

HENRY GEORGE SCHOOL OF SOCIAL SCIENCE

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The object of the School is to ensure a thorough understanding of fundamental economic principles, using Henry George's *Progress and Poverty* as the textbook.

The distinctive feature of the School is the systematic method of instruction which has been evolved as the result of a number of years' experiment in New York and elsewhere in the United States. The result of this experience is embodied in the Teacher's Manual, which provides a standardized and tested method of instruction.

The course covers a period of ten weeks. The class should meet on the same evening of each week in consecutive weeks, and should be so arranged as to avoid breaks for holidays. The courses should, therefore, be either an Autumn course (ending before Christmas); a Winter course (ending before Easter); or a Spring course starting immediately after Easter. In some cases it has been found possible, in the United States, to hold a fourth series of meetings in the Summer.

The first meeting of the group of students with their tutor is an introductory one for the purpose of enrolling the students and stimulating their interest by giving some idea of the problems to be studied, their importance, and the benefits to be derived from their solution. Opportunity may be taken to emphasize Henry George's importance as an original thinker, and to indicate the influence and adherence that his teaching has gained. It is not desirable to explain, at this early stage, the actual results of Henry George's examination of the problem of his practical proposals, as it is an essential principle of the system that students should be discouraged from anticipating at any session the subject-matter of later sessions. They should be invited to concentrate their attention upon the section of the course being discussed on that particular evening.

At the opening of the first session the student is given a set of questions on economics which he is invited to answer, in writing, there and then, in the light of his existing knowledge. This paper is then put aside until the end of the course, when he is given an identical set of questions to answer in the light of what he has learned during the classes. (This is not compulsory or intended as an examination—the examination system is quite foreign to the essential purpose of the course. It is intended to stimulate the interest of the student by indicating the kind of question that an educated citizen should be able to answer, and to give him, at the end, a concrete demonstration of how much he has learned.)

At the first session (as at subsequent sessions) the student is given an assignment showing the passages of *Progress and Poverty* which he is expected to read before the next session. On this same assignment is a set of questions based upon the subject-matter of his reading, which he should be able to answer after studying that section of *Progress and Poverty*. (The Teacher's Manual gives all these assignments, with the answers to the questions—but the student receives merely the questions, without the answers.)

At each session the tutor may, if he pleases, give a short introductory talk on the subject-matter of the home-reading set at the previous session. He then invites members of the class to answer, orally, the questions. One student may be encouraged to qualify or amplify an answer given by another student—or to discuss a relevant point. The object is to stimulate the students to give their own answers, the teacher merely guiding the class. Other hints upon the method of teaching are given in the Manual.

Each session should last exactly two hours. The home-reading is estimated to require about the same time. It is not intended that the student should pay any fee for the course or incur any charge except the purchase of a copy of *Progress and Poverty*, which will be supplied to those organizing classes, by the Henry George Foundation, at wholesale rates.

The equipment required is very simple: it consists of a copy of the Teacher's Manual for the instructor and for the students the "assignments," showing the section of *Progress and Poverty* covered at each session and the pages of that book to be read, during the intervening week, by the student, in order to prepare himself for the next meeting of the class. Every student is required, of course, to have a copy of *Progress and Poverty*.

Except for the copies of *Progress and Poverty*, this equipment will be supplied free.

It should also be emphasized that the method of instruction does not require from the tutor any great ability as a speaker or lecturer, nor put him to the necessity of preparing formal lectures. He needs only to understand the subject matter and to be able to answer questions based on it.

An earnest appeal is therefore made to all readers of *Land & Liberty* to take part in this valuable work, if only by forming a small class in their own homes. All possible help in doing this will be gladly given by the officers of the School.

New Classes

In addition to the classes announced in our last issue, the following new classes have been started:

Town	Tutor	First Meeting
Birkenhead	Curzon Newhouse	Beechcroft Settlement, Whetstone Lane. 26th January.
Halifax	C. H. Smithson	King Cross Adult School, Eldroth Rd. 1st February.
Halifax	C. H. Smithson	34 Well Head Gardens. 5th February.
Halifax	C. H. Smithson	Liberal Association, Waterhouse Street. 3rd February. (For women.)
Sowerby Bridge	C. H. Smithson	2nd February.

Other classes are in contemplation of which an announcement will be made in due course.

Correspondence Courses

For the benefit of isolated students, and also for those who wish to form classes but would like to brush up their knowledge and make themselves more familiar with the method of teaching, correspondence courses are offered. Will those who are interested, please communicate with the secretary?

Our colleague and co-worker, Joseph Dana Miller, Editor of *Land and Freedom* of New York, recently returned to Jersey City to live after an absence of about forty years. A most gracious welcome was accorded to him by the *Jersey Journal* in a complimentary and four-column long life-sketch by Edward H. Weideman, and featuring his portrait. He is acclaimed as associate of Henry George and life-long battler for tax reform. Highly deserved is this tribute to his public and literary career, and it is right that his fellow townsmen should be told to be proud of him. For thirty-five years editor of *Land and Freedom* (formerly the *Single Tax Review*), may his light shine forth for many years more to guide men and minds to the knowledge and acceptance of the truths taught by Henry George.

The followers of Mr Henry George and his single tax, argue, and their argument cannot lightly be refuted, that rents are disproportionately high and that as land is the basis of all wealth, the single tax should replace our present complicated system.—From leading article in the *Scottish Farmer*, 2nd January.