

Greetings, HGI Members

This year's annual Members' meeting, at the CGO conference in St. Louis, was a bit of a departure from our usual chatty get-together. I chose to make a formal presentation — and since many of you were there, I'd like to share some of that presentation as this year's report to you.

Our Online Program

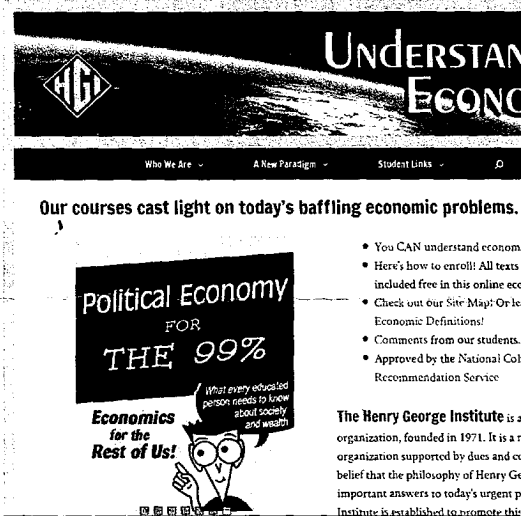
Our website has been at www.henrygeorge.org since 1996. Along with *The Progress Report*, it was one of the first two successful Georgist websites.

We won't give up our regular-mail correspondence courses — but we've also done our best to get Henry George's ideas across to a 21st-century audience. This year I implemented a long-overdue upgrade to make the website mobile-friendly, which has improved overall traffic and interest. More important, it led me to re-think the way the course was organized, to cut down on the required reading and make it more inviting to online students. Also, the latest version of the course incorporates the series of short videos I made with the Henry George School.

Since the online course shifted to a self-paced format, we've been quite successful at getting people to enroll — but not so good at getting them to complete the course. We're addressing that in a couple of ways. Our UE mailing list reminds people that they signed up, and provides them with brief connecting commentaries. Next, we'll begin a series of live online seminars with students. The goal is to make connections between the course's content and topical issues and concerns. Eventually we hope these sessions can be revenue-raisers.

Marketing efforts

I have been working for the past few months with a marketing consultant, and this has been an eye-opening experience. The notion of a systematic marketing campaign seems not to come naturally to Georgists — but we must do it. I've been encouraged to develop goods and services that will both raise revenue *and* encourage students to go on learning. The online seminars I mentioned will be part of this. Also, I plan to repackaging the readings and illustrations of the *Understanding Economics* course in book form. This should look snazzier, and sell better, than our existing course booklets.



👉 **Empirical approach: what are people looking for?**

👉 **Listen more.**

👉 **"Sell them what they want; give them what they need."**

👉 **Provide intriguing, engaging follow-up.**

👉 **Deliver a quality product!**

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College credit recertification

In 2012, we successfully applied for and received college transfer-credit recommendation from the National College Credit Recommendation Service. The Henry George School's correspondence course program had a similar recognition from a certifying organization in the 1960s (which it lost when it jettisoned the program). Since then, no other Georgist program has earned this distinction. This is a valuable asset. Even if we don't graduate very many students, we have the right to display this validation. Other organizations can take advantage of it — if their teachers undergo an HGI training program.

The NCCRS requires a recertification every 5 years, which costs \$5,000. Kris Feder and Fred Foldvary, who served as our academic evaluator back in 2012, have agreed to do so again. I'm confident that they will approve of how our curriculum has been improved since then. A recertification meeting/interview will take place this month. Please contact us if you can help us raise the \$5K!

Notes on our history

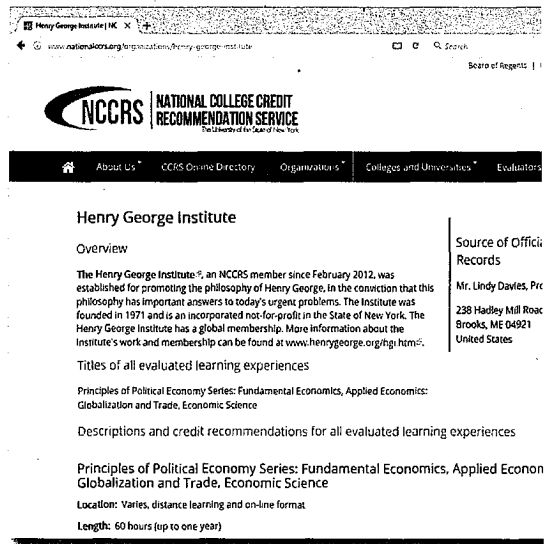
Henry George School had a long-standing correspondence course program. By the mid 1960s it had hundreds of students per year, and offered courses in six languages. This was effective educational outreach, and a meaningful activity for student volunteers. Then, in 1969-70, the HGS changed course in a fruitless attempt to secure funding. Bob Clancy was fired; the correspondence course program was suddenly dropped.

Clancy founded the Institute in 1971. Its main program objective was to revive the correspondence course program.

The Henry George School has a Board of Trustees of 15 people. Nine are appointed for life and they choose the other six. The school was organized as it was to prevent infiltration — to make sure that "real Georgists" would be on its board. Over the years that has created great problems. Having seen the pitfalls in the HGS's lifetime board structure, Bob and the HGI's founding Directors created the Institute as a democratic membership organization. Our Board of Directors is elected by the dues-paying members. However, the HGI's bylaws do provide a check against infiltration. Only four of the twelve board members are elected each year. And the board has the right to refuse an application for membership.

This has never happened. But it could. If the HGI came into money, and 300 strangers suddenly applied to join, seeking to hijack the organization, the board could prevent that.

The HGI was designed with longevity in mind. It has been at work for 46 years. Right now we are facing a funding crunch, but make no mistake: it WILL continue.



The screenshot shows the NCCRS (National College Credit Recommendation Service) website. The header includes the NCCRS logo and the text "NATIONAL COLLEGE CREDIT RECOMMENDATION SERVICE". Below the header, there is a navigation bar with links for "About Us", "NCCRS Online Directory", "Organizations", "Colleges and Universities", and "Evaluation". The main content area is titled "Henry George Institute" and includes an "Overview" section. The overview text states: "The Henry George Institute is an NCCRS member since February 2012, was established for promoting the philosophy of Henry George. In the conviction that this philosophy has important answers to today's urgent problems. The Institute was founded in 1971 and is an incorporated not-for-profit in the State of New York. The Henry George Institute has a global membership. More information about the Institute's work and membership can be found at www.henrygeorge.org/hgi.html." Below this, there are sections for "Titles of all evaluated learning experiences" (listing "Principles of Political Economy Series: Fundamental Economics, Applied Economics: Globalization and Trade, Economic Science") and "Descriptions and credit recommendations for all evaluated learning experiences" (listing "Principles of Political Economy Series: Fundamental Economics, Applied Economics: Globalization and Trade, Economic Science"). The location is given as "Varies, distance learning and on-line format" and the length as "60 hours (up to one year)". On the right side of the page, there is a "Source of Official Records" section listing "Mr. Lindy Davies, President" and the address "238 Hadley Mill Road, Brooks, ME 04921, United States".

The HGI started as a (more or less) operation...

