

## Henry George School of Social Science

Chartered by the  
University of the State of New York  
INTERNATIONAL HEADQUARTERS  
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# Henry George School of Social Science



1954



Entrance to Henry George School

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In 1879, when America was emerging as a young industrial giant, Henry George wrote "Progress and Poverty." With keen insight, George pointed out that along with our tremendous progress there were arising serious social and economic problems — including poverty—which, if not solved, would engulf civilization.

In 1954, seventy-five years after this great book was written, we are still confronted with grave social disorders—direct descendants of the problems witnessed by George.

Economic insecurity hovers near, though productive power is at its greatest. Freedom is threatened. Conflict, local and global, is increasing, as are other symptoms of social maladjustment. The measures adopted so far have only postponed, not solved, the problems. George's warning about survival was not exaggerated.

Thus, "Progress and Poverty" is of intense timeliness today. A widespread understanding of the principles contained in that masterpiece would contribute greatly to the solving of today's problems.

The Henry George School of Social Science offers the opportunity for people to gather together, explore and discuss these and other matters of vital significance.

**QUESTIONS AND ANSWERS  
ABOUT THE  
HENRY GEORGE SCHOOL OF  
SOCIAL SCIENCE**

**What Is The School?**

It is an educational institution, non-profit, non-sectarian, non-political, chartered by the University of the State of New York for the purpose of teaching Fundamental Economics and Social Philosophy. All courses are offered free of charge. Founded in 1932 by Oscar H. Geiger, the School has grown through the years and now has a large and attractive Headquarters in New York, many branches throughout the United States and Canada, sister schools in other countries, and a Correspondence Division.

**What Does The School Teach?**

The fundamental principles of economics, particularly the contributions of Henry George, are taught. The basic course, offered to all new students, is an inquiry into the cause of poverty and depressions, and has as its text book George's *Progress and Poverty*. This is a ten-lesson course, one 2-hour session a week. Upon completion of this course the student is invited to enroll in advanced courses. (See schedule of courses, page 9.)

**Who Was Henry George?**

Henry George (1839-1897) is recognized

as America's outstanding and most original economic thinker. Author of nine major works on economics, George has had tremendous influence, and his *Progress and Poverty*, all-time best-seller on economics, has been translated into every civilized language. (See appreciations of Henry George, page 17.) Basing his work on classical political economy, George pointed the way to the scientific solution of economic problems. Avoiding the fallacies of socialism, he was always guided by the principles of a free economy.

**Who Supports The School?**

The School is supported by the voluntary contributions of friends and graduates. Voluntary effort is the mainstay of the School and this is supplemented by financial donations. Bequests are also invited. Contributions and bequests are deductible for income tax purposes. This voluntary support makes possible the School's offer of free courses.

**Why Are The Courses Free?**

An enlightened citizenry, well-informed on the principles of economics, offers the surest hope for the future of our country and of the world. To insure the widest possible dissemination of such education, the School offers its courses free as a public service. There is no tuition fee or other charge either for the basic course or for the advanced

courses. The student is asked only to provide himself with the text books.

### **Who Are The Students?**

Men and women of all ages and from all walks of life. Bankers, merchants, laborers, housewives, farmers, students, teachers, doctors, lawyers — the School's student list reads like a cross-section of America. There are no academic requirements for enrolling. Every thinking person is eligible. The only prerequisite is the student's willingness to study. No previous knowledge of economics is necessary.

### **Who Are The Teachers?**

The teachers are former students who are specially trained to teach the School's courses and who serve on a voluntary basis. The Socratic method of teaching is used in class — questions and answers and discussion. Understanding rather than acceptance is stressed, and at all times the student is urged to participate in the discussions — and to think for himself.

### **Is The School Recognized?**

Besides being chartered in New York State, the School is qualified as an educational institution in nearly every state in the U.S.A. It is also incorporated in some states and in Canada. The School in New York and many of the extensions are members of adult education groups. The School also cooperates with Boards of Education and other private

and public educational agencies. The Henry George School is an independent institution and should not be confused with any other school.

### **Is Academic Credit Granted?**

The School is not authorized to issue credit toward a degree. Upon request, the School will supply the student with a certificate stating the subject studied and the number of classroom hours completed. The student may then present this statement to his college, but whether or not credit is granted depends on the college.

### **Where Are Courses Offered?**

Classroom courses are given in New York and most large cities of the United States. (See list of extensions, page 21.) There are also schools in other countries. (See page 22.) Correspondence courses are offered to students everywhere. (See page 15.)

