

The Baroque



"A threat, mouthpiece, about." Opinions expressed herein are those of the writers and not necessarily endorsed by the Henry George School.

HENRY GEORGE SCHOOL OF NEW JERSEY

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TOM PAINE SAID

"Men did not make the earth. It is the value of the improvements only, not THE EARTH ITSELF, THAT IS INDIVIDUALLY PROPERTY. Every proprietor owes to the community a ground rent for the land which he holds." PROGRESS

WATCH FOR IT!

Educational Television stations around the U.S. will run a historic drama series about New York -- with program November 10th to feature the 1886 mayoralty election and will include Henry George.

While it is necessary to understand and explain fallacies, that's less than half the problem. Finding the right is the key to salvation, for the wrong can be displaced only by the right. "It is," as Burke wrote, "not, only our duty to make the right known but to make it prevalent." L. Read

A BIG ORDER TO FILL

Recently the Henry George School of New Jersey received from a former student a request substantially as follows: "Please send me a list of towns or cities that have used Land Value Taxation and the results. Also please send me an assortment of leaflets or pamphlets on Land Value Taxation. Enclose bill for material and I will send check."

While we want to be helpful we have requested our friend to inform us the specific purpose he has in mind so we may be better able to reply.

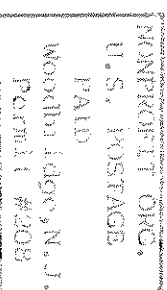
PUBLIC SCHOOLS

"High civilization and scholastic excellence flourished long before the advent of government schooling. The education of Classical Greece was largely private. Government was not responsible for the rise of the great medieval universities. State aid did not ignite the flames of Renaissance genius nor stimulate the scientific revolution of the sixteenth and seventeenth centuries. Plato, Aristotle, Aquinas, Bacon, Newton, Locke, and the great majority of the American Founding Fathers seemed to get by reasonably well without the benefits of government schooling. Even now, none of the seventeen most competitive colleges and universities in the United States are government institutions."

Robert Emmet Moffit - NEW GUARD July/August 1977

HENRY GEORGE SCHOOL OF NEW JERSEY

P.O. BOX #637 Woodbridge, N.J. 07095



ADDRESS CORRECTION REQUESTED

HENRY GEORGE SCHOOL OF NEW JERSEY
55 E. 42ND ST., R. 402 A
NEW YORK, N.Y. 10036

THE GUILD OF ARIADNE

Some of us believe we need an organization to promote Georgism in this country as the Fabians did Socialism in England. They went to Roman history for the name of their organization. We have gone to Greek mythology for ours.

In Greek myth, the minotaur--half man, half bull--lived in the center of a labyrinth from which no one ever found his way out.

When Theseus entered the labyrinth Ariadne (Ad-re-odd-nee), gave him a ball of golden thread, keeping one end in her hand. After slaying the minotaur, Theseus was able to find his way back by rewinding the thread.

In the twentieth century myth, the minotaur lives in the center of a labyrinth of economic theories.

The Guild of Ariadne offers to contemporary men and women the modern thread of Ariadne, which enables those who follow it to find their way out of the labyrinth, and leads them to an understanding of the good society.

The Guild of Ariadne is an organization to share with millions of our fellow citizens an understanding and appreciation of the good society as expounded by Henry George.

Mailings of George's books, and those of other and current Georgists, will go to syndicated news columnists, TV and radio commentators, authors, journalists, writers, and other opinion makers whose audiences are interested in current events and social problems.

The Guild sends the following to these influential people:

Incentive Taxation by Steven Cord
The Analyst, Henry George School, S.F.
Green Revolution - Sept. 1977 issue
PROGRESS & POVERTY

Politics of Land, The Nader Report,
R.D.Fellmeth

The Conspiracy Against Homeowners
and Tenants - W.W. Newcomb

The Guild of Ariadne has an open membership, with no initiation fee and no dues. Members are expected to contribute to finance the mailings to columnists, commentators, and other opinion makers. Write for information and apply for membership to Morgan Harris, 3959 Shedd Terrace, Culver City, Cal. 90230

NOTE

Anyone interested in further persuading the "Proposed Statute," submitted by George Tideman (see next column) may communicate with him at: Box 102, Antioch, Ill. 60002

Dr. Tideman would be pleased to hear from you.

BEST WISHES TO THE KLEINERS

Mr. and Mrs. Arnold Kleiner, for a number of years resided at Califon, N.J., and have of recent years, been spending the winters in Florida. They have now decided to take up permanent residence in the south.

Arnold is a Trustee Emeritus of the Henry George School of New Jersey and has become much interested in writing and reciting poetry. Three volumes of his poems have been published and a recording of some of his poems has been made. In bidding him adieu the following little poem seems to be appropriate:

If with pleasure you are viewing
Any work a man is doing.

