

EDUCATION FOR CITIZENSHIP

THE responsibility for the conduct of public affairs rests with the ordinary citizen. Directly or indirectly he decides what shall be the policy of Parliament. The problems which he expects Parliament to tackle are social problems. They are problems of wages, employment, production and trade, housing and taxation, cost of living, rent and rates, prices, money and so on—all problems on which, if he accepts his responsibility, he must be able to come to wise judgment so as to use his influence, as effectively as possible, to ensure just legislative action.

The object of the Henry George School of Social Science is to assist those who desire to gain a sound knowledge of the first principles of economic and social science. Believing that only from correct thought can come correct action and that education must precede agitation, the School offers a course of study consisting of ten lessons arranged on discussion lines. For this course, lesson sheets are provided with questions for reply. The questions are gone over at successive meetings and this enables the student to test his knowledge as he proceeds.

For the Basic Course the text book is *Progress and Poverty* by Henry George. This book has been translated into more languages, and sold in more editions than any other work on the subject—no better introduction to the Science can be found. The edition used for the Course is the 52nd Anniversary Edition—the lesson sheets being paged in accordance with it, and it is published by the Henry George Foundation.

The School is a non-profit, non-sectarian and non-political institution. It is maintained by the voluntary contributions of time and money of believers in the value of its educational work. All teaching is voluntary. Chargeable to each member of the class is an enrolment fee of 10s., and no other payment is required save 3s. 6d. for the purchase of the text book (procurable from any bookshop or through the School). Facilities are also offered for home study by means of a correspondence course, the fee for which is also 10s.

An earnest invitation is given to the reader of this Prospectus to take up this study that holds so much promise and no little fascination.

Courses with other text books are also available developing the study of Political Economy. They are conducted on similar lines and while they are particularly useful for students who have already taken the main course, anyone can profitably join them without previous reading.

OUTLINE OF THE BASIC COURSE

(Text Book "*Progress and Poverty*")

Lesson I

The enquiry begins with clear definitions of the seven basic terms—wealth, land, labour, capital, rent, wages and interest. If the enquiry is to proceed in a logical manner there must be agreement on the definition of these terms, thus avoiding the ambiguity which frequently arises from divergent uses of the same word. The factors which enter into the production of wealth are ascertained as well as the avenues along which wealth is distributed.

Lesson II

In this and the succeeding Lesson, two theories are examined which are frequently used to explain the prevalence of low wages and unemployment. The first theory is the "wage-fund" theory—that wages come out of capital and are dependant upon the amount of capital set aside for the purpose of paying labour.

Lesson III

It having been shown that the "wage-fund" theory is not in conformity with facts or logic, Lesson III proceeds to examine another alleged explanation—namely, that population increases

faster than subsistence; that is the niggardliness of nature which limits the amount of national or individual wealth.

Lesson IV

The laws governing the distribution of wealth are now studied; that is to say how wealth is divided among the factors engaged in its production. It is discovered that Political Economy has its laws which determine the returns to land, labour and capital.

Lesson V

Next are studied the social and economic effects of increase in population and of material progress—do inventions and labour saving improvements increase rent or raise wages?

Lesson VI

The expectancy of increase in wealth-producing power induces speculation, the exact nature of which is fully investigated. This leads to the vital question: what is the fundamental cause of industrial depressions?

Lesson VII

The persistence of poverty amid advancing wealth offers a problem which must find solution. Remedies which are currently advocated are considered and contrasted with the remedy to which the results of the enquiry infallibly lead.

Lesson VIII

The question of justice now naturally arises, and the enquiry passes into the field of ethics. An investigation of the nature and basis of property shows that there is a fundamental and irreconcilable difference between property in things which are the product of labour and property in land.

Lesson IX

The solution arrived at stands also the test of expediency in that it would enormously increase production; would secure justice in distribution; would benefit all classes; and would make possible an advance to a higher and nobler civilization.

Lesson X

The final chapters deal with the theory of human progress and the reason for the growth and decline of civilizations. The enquiry thus identifies the law of social life with the great moral law of justice, and proving previous conclusions, shows how retrogression may be prevented and a grander advance begun.

INVITATION

Education for Citizenship and *Outline of the Basic Course* are published together in folder form for distribution by post or otherwise. We shall be glad to hear from any reader who can take a supply and help to make the School and its work known to their friends and acquaintances. Enquiries with regard to the existence or the formation of study circles in any neighbourhood will be welcome, enabling the School to render all the assistance of which it is capable. In particular the School seeks the voluntary service of any one who is willing to undertake to conduct a class or study circle, an undertaking which by the nature of the "discussion" methods used, requires no special training or great ability as a speaker. He or she is given the *Social Science Manual* as a guide, with its questions and answers, and all that is really essential is as much acquaintance with the textbook as the students themselves have, as they proceed in their home reading of it section by section. No one who believes in and is eager to spread the teaching of the Henry George philosophy should hold back from the opportunity here offered to impart the instruction—by methods, simple, easy and altogether attractive. As "publicist" for the School, as organiser of a class, or better still, as a volunteer tutor, write NOW and say what you can do.

HENRY GEORGE SCHOOL OF SOCIAL SCIENCE

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