### **How May I Enroll?**

A postcard addressed to the School in New York or to the branch nearest you will bring you an invitation to enroll together with complete information on class locations and opening dates; or, if requested, information on the correspondence courses. The basic course in Fundamental Economics is open to all new students. Mail a card today, visit or phone the School, and introduce yourself to a stimulating and rewarding adventure in adult education.

## SCHEDULE OF COURSES

### BASIC COURSES

(The three basic courses are offered at Headquarters and extensions. All but Social Problems are offered by correspondence. Tuition is free.)

#### Course I. — Fundamental Economics

10 lessons. Text book: *Progress and Poverty* by Henry George.

This is the first course offered to all new students. The principles of *Progress and Poverty* are fundamental and are applicable today, though the book was written in 1879. No dry text book, it is so beautifully written that it is considered a masterpiece of English prose.

#### OUTLINE OF FUNDAMENTAL ECONOMICS

*Lesson I — The Problem.* Introduction to the course and class discussion of the problem. "The association of poverty with progress is the great enigma of our time."

*Lesson II — Definition of Terms.* The first requirement in the science of economics is to define terms with precision. Also discussed are the source of wages and the population question.

*Lesson III — Laws of Distribution, Part I.* The problem of poverty is seen to involve the distribution of wealth. The basic law of distribution is studied in this lesson.

*Lesson IV — Laws of Distribution, Part II.* The remaining laws of distribution are correlated with the law already studied.

*Lesson V — Material Progress.* Application of the laws of distribution to the dynamics of modern progress is taken up.

*Lesson VI — Industrial Depressions.* The problem of the business cycle is viewed as part of the larger problem. Currently proposed remedies are analyzed.

*Lesson VII — The Remedy — Its Justice.* The remedy proposed by Henry George is considered in the light of ethics and basic human rights.

*Lesson VIII — Application of the Remedy.* The question of expediency and practical application of the proposal is considered.

*Lesson IX — Effects of the Remedy.* Probable effects of the proposal are based upon observation and logical deduction.

*Lesson X — The Law of Human Progress.* The law is formulated and the proposal is tested by it. How modern civilization may advance or decline is discussed.

#### Course II. — Economic Problems

10 lessons. Text books: *Protection or Free Trade* and *Social Problems* by Henry George.

Following the course in Fundamental Economics, the student is invited to proceed

to a study of the application of economic principles to national and international problems.

*Part I — International Trade.* An examination of the argument that nations need to be protected from the trade of other nations.

*Part II — Social Problems.* Questions of the day are discussed, such as monopolies, public debts, governmental functions, and industrial and rural problems.

### **Course III. — The Science of Political Economy**

10 lessons. Text book: *The Science of Political Economy* by Henry George.

An endeavor to survey the field of political economy and to establish the subject on a scientific foundation. Among the topics covered are natural law, cooperation and competition, the theory of value, and money. Contributions of various schools to the science are also studied.



Class in session

### **ADVANCED COURSES**

(Upon completion of the three basic courses, the student is eligible to enroll in any of the following advanced courses. These courses are offered at Headquarters and some at extensions and by correspondence. Tuition for all courses is free.)

#### **Democracy vs. Socialism**

12 lessons. Text book: *Democracy Versus Socialism* by Max Hirsch.

The economic tenets and ethical concepts of socialists, particularly those of Karl Marx, are probed and contrasted with the principles of a free economy. Hirsch's remarkable and prophetic book (written in 1901) is supplemented by a study of current socialist literature.

#### **Human Rights**

10 lessons. Text books: *A Perplexed Philosopher* and *The Land Question, etc.* by Henry George.

Among the subjects covered are the following: George's controversy with Herbert Spencer on human rights; the Irish land question; the Duke of Argyll's criticism of George and the latter's reply; Pope Leo XIII's encyclical, *De Rerum Novarum*, and George's open letter to the Pope.

#### **The Philosophy of Henry George**

8 lessons. Text book: *The Philosophy of Henry George* by George R. Geiger.

The definitive work by Prof. Geiger used as the text treats of Henry George's contributions as a social philosopher as well as an

economist. The theme of the course is the relation of economics and ethics.

### **The Philosophy of Oscar Geiger**

10 lessons. Text book: *A Seed Was Sown* by Robert Clancy.

The philosophy of the founder of the Henry George School (father of George Geiger). An approach to the study of the universe, the individual, and society.

### **History of Economic Thought**

*Part I — Early and Classical Economic Thought* — 10 lessons. A survey of the mainstream, through the 19th century.

*Part II — Modern Economic Thought* — 10 lessons. 20th century economists are studied and compared.

