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"THE GARGOYLE"

HENRY GEORGE SCHOOL OF NEW JERSEY MAY 1956

EDITORIAL

A letter dated April 6th addressed to Robert D. Allen reads: "I like the idea of the GARGOYLE. I am sure it will create a lot of interest among the people who get it. They are bound to read some of it and they may get an idea they didn't have before. Keep it up and you may be running a column syndicated all over the United States. Maybe the world. I am glad I am on the mailing list."

A few days later we had to remove the name of the sender of the letter from our mailing list. - Mr. Henry F. Badgley.

Mr. Badgley, a member of our Faculty, died on April 8th.

This letter is typical of Henry F. At every opportunity he was writing all over the world when he thought he could help in the program of the Henry George School. He had printed and distributed at his own expense a number of cards, booklets and letters. We have lost a REAL FRIEND.

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A card to Mr. Allen: "Many congradulations on the first issue of "The Gargoyle" It's fun to get out our own ideas on paper, because it's one of the few freedoms left. Wonder how long we'll have it? Good luck!" - Dixie Wood.

Thank you Mrs. Dixie Wood Lowell, Director of HGS, Denver, Colorado.

From HGS Los Angeles: "Please send another copy of April issue of "The Gargoyle" - Mrs. Bessie Mitchell, Secretary.

From San Francisco: "Many thanx for "The Gargoyle". Glad to see "Plan now for July 4-8" Urge all friends to come and help make July 4th "Redeclaration of Independence" in city where both Liberty Bell and Henry George were born" -
J. Ruppert Mason

Thanks, J. Ruppert - see in Phila.

Letter from Bruce Evans, Jr., Fairhope Single Tax Corporation, Fairhope, Alabama. "Our corporation in cooperation with the School of Organic Education is planning a course here using ECONOMICS SIMPLIFIED as text-book, please send materials." Materials sent - good luck Fairhope.

Our congradulations to our good friend Miss Strethel Walton, Director Henry George School Montreal, Canada, upon moving to new and finer quarters at 4270 Dorchester St., West, Montreal. Good luck in your new school and may you outgrow it ere long. You beat us to it but we hope also to be moving soon to 78 Clinton Avenue - a finer location.

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* PRIVATE EDUCATION FOR ALL *
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* Symposium: 1114 Broad Street *
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* 8 P.M. Friday May 11th *
* *
* Speakers: A Private School *
* Representative *
* O.E.Johannsen, Faculty *
* Dean, A.J.Goldfinger *
* - - D O N ' T F O R G E T *
* Bring your Friends - - *
* *
* *

FRIDAY THE THIRTEENTH!!!

Was April 13th (Friday) good or bad luck? I feel you were "out of luck" if you were not among us at the Henry George School that night.

Our panel discussion on "The Farm Problem" couldn't have been timed more perfectly since the President of the United States was expected momentarily to give his decision on the farm bill.

The Panel consisted of Richard G. Ford, Extension Agent, Cooperative Extension Work in Agriculture and Home Economics, State of New Jersey; Mr. R. E. Harman, Agricultural Agent, Essex County, Henry "Gene" Becker, a dairy-farmer and President of the Essex County Board of Agriculture; and Virginia Harvey representing the consumer. John T. Tetley, Director of HGS-NJ acted as Moderator.

Preceeding the discussion, Mr. Ford showed color slides and gave an interesting concise description of the problem, which is primarily one of surplus farm products. It was indicated that while modern machinery and new methods of cultivation have resulted in increasing crop yields, yet in the opinion of the panel it is obvious that the problem is primarily political. The crop surplus is due to the efforts of the government thru various devices to assure profitable income to the farmers.

Questions from the floor indicated that the audience agreed and felt that the sooner the Government ceased interfering with the law of supply and demand, the sooner the whole problem would be over.

One interesting point brought out by Mr. Ford was the fact that the farmers vote on crop restrictions and have votdd to permit the Government to restrict their plantings. This, of course, is a restriction on their freedom. But at the same time they insist on being free to do as they please. When politics enters economics and consistency flies out the window.

Friday the 13th (Continued)

When it was all over we found that farmers, with their problems, had become people in the round, instead of just the word "farmer" in the flat.

On invitation to refreshments and socialability, those present promptly endeavored to consume the overwhelming "surpluses" of food - sandwiches and cake with coffee served upstairs. At this time Dean Goldfinger made a presentation of a gift to Mr. and Mrs. Howard Thomson in whose honor the party was given. He spoke for all of us when he expressed our deep appreciation for the devotion to the development of the school by Howard - "beyond the call of duty", and of our keen regret of their move to Andover, Mass.

