcements, addressing lists, and posters for store windows will be distributed at the meeting after counseling on plans for the fall enrollment campaign. The class sponsoring chairmen are now being appointed.

Jerome Joachim, publisher of the Berwyn Beacon and southwest suburban chairman, told of a five-class program for Berwyn. A local radio broadcast of part of the Berwyn town meeting is planned.

Mrs. Cecile Cassingham, north shore regional chairman, reported arrangements for eight classes, four of which will meet in Evanston.

To Reach High School Students

Methods for reaching high school students were outlined by Miss Nancy Hill, who graduated from both high school and the Henry George School in the spring.

The regional chairmen are:

- NORTH: Lloyd Shawgo, 143 W. Jarvis ave.—ROG 246.
- NORTHWEST: Robert E. Janson, 5044 Aryle st.—PAL 9642.
- WEST: Miss Audrey L. Little, 5710 W. Race ave.—MAN 2922.
- SOUTHWEST: Haldane K. Brown, 6000 S. Troy st.—GRO 0634.
- VICE-CHAIRMAN: Harry W. Trout, 6404 S. Yale ave.—NOR 4385.
- SOUTHEAST: Robert L. Simons, 1110 Hyde Park Blvd.—BOU 6538.
- SOUTH: Mrs. Gertrude Walker, 6152 S. Evans ave.—AND 9152.
- NORTH SHORE: Mrs. Cecile Cassingham, 829 Foster st.—EVANSTON—Gre. 304.
- NORTHWEST SUBURBAN: William H. Kreicher, 206 W. Russell st., Barrington—B. 34.
- WEST SUBURBAN: John C. Condon, 713 Cuyler ave.—GR. 1372.
- SOUTHWEST SUBURBAN: Jerome Joachim, 3212 St. George ave.—EVANSTON—B. 39.
- SPECIAL LOCAL PROMOTION: Miss Nancy Hill, 264 W. Eastwood ave.—JON 5310.

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The Veteran and Opportunity

The return of the veteran is marked by an uneasy happiness. For him overt hostilities are over. The sun shines on in relaxed silence. And now? If he is not "reabsorbed in industry," the government will help him buy a farm, a grocery, a gas station. Also, a home.

Yet G. I. Joe in a mudhole in X State, with a cultivator in one hand and a mortgage in the other, is not exactly the bright new world pictured by the Saturday Evening Post ads during the war years.

Personal independence is not assured by holding title to a farm, a business, or a home, even if free and clear. A home is only a temporary shelter to the jobless mechanic. The farm becomes a burden even to the experienced farmer, if his market is curtailed. The independent grocery or gas station is a mockery of independence when the customer's bell is heard with desolating infrequency.

Only thriving commerce and industry can bring the wondrous things of the new age and bring to individuals a sense of personal independence. Jobs to choose from, products to choose from: these are the essence of economic freedom.

To fix up each returning veteran with a special opportunity all for himself is beginning at the wrong end of the problem. More to the point is to figure out how to create an atmosphere of opportunity in which the individual can take care of himself. For it is as natural to make a living as it is to breathe.

The Corn Is Green

Something of the spirit of the Henry George School is in "The Corn Is Green." In the movie (your editorial department didn't see Ethel Barrymore in the play) the schoolma'm heroine, Bette Davis, drives through the obstacles of privilege and tradition to teach the three R's—and more, when the student is receptive—to illiterate mining children in Wales where the town is owned by one landlord and boys-go into the mines at the age of 12. A high point of the movie for a School enthusiast is when her favorite student of great promise rejects her proffer of help in learning Greek and going to Oxford, and she goes back to the task of teaching those with less apparent genius. She teaches each individual with faith in his potentialities and faith that "inasmuch as ye have done it unto one of the least of these . . . ye have done it unto me" applies in the field of teaching as in the realm of human relations generally. She rejects the theory of the "educable elite" and gives her all—to all.

Book Corner

PUBLIC AND PRIVATE PROPERTY. By John Z. White.
312 pp. Greenville, Pa.: The Beaver Press, 1935. \$2.00

WE SURVEY THE results of confusion, worse confounded by persons trying to administer the political organization of an alleged democracy by means of the principles used in the direction of feudal systems. Mr. White sees with Lucifere clarity that the lack of discrimination between what is by nature private property and what is by the same token public property, has led to the incorporation of significant precedents into the body of legal records.

Among others, he takes up and explains the famous Dartmouth college case, in which there occurs an error that derives from a misconception of the nature of things. It is a fact that by the nature of its being, a sovereignty can issue grants, charters and other privileges, but these do not partake of the quality of contract. They are in truth, a delegation of sovereign authority, not a division of it. The sovereignty of the people does not consist of that which can be given away in parcels by its administrators. According to the decision of the Supreme Court in this case, this is a possibility and as such can eventually deprive the people, who comprise the sovereignty of a democracy, of their sovereignty and return them to the feudal system, partial escape from which has been so dearly bought.

