

MORE THAN 600 leaders of the Henry George School of Social Science met in a three-day annual conference held in New York on July 22-23-24. About forty cities from coast to coast in the United States and Canada were represented. Sessions on administration and promotion were held at school headquarters where the delegates were welcomed at the first session by Robert Clancy, director, who spoke on the purposes and accomplishments of the conference held each year by the school. "Our conferences meet high standards," said Mr. Clancy. "We come together agreed on our objective—to extend the great educational work of the school—and our discussions are on ways and means to advance this work. We go away enriched with new ideas and inspired to carry on." Mr. Clancy also reviewed some of the problems all branches of the school must meet—promoting community interest, improving teaching methods, sustaining graduate interest, and keeping the entire machinery running smoothly—and promised that this conference would throw new light on these problems.

Chicago

John Lawrence Monroe, director of the Chicago extension of the school, presented at the Saturday afternoon session, an interesting report on one of Chicago's very successful activities.

"The Commerce and Industry program of the Chicago Henry George School is seeking to enlist the interest of industrialists whose leadership and support, like Mr. John C. Lincoln's, can help to achieve the mass teaching which is both necessary and possible today" said the Chicago director.

The first step in the program inaugurated three years ago was to break down the file of 5,000 graduates by occupations. This revealed that 1,200 graduates were business and professional people, of whom 200 were executives.

Following a committee meeting of 25 of the executives in August 1946, a Commerce and Industry Dinner was sponsored to which each brought a non-graduate executive as a guest. After the preliminary address, the audience divided into two groups, the graduates in an advanced seminar under Jerome Joachim, and the guests in a sample class under W. W. Kester. Among the guests were Ray Whittington, Associate District Manager of McGraw-Hill Publishing Co., and Samuel M. Selzer, then a Trust Officer and now Vice President of the Central National Bank in Chicago. Both Mr. Whittington and Mr. Selzer are among executives co-operating in the industry class program opening this September.

In September 1947 the first of a series of monthly Commerce and Industry Luncheons was started. The luncheons, held in the English Room of Marshall Field and Company, grew from an attendance of 35 in September to an average of 75 during the spring. A Commerce and Industry Seminar, meeting bi-weekly, was formed from among the graduates, and Commerce and Industry Luncheon classes were organized for guests who wished to pursue the subject further in the basic course.

Copies of the speeches in most cases were mimeographed and mailed to a selected list of some 1,000 prospective luncheon guests, including executives who were graduates. The speeches in printed form have been widely used by those who attended the luncheons. Requests for additional copies have come from all parts of the country.

St. Louis

"A people of a free democracy who do not know the difference between land (or nature) and capital, cannot (1) insure their own freedom, (2) insure their own security, or (3) maintain a free enterprise system," said Noah D. Alper, director of the St. Louis Henry George School. He made a strong plea for the school to establish itself as being basic in its principles, in order to build a finer and more extensive community interest into its program.

"Interest follows action," said Mr. Alper, rather than action following interest, and added that people "catch on better" if they are appealed to by the inductive method rather than the deductive method—by reasoning from facts which stand on their own base and which can be grasped readily. He suggested a series of sales aids based on specific examples of the use of economic principles to be used in selling a prospect. For this purpose he proposed that blocks or areas be concentrated to get the benefit of repetition which is so important in advertising.

The St. Louis director also advocated a national poll on basic economic terms as a means of arousing extensive publicity and community interest in the school. Another proposal was that special committees might analyze certain material not presented in basic economics on college campuses, in textbooks and professors' lectures. Further he would urge that a challenge of all misrepresentations of George's position (either by commission or omission) be made by placing material in the hands of university students and professors.

Montreal

Miss Strehel Walton, director of the school in Montreal was another participant in this session entitled "The School and the Community." She outlined the specific problems of Montreal where a large percentage of the people speak French and do not understand English. The matter of prejudice enters in and Miss Walton said she feels we often turn indifference into prejudice where there is at the outset no prejudice at all. Although progress is being made slowly, it has not been possible so far to obtain enough French copies of *Progress and Poverty* to go forward with bilingual teaching on any large scale.