THE COUPLE OF THE MONTH

In view of the foregoing, we refer to Alvina and Howard Thomson. Howard comes from the Pacific Northwest, where he graduated from the University of Washington in Seattle. He is on the Technical Staff of Bell Telephone Laboratories.

Both these folks were fortunate to be graduates of Dr. Bowen in 1939. Mr. Thomson has been a leadidng member of our school Faculty for many yeams and was elected to the Board of Trustees in 1951. He became Secretary of that body in 1953.

They, including son Kenneth and daughter Marian, became attached to their recently built home near Murray Hill, which they must now leave. Realizing their absorbed interest in its development, we can well understand their disappointment in having to leave it.

Aside from our common interests in the school, I shall always think of Alvina partially for her beautiful collection of African Violets, and her interest in gardening. Their resourcefulness in building a small lake right in front of their home, even though it was perched on a dogwood covered hillside, was a thing for all to admire. I always meant to ask if they really swam in it, and skated on it, as they had intended. At the time I was there, Howard was even experimenting with growing earthworms in the basement. It may be rather amusingly far fetched, but in my association of ideas, earthworms and the Henry George philosophy have ever since "gone together."

From the above you will correctly assume that all of our enthusiastic good wishes go with the Thomson family. V.H.

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PRIVATE EDUCATION FOR ALL.

Current Events Forum at the School

8 PM Friday June 8th

Present will be resource persons pro and con

You all come - and bring your friends.

"M O N E Y"

The Henry George School of New Jersey for many years has been able to dismiss th subject of Money in the basic course very lightly by saying in effect - money is an aid to the production and distribution of wealth. The primary purpose of the school is to present the principles of the Scienc of Political Economy, that science which treats of the nature of wealth and the law governing its production and distribution.

There are three factors of production Land, Labor and Capital. The product WEAL is divided among the owners of these facto as Rent, Wages and Interest.

Strictly speaking money is not a fact of production and the product is not distributed (in the economic sense) by means of money. It is true that in most instanc the owners of the factors of production receive money in exchange for their share of the product. Further, production inclu exchange and money facilitates exchange.

It does not seem feasible to include a detailed study of the monetary system in the basic course. Therefore we in New Jersey have developed a course in "Money and Credit." Since we have been unable to find any single text-book on the sufjec presenting it in a simple and understandab manner, we have prepared the presentation from many sources and are developing an outline as a guide for discussion.

We begin the course by deciding the purpose of money - to facilitate the exchange of goods and services. Next, taking the three generally accepted functions of money (1) measure of value, (2) medium of exchange, (3) store of value we carefully analyze these functions and fix in our minds the distinctions. We clarify "standard and measure of value" - which in the U. S. is the "Dollar". We find the words "Money" and "Dollar" to be abstract terms with no existence in reality.

It is made clear that physical things currency (coin and paper bills) and checks are media of exchange. Our study recogniz that credit instruments account for the greater part of our money set-up. We examine the role of banks and other financial institutions and the Federal Reserve System. Next our inquiry is directed to prices, the value of money, quantity and velocity of circulation.

Examination of Gold in the monetary system is followed by discussion of money-interest and usury. We discuss Stability, Inflation and Deflation. Then we consider the number of proposals for monetary refor and discuss some of them. Finally the group draws its own conclusions.

This course offers an opportunity to understand how our monetary system operate considers its defects and what might be expected if as nearly perfect a money system as possible could be devised and pu into effect. John T. Tetley

"The Prophet of San Francisco" a n d The "Reduction to Iniquity."

In studying a great social question, it is obviously sound judgment to read both sides of the issue. Many of you, no doubt, have often wished to read some criticisms of the concepts advocated by Henry George.

An excellent opportunity is afforded inthe book, "The Land Question, etc." for in it is the famous passage-at-arms between the Duke of Argyll, the Scottish landlord and Henry George. The Duke published an article in the Nineteenth Century in April 1884, entitled "The Prophet of San Francisco." in which he argues against Henry George's ideas. The answer George made, entitled The "Reduction to Iniquity" is also contained in the book. Both articles are excellent examples of dialetic skill by masters of the art of disputation.

The Duke felt that having the government collect the economic rent fund and placing it in the hands of politicians was the height of folly. "What would be the 'waste and stealages", he says, "of a governing body having at its disposal the whole agricultural and mining wealth of such States as California and Texas, of Illinois and Colorado?" He also makes the surprising statement that "it is a fact that none of us should forget that the moral faculties of man do not as certainly revolt against iniquity as his reasoning faculties do revolt against absurdity."