### **European History**

10 lessons.

The panorama of European history, from the fall of the Roman Empire to the present, is condensed to cover the major forces that have shaped Western civilization.

### **American History**

15 lessons. Text book: *Basic History of the United States* by Charles and Mary Beard.

An outline of American history with emphasis on economic aspects. The material is presented in both topical and chronological order.

## **India**

10 lessons.

A lecture course on the economic and cultural background of India, from earliest days to the present.

### **The Law of Property**

6 lessons.

A non-technical presentation of law with respect to the land designed for the layman. Among the subjects covered are: landlord and tenant; mortgages; inheritance; multiple dwelling laws.

### **Economic Basis of Tax Reform**

8 lessons. Text book: *The Economic Basis of Tax Reform* by Harry Gunnison Brown.

An examination of various current fallacious theories of taxation, and an endeavor to establish a sound theory.

### **Modern Tax Practice**

10 lessons.

A lecture course which endeavors to bring the student up-to-date on tax matters, which have undergone such great changes in recent years.

### **Capital at Work**

10 lessons.

Designed to promote a better understanding of the role of capital, saving and investment in modern economic society.

### **Monetary Theory**

10 lessons.

A study of past and present monetary and credit structures and theories. Research assignments are given to students.

### **Current Events**

10 lessons.

Current events as reported in newspapers are studied with a view to determining the basic socio-economic forces at work.

### **Public Speaking**

10 lessons.

Successful methods of teaching public speaking are used. Self-confidence, speaking ability and word-power are developed, and the student applies the principles as he learns them.

### **Semantics and Economics**

10 lessons.

Economics is particularly subject to confusions in terminology, and this course attempts to unravel the meanings involved.

### **Economics Simplified**

10 lessons. Text book: *Economics Simplified* by E. E. Bowen and G. L. Rusby.

Covering substantially the same ground as *Progress and Poverty*, the book presents the subject in a simplified and condensed manner.

(Other courses not listed above are also offered from time to time at Headquarters and extensions. As they become permanent and generally adopted, they will be added to the list.)

### **CORRESPONDENCE COURSES**

In addition to the classes held in many cities, the School offers its basic courses and some advanced courses by correspondence. These are also offered free of charge.

Where possible, it is desirable for the student to attend class in order to benefit from the discussions. Those who do not live near a branch of the School, or cannot conveniently attend, are cordially invited to enroll for the courses by mail.

The basic courses are taken in sequence, as follows:

1. Fundamental Economics
2. International Trade (Social Problems not offered by correspondence)
3. Science of Political Economy

Upon completion of these courses the following advanced courses may be taken in any order:

- Democracy vs. Socialism
- Human Rights
- Philosophy of Henry George

Each correspondence student is assigned to an instructor and receives personalized attention throughout.

The Henry George School is licensed as a correspondence school under the laws of the State of New York, and is a member of the National Home Study Council.





## ACTIVITIES AND FACILITIES

**Lecture Programs** are conducted in most extensions. At Headquarters, lecture forums and film programs alternate on Fridays from October through May. Admission is free.

**The Speakers Bureau** provides trained speakers to lecture before outside groups and is listed with the New York Herald-Tribune Speakers Bureau. For information, contact the School branch nearest you.

**A Reference Library** of economic literature, with a special collection on Henry George is maintained at Headquarters and most extensions. There is a small lending section at Headquarters.

**The Coffee Shop** at Headquarters serves meals and refreshments at reasonable prices.

**S.A.G.E.** (Society for the Advancement of the George Economy) is an alumni group which conducts volunteer activities, holds social events, and publishes a bulletin, *Sages Pages*. There are chapters in New York, Boston, Los Angeles and Montreal.

**An Annual Banquet** held in New York, usually in June, is one of the many special activities conducted in all School branches.

**An Annual Conference**, with participation by all School branches, is held in a different city each year, usually for four days in July.

**The Commerce and Industry Division**, operating through the Chicago extension, offers courses in industrial establishments,

based on the round-table conference technique. A monthly Commerce and Industry luncheon features business leaders as speakers.

**The Henry George News** is a monthly paper published at Headquarters, providing interesting articles, comments on current affairs, and news of the Henry George School and related activities throughout the world. Subscription, \$1.00 per year. A sample copy will be sent on request.

**Many Extensions** publish their own periodic bulletins; among them, Ohio, New Jersey, St. Louis, Los Angeles, San Francisco, and Washington, D. C.