Philadelphia

Joseph A. Stockman, director at Philadelphia chose for his subject "For One Step Forward, Take Two Backwards." He told the story of a little boy who was always late for school because there was a lot of ice on the street and every time he took a step he slid back three. When the teacher asked him how he got there at all, he replied, "by walking backwards."

"We are discovering," said Director Stockman, "that if you just more or less notify the business executives that you are in existence, and include a schedule of classes and a booklet, you will get better results than by writing a long story. There are two projects in mind now, but not handled by regular teachers—one the Junto, the other the Junior Chamber of Commerce. I always believe in the indirect attack," continued Mr. Stockman. "You can't operate in Philadelphia as you do in other cities. We have

written to distinguished leaders. They won't answer, so we must go the indirect way. Never put them on the spot. Never ask them to acknowledge!" However, the Philadelphia headquarters staff is frequently called upon for information, and it appears that while the school bothers nobody in its home city, it may be at the threshold where executives in the city will soon be bothering it.

Boston

Boston's director, Sanford Farkas, who spoke on "Organizing and Advertising Classes," gave a detailed analysis of a recent advertisement which had very satisfactory results. He indicated how every word was designed to touch some definite appeal or "self interest" of the reader.

The advertisement cost \$34 and appeared in the Wednesday Evening Globe and the Thursday Morning Globe preceding a class beginning the following Monday at which 16 entrants showed up. There was an equal response from men and women and some were college students. Mr. McNally of Boston mentioned in the discussion period that President Hutchins was quoted as saying that the philosophy of Henry George is worth \$100. This is the appeal to authority. It was concluded that newspaper advertisements are more effective than circulars, but posters are the best of all.

As an indication of how good advertising can take advantage even of the heat and humidity, we quote from the Yankee Georgist, Vol. I, No. 2—an item entitled *Good Old Summertime*:

"If you must remain on the job during most of the hot season, as so many of us do, why not continue your economic research? Last summer's students will testify that classes can be fun. Formality melts away; one forms new friendships as readily as on an ocean cruise."

Pittsburgh

Richard E. Howe, director at Pittsburgh, described in The New York Times as "labor union delegate and tool-maker in the Westinghouse Electric plant in Pittsburgh," and "anti-Communist member of Local 601, United Electrical, Radio and Machine Workers of America, CIO," told an audience at New York headquarters that the only difference between socialism and communism is that the latter carries a big club. He said it was easier to teach economics to labor than to other groups because "labor has less to unlearn." He is certain the rank-and-file worker in American industry can and must be taught the basic elements of economic theory.

Los Angeles

Herbert Sulkin a teacher from the Santa Monica Bay area of Los Angeles was the spokesman and official delegate for the western branch of the Henry George School and gave a talk at the Saturday morning session on "Teaching the Fundamentals." The alertness and enthusiasm of this new conference member were noted in many of the sessions. All were disappointed, however, that more of our friends from California could not be present, especially the famous Trueharts.

News from Los Angeles indicates that Salom Rizk formerly of New York, spoke on "See Here, Private Enterprise," at the spring term commencement, with 97 graduates of fundamental classes present. He painted a vivid picture of unjust land tenure conditions in his native Syria and then compared them graphically with similar unjust conditions in the United States. He referred to Henry George as the most penetrating, most Christlike philosopher that the Occident has produced, and to his principles as the true and only American answer to communism and all forms of planned economy.

The Los Angeles school will soon have a motion picture projector for use in the new visual education program which attracted much favorable initial comment a year ago at the Chicago conference.

The excellent comments made by Verlin Gordon, director of the Ohio Extension will be omitted here, because his address, "Volunteers—Mainstay of the School," will appear in an early issue of *The Henry George News*. Speaking on the same program, Nathan Hillman, director at Hartford, made a sound and logical appeal for more political action in the community and outlined some of the excellent work which has been done recently in Hartford. His well founded belief that our goal is actually political reform, led quite naturally to the next speaker, Mr. Rose.

New York

Joseph B. Rose, president of the Society for Advancement of the George Economy spoke on "S.A.G.E. and the Graduates," and his ideas were well received by visiting directors. Many feel that something similar to this group activity would be a good thing to adopt back home.