Obscurity veils the nature of property because no legal distinction is

made between public and private property. Correctly, property is a creation accruing to its creator until he sees fit to part with it to someone else on grounds of common consent. At this point it becomes, as it were, the creation of the someone else and is now his property to do with as he sees fit. The feudal system opposes this principle, holding that the product or creation of an individual belongs to someone other than the creator, by virtue of legal arrangement. This is obviously a contradiction *de rerum natura*. As Cabell has said, "Lies have short legs, but civilization advances upon them."

Like an angel performing an operation with the Sword of Light, Mr. White lays back the folds of the flesh of custom and finds the seat of corruption that causes the undulant fever of civilization manifested in the rise and fall of culture after culture.

—MARIE MONROE

As the Dean Sees It

by Henry L. T. Tideman

JOHN Z.

IT HAPPENED LONG ago, I think in 1900. The automobile was still an inventor's dream. Few people had telephones. In some saloons you could listen to a phonograph by putting a coin in a slot and inserting a pair of hoses into your ears. The movies were matters of scientific demonstration in lecture halls. There were no radios.

It was a bright sunny Sunday afternoon. Mother took me to a meeting of the Single Tax club. Imagine it! Sunday afternoon and an auditorium capable of seating five or six hundred, filled with people who came to find if here were something to learn.

John Z. when Mr. Tideman met him

The notables? There was Father Cox of St. Jarlath's church; Louis F. Post, editor of The Public; and a guest speaker, John S. Crosby from faraway New York. It was an occasion. Mother pointed out a tall thin man. "That is Mr. White."

Oratory? There have been few such occasions. I still remember much of what was said.

Father Cox Pleads for Recognition of Natural Right

Father Cox made a plea for the recognition of natural right. Men were not angels. They were human, with stomachs to fill and backs to clothe and families to house. But with each man came brains and hands to do the work. If his fellowmen did not wish to support him they should not get between him and the land God had furnished for his work.

Mr. Post demonstrated that the natural provision for the support of government was the surplus production that appeared as rent wherever communities grew. The simple way to take advantage of this was to abolish all taxation except on land values, leaving to labor all that prompts to exertion and taking for the community only that which community effort produces.

Crosby spoke for free trade in splendid lucid language. Nobody failed to get his point when he illustrated it with a story—but, for that, paraphrasing Kipling, another time please!

I am Introduced

To John Z. White

The meeting over, mother timidly introduced me to John Z. White. He took my hand, grinned, and said something in a good natured vein. We had become friends.

Some time after that the Single Tax club broke up. That too, is another story. Frederick H. Monroe got together a few supporters, started raising funds and sent John Z. out on a lecture tour. The effort resulted in the formation of the Henry George Lecture association. For thirty years, Mr. White travelled over the United States and Canada, rarely speaking less than once a day.

I had read a pamphlet of his entitled the "Dartmouth College Case Decision," originally published in the St. Louis Mirror. Here was the basis for a book that America needed. Every time I met him I urged him to write that book. I got others to pestle him also. It has been in print, now, some years. Everybody should read "Public and Private Property."



"My present ambition is to find a quiet country spot where I can think and write . . ." writes Lt. Mason Gaffney from somewhere in the Pacific.

We don't know how quiet it was at Sheppard Field, Texas, where Mason wrote his letter to graduates who are in the service, but in the following paragraphs are a few of the thoughts he did write down. At Sheppard Field, Mason and another Chicago graduate, Cpl. Maurice L. Cohen, got official permission to offer the courses of the School in "discussion groups," using books by Henry George as what the Army calls "references."

* * *

PEACE WILL NOT come with the "coming peace," and no one knows it better than you who know the cause of war. As you aspire to peace, you surely plan to carry on at least an avocation in education after the war. After the war? Why wait for the war? Raw genius idles wholesale around you.

Education, unlike politics, can proceed by unorganized individual effort. . . . Teaching is a simple relationship for which organizations are convenient, not essential. A good teacher stands by himself, whatever his situation, and needs no backing save that of his mind behind his words. . .

Study the art of leading discussion. The leader of a discussion group does not lecture. . . . He draws from his group the knowledge, the intelligence already there, and shows the men what can be done with it. Prime yourself with provocative questions, to loosen their tongues and encourage relevant discussion. . . . Follow their thought as they wander, and when they stumble upon the next logical step, ask the question that will make them see its relationship to what has gone before. . . . This method provides . . . an experience you will enjoy. . . .

I have not mentioned what is to many prospective teachers the worst terror of all: that is, their own diffidence. . . . This trait is associated, I believe, with that quietness and humility which . . . many . . . regard as a virtue. But humility is not an absolute virtue. Virtue at times it is, but when wisdom dictates self-assertion, humility is cowardice. Absolute virtue is to use every quality of your nature in the degree your situation demands. . . . We protest the vociferance of those who do not think; I should more vehemently reprove its complement, the reticence of those who do.

* * *

Mason's letter in its entirety is yours for the asking.