**The Robert Schalkenbach Foundation**, 50 East 69th Street, New York, publishes the works of Henry George and related literature. A catalogue will be sent on request. The Foundation also publishes a scholarly quarterly, *The American Journal of Economics and Sociology*. Subscription, \$3.00 per year.



The library at 50 E. 69th St.

## APPRECIATIONS OF HENRY GEORGE

**Newton D. Baker**—I am inclined to believe that no writer of our times has had a more profound influence upon the thinking of the world (than Henry George).

**Louis Bromfield**—I am in complete agreement with the basic philosophy of Henry George. As the world advances, the recognition of this philosophy becomes increasingly evident and important.

**Louis D. Brandeis**—I find it very difficult to disagree with the principles of Henry George.

**Nicholas Murray Butler**—It may be said at once that so far as Henry George pointed to privilege as unbecoming, an unfair and indeed disastrous accompaniment to progress, his teaching has passed into economic theory everywhere.

**Clarence Darrow**—Henry George wrote a profound book, the first book on political economy that men may read; the first and perhaps the last that was readable to plain, ordinary men.

**John Dewey**—It would require less than the fingers of the two hands to enumerate those who, from Plato down, rank with Henry George among the world's social philosophers.

**Albert Einstein**—Men like Henry George are rare, unfortunately. One cannot imagine a more beautiful combination of intellectual keenness, artistic form, and fervent love of justice.

**Dwight D. Eisenhower** voted for Henry George for the Hall of Fame in 1950.

**Henry Ford**—We ought to tax all idle land the way Henry George said—tax it heavily, so that its owners would have to make it productive.

**Aldous Huxley** (Foreword to *Brave New World*)—If I were now to rewrite the book, I would offer a third alternative . . . the possibility of sanity . . . Economics would be decentralist and Henry Georgian.

**Helen Keller**—Who reads shall find in Henry George's philosophy a rare beauty and power of inspiration, and a splendid faith in the essential nobility of human nature.

**John Kieran**—No one should be allowed to speak above a whisper or write more than ten words on the general subject (economics) unless he has read and digested *Progress and Poverty*.

**Raymond Moley**—The basic assumptions of Henry George are sound. Nothing could be more useful than to bring these fundamentals to the attention of perplexed Americans.

**Franklin D. Roosevelt**—Henry George was one of the really great thinkers produced by our country . . . I wish his writings were better known and more clearly understood.

**Samuel Seabury**—To very few of the children of men is it given to act the part of a great teacher who makes an outstanding contribution . . . This Henry George did.

**Philip Snowden**—There never was a time when the need was greater than it is today for the application of the philosophy and principles of Henry George.

**Sun Yat Sen**—I intend to devote my future to the promotion of the welfare of the Chinese people as a people. The teachings of Henry George will be the basis of our program of reform.

**Dorothy Thompson**—Henry George is the only economist I ever read with whom I could find no fault.

**Leo Tolstoy**—People do not argue with the teaching of George; they simply do not know it. He who becomes acquainted with it cannot but agree.

**Woodrow Wilson**—The country needs a new and sincere thought in politics, coherently, distinctly and boldly uttered by men who are sure of their ground. The power of men like Henry George seems to me to mean that.

## WHAT STUDENTS AND COLLEAGUES HAVE SAID

**Harry Gunnison Brown, Professor of Economics**  
—The teaching of fundamental economics as carried on in the Henry George School of Social Science seems to me the most promising venture of our time in adult education for citizenship.

**Roy A. Foulke, Vice-President, Dun & Bradstreet, Inc.**—*Progress and Poverty* is a remarkable volume of English literature . . . The power and inherent strength of its thoughtful, restrained persuasion have placed it on a plane which has been reached by few economic treatises.

**Mgr. Luigi G. Ligutti, Executive Secretary, National Catholic Rural Life Conference**—The Henry George School is doing a magnificent piece of educational work. When it spreads widely enough it will save our American democracy.

**John C. Lincoln, Chairman of the Board, Lincoln Electric Co.**—I urge all thinking people to take advantage of the wonderful opportunity offered by the Henry George School in its free courses in economics.

**John Mebane, editorial writer, Atlanta**—No thinking person today can honestly disagree with the great fundamental truths this great man (Henry George) has presented. They are not theories, they are basic truths.

**Rev. W. Wylie Young, pastor, First Presbyterian Church, Batavia, N. Y.**—I never tire of reading *Progress and Poverty*. Having carefully analyzed the problem and fixed the responsibility where it belongs, Henry George writes like a man inspired.

## LIST OF EXTENSIONS And Extension Directors

### CALIFORNIA—

LOS ANGELES: William B. Truehart, Director,  
333 N. Madison Ave.

