

he asked his lawyer to read the book and tell him where its reasoning was wrong.

His lawyer wanted a fee, but that was only a joke. Yet he probably got the fee when he collected his bills for other work. Anyhow, the rich young man used to tell him so; but that, too, was a joke.

The lawyer did read the book, however, and at the first reading he noted its "fallacies" with a pencil as he read along. And many were the fallacies he noted. Then he read the book a second time, rubbing out a large share of his previous notes, for he had discovered that these were due to his own misunderstanding and not to the author's bad logic. On a third reading he rubbed out all the remaining notes, and when he reported to his client, he said: "There is nothing wrong with the logic of that book, but its bottom facts are false." The rich young man replied: "I know as much about the facts as you do; the bottom facts of that book are not false, they are true, and if you advise me that the reasoning is sound—for I never went to college and you did—I accept the conclusions as true."

And he did so. Not in words alone, but in conduct throughout all the rest of his life; and he came thereby to see what the Oriental rich man turned beggar did not see, that you may find Truth in the midst of riches. He recognized the great difference, which the Oriental did not recognize—the difference between riches earned and riches unearned. So he followed the example of the Oriental in spirit, but in an Occidental way; not by uselessly giving up his riches and begging for a livelihood, but by devoting his business faculties as well as his hunger for truth to uprooting the unfair conditions that make possible unearned riches on the one hand and undeserved poverty on the other. The remaining 25 years of this rich young man's life were given over to the work of abolishing monopoly. He wanted everybody to get what they earn themselves, and not what others earn.

Through that book this rich man learned that the monopoly of monopolies is monopoly of the globe on which we live. Not that there are no other monopolies, but that the others are secondary, and that this monopoly would take the place of all others if they were abolished, and that the abolition of this one would make the abolition of all others easier. Once he said, in answer to a question from an audience he had talked to: "I would rather leave my children penniless in a world where land cannot be monopolized, than millionaires in a world where land monopoly ex-

ists; for I know that their millions might take wings and leave them economically helpless in the world as it is; but if there were no land monopoly, everybody could earn a good living and therefore nobody would be economically at the mercy of anybody else."

The book in which Truth faced that rich young man was "Progress and Poverty,"\* its author was Henry George, and the rich young man was Tom L. Johnson, whose body was laid last April by the side of Henry George's in Greenwood Cemetery, New York. Tom L. Johnson's memory and influence, like Henry George's, cannot but grow as the things they stood for, and their devotion to them, come better to be understood by the disinherited classes they felt for and thought for and worked for—not as dictators, but as brothers.

Whether that Oriental found Truth in a life of beggary, need concern us of the Western world but little. It is not our way, and we cannot understand it. But Tom L. Johnson's way we can understand. He did not search for Truth, either in riches or in poverty. He did better than search. When Truth came to him and beckoned, he followed her. When she commanded, he obeyed. As a practical man, he realized the importance of expediency; but he was an Idealist to whom expediency was a means and not an end. In the best sense in which we use the word, Tom L. Johnson was a man of principle.

\*The book Mr. Johnson first read was "Social Problems" by Henry George, but this led to his reading "Progress and Poverty," which caused all that is described in the text as having followed. An account of this experience also is given by Mr. Johnson himself in Hampton's for July, and by the Hon. Henry George, Jr., in the Twentieth Century for July.

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## NEWS NARRATIVE

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The figures in brackets at the ends of paragraphs refer to volumes and pages of *The Public* for earlier information on the same subject.

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Week ending Tuesday, July 18, 1911.

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### La Follette on Taft.

Senator La Follette reviewed, in the Senate on the 12th, act by act, the administration of President Taft, declaring that the contest between the Administration and the Progressives is a "fight between the plain people and confederated privilege." [See current volume, page 625.]



Mr. Taft's Canadian reciprocity agreement was denounced by Senator La Follette as violating

every tariff principle of reciprocity heretofore expressed in the platform declarations of the Republican party and recommended by former Republican Presidents. In the beginning, he said—

it was heralded as a blessing to consumers. So was the tariff bill of 1909. It promises to reduce duties for the benefit of the people. It reduces no duties the effect of which can ever reach the people, but it does reduce duties for the millers, the packers, Standard Oil, the brewers, the coal combines, and in some measure, for the already grossly protected interests.