If you like him, or you love him
Let him know it.

Don't withhold your approbation

'Till the Parson makes oration
And he lies with snowy lillies
o're his head

For no matter how you shout it

He won't really care about it

For he cannot read his tombstone

When he's dead.

Arnold - and Lillian, we love you both. We shall miss you. May you enjoy much happiness in Miami.

PROPOSED STATUTE

George Tideman, Antioch, Ill. is circulating the following proposal:

EARNED REVENUE FOR THE UNITED STATES
OF AMERICA TO REPLACE THE TYRANNICAL
INCOME TAX BY COLLECTING THE PUBLIC'S
ECONOMIC RENT.

The Bureau of Land Management of The Department of the Interior shall keep Records on File of all Legal Land-Holdings with a carefully estimated Total Value of each Site or Land-Holding and a carefully estimated Annual Economic-Ground-Rent Value of each Site or Land-Holding.

Guided by these Records of Annual Economic-Ground-Rent, The Department of The Interior shall proceed, as of October 15, 1979 to collect One-Fourth (25%) of the Annual Economic-Ground-Rent of All Legal Land-Holdings. Shorter intervals may be used. After two years collecting One-Fourth (25%) of the Annual Economic-Ground-Rent, The Department of The Interior shall begin, October 15, 1981, to collect One-Half (50%) of the Annual Economic-Ground-Rent.

As this revenue becomes sufficient for The Government of The United States of America, the Income Tax shall be discontinued and Repealed.

It is to be observed that by collecting part of the Economic-Ground-Rent is and always has been collected by Land-Holders, who relish it as a Special Privilege.

HOW DO WE EDUCATE?

Many followers of Henry George are disappointed with the slow progress his philosophy seems to be making. They wonder why so much time and effort is spent on the Henry George Schools attempting to educate the so-called common man, the housewife, "the little man". In their opinion, increasing efforts should be made along political lines, bringing pressure to bear on politicians to adopt some variation of site value taxation. This usually means a gradual shift, decreasing the taxation on improvements and increasing the taxation on the value of the land.

To begin with, the principal purpose of education in the view of many is to change public opinion from a tyrannical viewpoint to one predicated on free principles. It may be surprising to be told that public opinion tends to be tyrannical, but unfortunately such is the case. Public opinion tends to be biased one way or the other and usually with considerable vehemence, although not ordinarily displayed. That is why the practical politician tries to learn what most people are thinking and then rushes to the head of the crowd as their leader, all the time watching which way the crowd may be turning. In wartime the tyrannical nature of public opinion may come to the surface, sometimes in ludicrous ways, but only too often in a tragic manner. Because we were at war with Germany in WW I, no one dared to sell sauerkraut. Instead, they sold "liberty cabbage". Those of German extraction were viewed with suspicion and hardly dared voice their opinions on any subject. In WW II, the Japanese-Americans even though they were citizens were treated as enemies. In California, they were uprooted from their homes and farms, and placed in concentration camps for the duration of the war.

So, the sad fact is that public opinion tends to be tyrannical, and one of the main objects of all education is to try to inculcate tolerance and a belief in the principles of freedom. Since Georgism is the philosophy of freedom, par excellence, it is only natural that Georgists should educate and since memories are short, and new generations are always arising, education is a continuing process.

But it is not merely to develop public opinion favoring freedom that education is necessary. It has its practical elements. To the greatest extent possible, those who are considered opinion-makers, as editors, journalists, writers, educators, ministers, and civic-minded individuals are people Georgists should attempt to educate. But it is equally, if not

more important, to educate the so-called massman. He is the individual presumed to be too dull, too indifferent to do much of his own thinking, and too often willing to take the opinions of others. Whether or not it is true that the massman is quite as simple-minded and dull as the so-called intellectuals, whether of the left or right, believe, is a question. But he does have views however he may have obtained them. Even the opinion-molders have to take them into consideration when they attempt to change opinion. That is why editorials are often couched so carefully. Most newspapers were in favor of the landing of the needle-nosed Concorde SST at Kennedy Airport. However, public-opinion, particularly by people in the airport area were violently opposed. For this reason the editorials were models of the art of gently nugging people along a different path.

If there is such a person, as a massman, he may be considered to be the ground into which the seeds of change are to be planted. The opinion-molders are the seeds, but the ground must be well fertilized if the seeds are to sprout. This fertilization is the education which the homemaker, the retired plumber, the young and the old receive. If the ground is barren, no matter how fine the seeds may be, the product, if there is even one, will be sad indeed.