SAN DIEGO: Sidney G. Evans, Director, 1536  
7th Ave.

SAN FRANCISCO: Robert Tideman, Director, 46  
Kearny St.

### CONNECTICUT—

HARTFORD: James A. McNally, Director, 40  
Hungerford St.

### ILLINOIS—

CHICAGO: John L. Monroe, Director, 236 N.  
Clark St.

(Commerce and Industry Division)

### MARYLAND—(See Washington, D. C.)

### MASSACHUSETTS—

BOSTON: M. S. Lurio, Director, 294 Washing-  
ton St.

### MICHIGAN—

DETROIT: Robert D. Benton, Director, 8409  
Woodward Ave.

GRAND RAPIDS: Benjamin F. Smith, Director,  
1801 Breton Rd. S.

### MISSOURI—

ST. LOUIS: Noah D. Alper, Director, 818 Olive  
St.

### NEW JERSEY—

NEWARK: John T. Tetley, State Director, 1114  
Broad St.

(Classes in cities in northern New Jersey)

### NEW YORK—

NEW YORK: Robert Clancy, Director, 50 E.  
69th St.

### OHIO—

ST. JOHNS: Verlin D. Gordon, State Director,  
Spring St.

(Classes in cities throughout Ohio)

**PENNSYLVANIA—**

**PHILADELPHIA:** Joseph A. Stockman, Director,  
4 S. 15th St.

**PITTSBURGH:** Walter R. Schwarz, Director,  
1706 Parkline Dr.

**WASHINGTON D. C. and BALTIMORE, MD.—**

**WASHINGTON, D. C.:** Robert E. Allen, Jr.,  
Director, Rm. 34, 144 Constitution Ave., N.E.

**CANADA—**

**MONTREAL:** Strehel Walton, Director, 222  
Wood Ave., Westmount

**OTTAWA:** Herbert Barber, Director, 24 Lisgar  
St.

**FOREIGN SCHOOLS**

**ENGLAND—**

Henry George School of Social Science  
V. H. Blundell, Director of Studies  
4 Great Smith St., London, S.W.1

**DENMARK—**

Okoteknisk Højskole  
Fru Caroline Bjørner, Secretary  
Ridehusvej 15, Gentofte

**AUSTRALIA—**

School of Social Science  
W. A. Dowe, Principal  
Box 666, GPO, Sydney, N.S.W.  
(also for other cities in Australia)

**NEW ZEALAND—**

Henry George School of Social Science  
Miss Betty Noble, Secretary  
Box 951, Wellington

**ARGENTINA—**

Instituto para la Educacion Economica  
Rivadavia 950, Buenos Aires

**INDIA—**

Henry George School of Social Science  
Box 227, Madras 2

**GEMS FROM HENRY GEORGE**

Political economy is not a set of dogmas. It is the explanation of a certain set of facts. . . . It lays its foundations upon firm ground. The premises from which it makes its deductions are truths . . . upon which we may safely base the reasoning and actions of everyday life. —*Progress and Poverty*.

On the horizon the clouds begin to lower. Liberty calls to us again. We must follow her further; we must trust her fully. Either we must wholly accept her or she will not stay.

—*Progress and Poverty*.

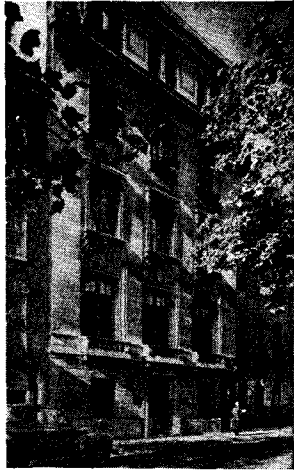
Until there be correct thought, there cannot be right action; and when there is correct thought, right action *will* follow. —*Social Problems*.

Let no man imagine that he has no influence. Whoever he may be, and wherever he may be placed, the man who thinks becomes a light and a power. —*Social Problems*.

We cannot experiment with communities as the chemist can with material substances, or as the physiologist can with animals. . . . But the imagination puts at our command a method of investigating economic problems which is within certain limits hardly less useful than actual experiment. We may test the working of known principles by mentally separating, combining or eliminating conditions. . . . And this each one can do for himself. —*Protection or Free Trade*.

Is it not in this power of "thinking things out," of "seeing the way through"—the power of tracing causal relations—that we find the essence of what we call reason? . . . Here is the true Promethean spark. . . . Here is the germ of civilization.

—*The Science of Political Economy*.



## Henry George School of Social Science

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