

the Henry George News

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Home Study Round - the -World

FOR a number of years I have been connected with the correspondence courses offered by the Henry George School, and I have kept a few personal letters from students. When I showed some of them to a young woman who is a student of the "in person" classes here at New York headquarters, I felt she made an illuminating remark when she said, "I could never understand how people could become friends, and even fall in love through the mails, but looking at these letters shows me how well people can understand each other, even though they have never met."

In the exchange of lessons with my students based on the book *Progress and Poverty* there have been no romantic developments. But there is a great deal of romance for me in the thought that people thousands of miles from 50 East 69th Street, who write and receive answers to basic economics, become for me, individuals with distinct personalities.

A farmer with a stand of timber in Oregon sends his lessons and then takes time out to make notes about the inequities of the tax system in his isolated woodland. An engineer in New Mexico sent in with his lessons, newspaper clippings about the sale of undeveloped

desert areas to older citizens with promises of pleasant vacations on land which was nothing but sand dunes. A young married woman whose second lesson was in almost unreadable handwriting, was expressing her thoughts much better a few lessons farther on, writing and spelling better, and digging out the correct replies from the not-always-easy-to-understand *Progress and Poverty*.

A dear little lady penned a note in an old-world script to say that she had not received much education, but is trying to understand the world she lives in. A student in a state prison, questioning George's remarks on page 133, wondered if the earth would not have a permanent weight loss when space vehicles left for other worlds. And so it goes.

We volunteer teachers are responsible for our particular group of students, no matter where they live. Frankly I enjoy this work and I get a pleasurable bonus in seeing the concepts become clearer and sharper as students become more facile in expressing themselves. I think the home student as a rule works harder than the student in the classroom, and I often notice a strong element of self improve-

(Continued on page 15)

(Continued from page 1)

ment co-incident with the process of learning the principles of *Progress and Poverty*.

For myself, and I think for the other correspondence teachers also, there is indeed a suggestion of romance (agapé and philós) in our correspondence department, when persons separated by many miles use the classes-by-mail to come to know each other, and learn

more about the fundamental principles of economics.

In San Francisco, in March of 1879, George inscribed the first edition of his now famous book "to those who, seeing the vice and misery that spring from the unequal distribution of wealth and privilege, feel the possibility of a higher social state and would strive for its attainment." We also strive for that attainment.

—Paul S. Hershey

More on Economics by Mail

It is not unlikely that someone may be reading about Henry George in some part of the world every one of the twenty-four hours. The school's Correspondence Division has students in all the 50 states and many foreign countries, and the mail is a treasure trove for stamp collectors.

The three basic courses: Fundamental Economics, Applied Economics and Science of Political Economy; are the most popular. There are four supplementary courses: Philosophy of Oscar Geiger, Philosophy of Henry George, Democracy versus Socialism and Human Rights.

The Henry George School is an accredited member of the National Home Study Council and is listed in their Directory of Private Home Study Schools. About 250 English language students receive certificates on completion of the fundamental course every year, and this is now being augmented by the graduates of the course in four other languages: French, Spanish, Italian and German.

A great deal of interest is shown, and a variety of ages and backgrounds are reflected, among those who enroll. Some students begin in a critical mood but become enthusiastic proponents when later lessons are reached. Edgar Trier, who is associated with a French

newspaper in New York, has pupils in France, Germany, Belgium and Haiti. As an indication that interest in the courses continues, one Haitian pupil expounded George's theory at an international conference where he was present as a delegate from his country.

Some of the students write of their personal problems, asking for advice, some write long reports on local incidents illustrating George's theory, a few have sent poetry. The home study method is preferred by many busy people because it eliminates the travel time required in regular attendance at classes. But the most gratifying letters come from those who for reasons of health or geographic remoteness could never undertake this study if it were not available free by mail.

In the November 1962 HGN we introduced Daisy McNeill, deaf from birth and physically handicapped, who was denied an education, yet is self-supporting. She expressed her warm gratitude to her teacher and the school for the priceless opportunity to study at home free of charge.

And from Ghana a student wrote recently to say he too was grateful for the lessons, and proud of the torch that had been passed on to him by the Henry George School. Convinced that the study of the nature of wealth and

the natural laws governing its production and distribution should be studied by all thinking persons, he said: "We must adopt the method of abolition of land speculation and monopoly. If we followed this remedy the way would be open to great progress."

An enthusiastic French graduate wrote to inquire whether he could receive his certificate in New York and if his transportation would be paid.

The volunteer correspondence faculty for English language courses includes: Roma Bianco, Thornton Brown, Adele Buckalter, Elizabeth Bukofski, Alfred Cadavero, Evelyn Evans, Anthony Grieco, Gilbert Herman, Paul S. Hershey, Salvatore Manganaro, Kaldes Nicholas, Edith Pesetzner, Mabel Rees, Isobel Restall, Martha Sherr, Wilfred Smith, Paul Tugender and Harold Zerdin.

In addition there is a growing faculty to serve the increasing number of foreign language students. William Camargo and Lionel Gonzales correct the lessons in Spanish; Ilse Harder and Manfred Richardson in German; Frances Soriero and Henry Gieffers in Italian; and Henri Bellante and Madeleine de Roince in French. Versatile teachers

handling two, three, four and even five languages (with English), are James Murphy, Edgar Trier, Charles Stern, Edney Huckleman and Leo Eitingon.

Staff members serving the Correspondence Division are: C. Matthew Ossias, Head of the Division; Marian Wolf, Secretary; and Peter Patsakos, International Secretary. Laurence Kobak, Assistant to the Director, also participates. Special volunteers include Cleto Hernandez, Helen Lader, Fryda Ossias and Leonard Weisenfeld.

For those in search of a new way to support the Henry George School, we can suggest placing advertisements of the correspondence courses in their local papers. This was done recently by Walter Gerver in Lancaster, Pennsylvania; by Alex Duris in Hendersonville, North Carolina; also by S. Sevensen in various periodicals in Holland. Very welcome responses are received from such notices. If you contribute an advertisement of this kind to your community newspaper, you may be surprised at the interest it will arouse. For further suggestions write to the Henry George School, 50 East 69th Street, New York 21, N. Y.

Georgists will again gather on a university campus, this time at the University of Toronto, from July 3rd to 7th, for the 19th annual conference of the Henry George School.

Among the speakers will be Senator Arthur W. Roebuck; C. H. Bubeck of the University of Toronto; and S. James Clarkson, newly re-elected Mayor of Southfield, Michigan (see p. 10). There will also be discussions by school directors, a sight-seeing trip, a Fourth of July observance, and a close look at the unique tutorial system adopted by Toronto's School of Economic Science.

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