Another New York speaker at the school sessions was Bennett Challis, Head of the Correspondence Department who talked on "Education by Correspondence." This is now a departmentalized activity with a faculty of its own composed of loyal volunteers who give a great deal of time willingly and cheerfully, to correcting and commenting upon the papers of correspondence students.

New York staff and faculty members presided at the school sessions. Eva L. Maxwell, extension secretary, the Friday morning chairman, compared the opening of a new extension to baking bread. "Use a little batter from the previous mixing," said Mrs. Maxwell, indicating that the experiences of extensions already operating helped new extensions.

Arthur Lea, regional secretary, whose job is to open classes in the New York area, presided Friday afternoon, and gave some valuable pointers on lining up new locations, which follows the rules of good salesmanship. Domenic Della Volpe, dean, was chairman at the Saturday morning session, which was devoted to educational problems. Mr. Della Volpe, telling of his methods in training teachers, emphasized two points—overcoming a natural timidity on the part of prospective teachers, and urging them to draw answers from students instead of giving the answers. Dorothy Sara, faculty member unique, as chairman on Saturday afternoon, concluded the panel discussions at the school.

To the accompaniment of rounds of applause and laughter, she drew an analogy of the teacher in *Progress and Poverty* as the recipient of a new-born infant, or a multiple birth of many infants.

"The teacher must proceed carefully, seeing that each babe gets its necessary amount of nourishment," she said, and must "ever be on the lookout for signs of discontent, for petulance and refusal to partake of this nourishment. All during the ten weeks of this nurturing period, the teacher must be aware of the moods and the tantrums and the charms of these babies, paying individual attention to them, besides holding them together as a family

unit. Yet, like an understanding parent, the teacher must not show favoritism.

"When the teacher sees that some of the students try to walk too fast," continued this excellent chairman, "it is up to him or her to guide the impatient one before premature walking is tried which might result in economic rickets. It is much better to wait a little longer to imbue the students with an attitude of patience, to assure them that when they do walk they will be sturdy and unfaltering, and not possess a rickety, wobbly attitude which will retard their progress and hinder them from the ability to further the cause of Henry George."

A reporter from the New York Times attended most of the sessions and his conference stories were printed in the Saturday and Sunday editions of that paper. Additional public interest was gained through an exhibition by The New York Public Library of part of its famous Henry George collection. Manuscripts, letters and photographs were displayed at the library all during the conference.

Newark

After a bus tour of Manhattan on Sunday afternoon a group of visitors gathered at Newark's Henry George School where happily a gentle breeze was blowing from the garden. John T. Tetley, the director, made everyone feel welcome and kept the program moving. With respect to the two speakers on the program he told the audience that fifteen years ago the first New Jersey class was organized by George L. Rusby. Soon after that Alexander M. Goldfinger, the school's present dean, became interested. That second class, in 1936, was conducted by New Jersey's first instructor, director and dean, the late E. E. Bowen, co-author of *Economics Simplified*.

Following Mr. Goldfinger's encouraging remarks on "What of the Future," Mr. Rusby was introduced as a man who since 1896 has devoted his life to bringing to his fellow men the great truth that was so clearly set forth by another Mr. George—born on the same day of the year, September second. For a half a century, said Mr. Tetley, this second Mr. George has been an inspiration to many.

George L. Rusby came to the rostrum with even more than his usual charm. With poise and deftness he put the folks at ease while probably many who know him best were waiting for the storm to break (it never did). Mr. Rusby with a disarming smile referred to himself as a man who always wants to avoid an argument if possible, and was much inclined to turn the afternoon into an "experience meeting." He said, "we cannot think with precision unless we use words with precision," and he remembered many times when he had *eaten crow*.

There was no question of the seriousness or logic of Mr. Rusby's appeal repeated in conclusion, that "we can't teach our subject without exactness and precision. We've got an opportunity! How careful we should be, and how thorough, to make every word count." He ended with a quotation from a letter received by him from Henry George in which George wrote, "It may be a long, long struggle, but to see the truth and to spread it, brings its own rich and independent reward."

It was announced at the close of the Newark session that next year's conference will be held in St. Louis, Mo. As the delegates went their separate ways, their farewell greeting was, "Meet me in St. Louis."