But Henry George says if it is true that man's moral faculties are not as acute as their intellectual, "why then, may I ask, is the Duke's whole article addressed to the moral faculties?" He goes on to say that "the Duke appeals to moral sense is higher and truer than the intellectural sense; that the moral faculties do more certainly revolt against absurdity".

There are many more arguments and counter arguments which no doubt have occurred to you from time to time. You will find that these two articles can be read in a short time and may help to clear up some points in your own mind.

O.B.J.

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These three short books:

1. THE LAND QUESTION

2. Property in Land

3. The Condition of Labor

Bound in one volume sells for $1.00 Order from N.J. School or Schallenbach.

OR YOU MAY BORROW IT FROM OUR LIBRARY.

Politics - Politics - Politics

Have you noticed that in all the politicking going on these days, how little attention is given to fundamental issues?

The two principal Democratic candidates at present appear to be engaged in a baby-kissing and hand shaking contest. And when it comes to economic issues, they try to vie with one another to see which one can out-promise the other.

Now, as these men are reasonably intelligently constituted, it must be that they are doing this because they believe that is what the people want -- back slapping and handouts. But if this is what the people want, it is, indeed, a sad commentary.

It indicates the necessity for education such as the Henry George School as a means of educting the public on the principal economic problems of the day. If the public is economically literate, the men they put in office will be economically wise.

If you have any friends who you think would be interested in studying our fundamental course, drop us a line giving us their names and addresses. We'll do the rest. You will be doing your little part in helping educate your fellowman, and with right thinking will come right action.

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Friends and former students of Mr. and Mrs. Louis C. Boxill will be interested to learn they left by boat on April 6th for an extended European journey to visit Italy, Switzerland, Austria, Jugoslavia, England andother places. They were students of Jack Tetley in 1941. Thei daughter Mildred will fly over to join her parents in Vienna. Daughter Kathleen and son Edwin with their families are living with their parents in Westfield. Daughter Mary, also a graduate of HGS, Alexis Pestoff, instructor in 1944, is married and has one child. She is living in Atlanta, Ga.

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Readers of "The Gargoyle" please write to us and let us know what is happening to you or others of the school family you know -- things you think would be of interest to others.

The Gargoyle, while ugly itself, wants to be friendly - but it needs your help.

Want to see your name in print? This is your opportunity - OR if you don't want us to use your name, just say so and we will keep it mum.

The Salt of the Earth

Ideas are very much like children -- your own are wonderful!

Daffynitions:

Optimist: A fellow who takes the cold water thrown on his ideas, heats it with enthusiasm, makes steam, and pushes ahead.

Dead reckoning: A monthly budget prepared yesterday.

~~Quotist: A person~~ who is ~~so~~-deep in conversation.

Financial genius: A man who can earn money faster than his wife can spend it.

Squatter: One who takes a lot for granted.

Work: The yeast that raises the dough.

Smile: A thing of immense face value.

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A penny saved is a penny earned, but with inflation going the way it is this day, just what will a penny buy?

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It's getting so an apple a day costs more than keeping the doctor away.

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"I shall now illustrate what I have in mind," said the instructor (not a Henry George School instructor) as he erased the blackboard.

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The way taxes are going, our new Income Tax form will be simplified as follows:

State your total Income ....
Deduct your expenses .....

(=) Balance .....

(=) Send it to the Government.

Epictetus, the Stoic Philosopher, said:

I (God) gave you a portion in our divinity, this faculty of impulse to act and not to act, of will to get and will to avoid, in a word the faculty which can turn impressions to right use.

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I must die. But must I die groaning? I must be imprisoned. But must I whine as well? I must suffer exile. Can any one then hinder me from going with a smile, and a good courage, and at peace?

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To the ~~rational creature~~ that which is against reason is along past bearing; the rational he can always bear.

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Show me that you act in harmony with nature, and I will tell you that you are making progress.

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God brought man into the world to take cognizance of Himself and His Works, and not only to take cognizance but also to interpret them.

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The beginning of education is the analysis of terms.

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Philosophy does not promise to secure to man anything outside himself.

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If God had committed some orphan to your care, would you have neglected him so? Yet He has entrusted your own self to you and He says, "I had none other more trustworthy than you; keep this man for me such as he is born to be, modest, faithful, highminded, undismayed, free from passion and tumult."

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DATES FOR YOU TO REMEMBER

May 11th - Symposium - N.J. School
19th - Annual Dinner N.Y. School
June 8th - C.E. Forum - Newark
July 4 - 8 Philadelphia Conference

Readers of the GARGOYLE - write to us and let us know what is happening with you that would be of interest to others. The Gargoyle, while ugly itself wants to be friendly.

HENRY GEORGE SCHOOL OF NEW JERSEY
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