But education on the part of the Georgists of Henry George's philosophy is particularly important for it may well be that site value taxation will gradually be adopted. The devastated areas in cities as the South Bronx in New York is bringing about a recognition that untaxing of improvements is a must if serious attempts to rebuild those areas are to be made. Increasingly variations of site value taxation are being urged by people with little or no knowledge of PROGRESS AND POVERTY. They're just using their common sense.

But therein lies the danger, and constitutes one of the most important reasons for increased educational efforts on the part of Georgists. The danger is that George's philosophy will be equated with site value taxation, as tho it were that and nothing more.

But this whole venture by George into the area of taxation was merely an expedient.

Wome, including this writer, believe it was a cardinal error. It tended to divert attention from his philosophy to tax reform. It probably would been better to have let others suggest site value taxation as an expedient to that George's philosophy was not so intimately tied up with it.

George was not interested in advocating a better means of raising taxes. He was interested in teaching people how to be free, how to bring about the condition where involuntary poverty would not exist. Possibly he built a philosophy better than even he realized for his philosophy is one which delimits the conditions necessary for each individual to be able freely to utilize his capacities to the fullest so as to make his life a memorable and enjoyable one.

So education is and must always be the principal means of spreading the Georgist philosophy.

OSCAR B. JOHANNSEN

SENSE & NONSENSE

Have you heard the modern version of the famous fable of the little red hen and her friends? It goes like this.

A little red hen, while busy looking for food, found some grains of wheat. She turned to her friends and said, "Look, isn't this grand. I have these grains of wheat. If we plant them, we will all have some bread to eat. Who will help me plant them?" The duck, pig, goose and cow all replied, "Not I." "Then, I will" said the hen, and she did.

When the wheat had ripened and was swaying in the breeze, the hen said, "Who will help me gather in the wheat?" "Not I", said the duck, "I'd lose my unemployment compensation". "Not I", said the cow, "I can't do any work which is not strictly in my field". "Not I", said the pig, "I'd lose my standing with the union." "Not I", said the goose, "I'd lose my seniority" "Then, I will", said the hen.

When the time came to bake the bread, the hen said again "Who will help me?" "Not I", said the cow, "That would push me into overtime." "Not I", said the duck, "I'd lose my welfare benefits". "Not I", said the goose, "I'd lose my social security benefit". "Not I", said the pig, "If I was the only one working that would be discrimination". So the little hen said, "Then, I will."

She baked five loaves of bread, but did not ask any of her friends who would help her eat them. Instead she said, "Since I did all the work, I'm going to eat them all myself."

To which the goose said, "Capitalist exploiter." "Excess profits," cried the cow. "We want equal rights", snapped the duck. "I demand an investigation grunted the pig.

And so, before long a government bureaukrat arrived and he looked reprovingly at the hen. "How can you be so greedy?", he asked. "But I was the only one who worked and earned it", replied the hen.

"True, you earned it," he said, "but that was because you were given the opportunity to do so in this great country of ours of private enterprise. You can earn as much as you want, which you will admit is wonderful. But, of course, you cannot expect to keep it all. There are so many less fortunate than you, as the cow, the pig, the goose, and the duck. Under Regulation G.I.V.E. T.O. L.A.Z.Y. you must divide up whatever you have with those who are idle, so we are taking the four loaves from you and giving them to your friends.

Suprisingly, despite the fact that the hen had a whole loaf for herself, she did not bake anymore. In order to determine the cause of this unusual behavior a governmental commission was formed and the cow, the pig, the goose and the duck were appointed to it.

They called the hen before them to determine the reasons for her unsocial behavior. But she was a most cooperative witness. She merely said, "When I worked, and earned for myself five loaves of bread, four of them were taken away from me and given to your august selves, who did not help me when I asked for assistance."

But they gruffly replied, "We could not, would have affected our welfare or unemployment or social security benefits, and for other reasons which require under governmental regulations that we refrain from working."

"Well", said the hen, "since you all got as much as I did without working, a loaf of bread, I might as well not work and go on unemployment or welfare and let someone else do the work."

The commission of the cow, the goose, the duck and the pig thought this was such sound advice that the hen was recommended to be the head of the bureau G.I.V.E. T.O. L.A.Z.Y. replete with a nice shiny new office in Washington, D.C. with a beautiful view of the Potomac River. And there the hen lives to this day, doing not a bit of work and getting just as many loaves of bread as when she did work, from other hens who have not yet received her liberal education. Now, above all else she is a respected member of society.

Bureaucracy is the nearest thing to immortality.

SALT OF THE EARTH

You know Thomas Edison claimed to be the inventor of the first talking machine. Actually, he invented the first one you could turn off.

An election is a procedure by which you learn that different parts of the country are mad about different things.