The La Follette indictment of President Taft is thus summarized by Sumner Curtis, Washington correspondent for the Record Herald:

Heir to the Roosevelt policies, as a Presidential candidate, Mr. Taft was a pronounced Progressive and the leading and most enthusiastic Roosevelt champion from the first to the last day of the campaign.

Three months before he was inaugurated Roosevelt's cabinet seemed certain of being retained by Mr. Taft. Three months after he was inaugurated he seemed to have forgotten that there ever had been any well-known Roosevelt policies.

He had no sooner taken his oath of office than he sacrificed the Progressive cause for the support of the Aldrich and Cannon and other reactionary program.

Rebuked at the polls in the election of 1910, he foolishly tried to buy back with postoffice appointments the support of the Progressives in Congress, which he had lost when he abandoned Progressive policies.

In the same spirit he is now seeking to regain the lost confidence of the public by cabinet changes, in the hope that the people will forget.

His conduct on the pending legislation is of the same kind and quality as that which has marked his whole course as President. Reciprocity is a popular catchword. The President seized upon it.

He made an Executive compact the basis not of a reciprocity treaty, but of a tariff bill. Upon this false basis he seeks to force it through Congress without amendment or change.

It is nothing that it pretends to be, and professes to be nothing that it is. It is a little brother to the Payne-Aldrich bill, the greatest legislative wrong inflicted upon the American people in half a century.

[See current volume, pages 626, 659.]

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#### The National Educational Association.

Under the leadership of Dr. Ella Flagg Young, superintendent of schools at Chicago, a second victory for the educational forces, as opposed to the self-perpetuating ring, was secured at the convention last week at San Francisco. The victory a year ago at Boston resulted from the nomination from the floor of Mrs. Young for president in opposition to the "regular" nomination by the committee. This victorious nomination was made by Katherine Devereaux Blake of New York. At the San Fran-

cisco convention last week the final victory resulted from the nomination from the floor of Miss Blake for treasurer in place of the renominated "regular" treasurer. [See current volume, page 659.]

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The convention at San Francisco opened on the 10th. In her address as president on the 11th, Mrs. Young declared the principle of the new regime, which seems now to be fairly under way. It received an enthusiastic response. Following her discussion of the principles of democratic education, it was stated by Mrs. Young as follows:

The National Educational Association should set its mark for progress along with education. It is no longer a small body made up of leading educators. Its meetings no longer are little gatherings of the leaders, but conventions of the main teaching body of the country. For years the idea has prevailed that this great organization should be a moneyed body. For some reason it has been thought that it should have a great fund; that its main mission is to send various sorts of reports and literature to its members throughout the country—the reports of the technical work of committees. To my mind this is not the true object of this organization. Its mission should be the bringing together of the members who compose the teaching army for the discussion of their practical, every day problems. It is for the teacher first, and for the educational theorist to a less degree, that this organization should conduct its work. Our ideal should be to increase its numbers, to spread its influence, to make more practical its work, and to inspire it with a broader, more free spirit of democracy.

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The first test of strength came on the 13th when the nominating committee reported the name of Carroll G. Pearse of Milwaukee for president and that of Durand W. Springer for re-election as treasurer. Mr. Pearse was acceptable to the democratic elements, but Mr. Springer was not. He had co-operated with Nicholas Murray Butler of Columbia University in opposition to the democratic policies of Mrs. Young. Instantly upon the reception of the nominating report several motions were made to accept the report, except that the name of Katherine Devereaux Blake be substituted for Mr. Springer's. The motion carried 4 to 1; whereupon Mr. Springer got the floor and exclaimed:

I do not believe in this democratic way of electing officers of the Association from the floor. I withdraw.

His withdrawal was accepted, and Miss Blake's election without opposition followed. The same vote elected the following vice presidents:

First vice president, Ella Flagg Young of Illinois; second, George H. Carpenter, Texas; third, C. C. Philbrick, Arizona; fourth, Mrs. Helen Marsh Wilson, Colorado; fifth, Dr. Samuel Andrews, Pennsylvania; sixth, Superintendent R. H. Willson, Okla-