

In addition to student speakers, and an address by Mr. Frank Chodorov, Director, the program included these novel features: A quiz contest on "Georgiana"; a skit, "Baby Snooks and the Law of Rent," written by Edwin Ross, and enacted by Mr. Ross and Miss Dorothy Sara; a demonstration of a unique mechanical contrivance elucidating the Law of Rent, invented and built by Mr. Emanuel Ebner; and a sale of Henry George School pins, introduced by an auction of the first pin, with Mr. Arthur Landry as auctioneer. About 750 attended this occasion. Mr. Otto K. Dorn was chairman.

The new semester opened the week of January 27, with a total enrollment, to date, of 1600. Of these, 1100 are taking the basic course in Fundamental Economics, including 100 high school students, and 500 have enrolled for the various advanced courses. The Leaflet Distribution Committee is in no small degree responsible for this figure. The basic course has been changed from a ten-week to a fifteen-week course. On this new schedule, "Protection or Free Trade" will consume the latter five weeks, the first ten weeks being taken up with "Progress and Poverty," as before.

Two important lecture courses have been added to the curriculum. One is on the "Principles of Assessing," a series of seven weekly lectures which began Tuesday, January 14. This series is conducted by Mr. John St. George of the New York City Tax Department. The course provides a much-needed familiarity with the fiscal fundamentals of taxation, with special reference to the system and methods employed by the New York City Department of Taxes. This course has been well attended. The second lecture course is on "The Influence of Henry George on Economics," a series of five weekly lectures beginning January 31, and conducted by Mr. Morris Forkosch.

The Fall term elective advanced courses have drawn to a close, with Mr. Michael Bernstein's course on "Democracy versus Socialism" taking the lead in popularity. In this course, Mr. Bernstein uses Max Hirsch's celebrated book which gives the course its name. Other courses are: Social Philosophy, based upon Dr. George R. Geiger's "The Philosophy of Henry George"; Public Speaking; Basic Principles of Composition; Formal Logic. Robert Clancy has completed a ten-week course on the Life and Teachings of Oscar H. Geiger, the Founder and first Director of the Henry George School of Social Science. In this course, the background of the School is discussed. Geiger's philosophy of life is also studied. His philosophy, while based upon Henry George, also presents many original features, such as his views on Natural Law, the Unity of Creation, and Individual Ethics.

#### CHICAGO, ILL.

The largest Winter term in the history of the Chicago Henry George School opened the week of January 13 with 33 classes in "Progress and Poverty," and 16 advanced classes. The total enrollment was nearly 500. In addition, over 300 inquiries concerning the correspondence course were received. The campaign for students was marked by the distribution of 40,000 announcements, 2000 posters, and news releases which appeared in 60 metropolitan and neighborhood or suburban papers. Forty teachers are manning the new classes, seven doing double duty, and one triple duty.

In other ways the Chicago School is progressing. A library has been started, augmented by a donation of many Georgeist books and a bust of Henry George. The Chicago Speakers Bureau, well past the "wing-testing" stage, is increasing its engagements. "America's Forgotten Line of Defense" is proving a talk of particularly popular appeal. Mr. Francis Neilson is sponsoring a letter contest open to recent graduates of the Chicago School.

And so the Windy City moves apace.

### The School of Democracy

Mr. Harry J. Haase, who is engaged in a Georgeist educational program in the School of Democracy, has submitted a four-point proposal for a Georgeist course of action, which he calls "A Four-Year Plan". The plan follows:

1—That we spend the next three years educating—utilizing all our resources to imbue every person we can reach with the philosophy of freedom.

2—That, having obtained an individual's acceptance of the Georgeist philosophy of freedom, we see to it that no individual drops out of the struggle of "freedom through enlightenment."

3—That we hold a convention at the end of the third year of this program, and adopt a platform of freedom to be submitted to every candidate for a major state or national office (all parties).

4—That we follow up each and every one of these candidates, and demand that he take a stand on our platform—for or against.

Suggestion No. 1 is offered to all schools, organizations and groups teaching the collection of economic rent as the remedy for society's ills, regardless of method, text or teacher. It is also intended for those who educate through lectures, publications, radio talks, or any other method.

Point No. 2 means that some method of utilizing the energy of everyone who accepts the philosophy of freedom should be found. The "method" should be broad enough to take consideration of every individual. There should be provision for those who want to teach formally in the classroom; for those who want to carry the message "outside";

for those who want to organize. In short, we should attempt to use everybody's talents in a way most satisfactory to the individual.

On point No. 3—All who have been active in the work of spreading knowledge of the true basis of freedom ought to submit suggestions for the platform. The convention might be held at the time of the Annual Henry George Congress, and take up an additional session.

The fourth step can be taken whenever and wherever candidates speak in public. It can be done by personal calls, through the mails, or in the columns of the press.

Instead of forming a third party and trying to fight the strong political machines, the above program will enable us to utilize the strong parties to accomplish our purpose. It will make it possible for the people to demand of the politicians what they want, instead of supinely accepting a choice between party-made variations of our present unsound system. It will make it possible for the people to have a *real* choice at the polls for the first time in our national history.

The author of the above program would be interested in receiving comments on his ideas. Address Harry J. Haase, the School of Democracy, 1165 Broadway, New York, N.Y.

## American Alliance to Advance Freedom

A group of Georgeists have been meeting during the past few weeks for the purpose of launching an organization that will bring Henry George's proposals to the forefront "in the councils of world affairs." Calling itself the American Alliance to Advance Freedom (with the subtitle, "By Promoting the Principle of Natural Economic Rights"), this organization plans to issue pamphlets, conduct current events forums, and engage in related activities. The following aims have been formulated: 1—To awaken interest among non-Georgeists in the Georgeist doctrines, so that many whose curiosity is thus aroused will seek formal instruction. 2—To crystallize Georgeism in terms of specific goals in order to offer concrete objectives for men and women seeking a way out of the present social and economic crisis. 3—To bring the issue of Georgeism before legislative bodies throughout the country in order that the principles of equal right to the use of land and free trade will be adopted as the basis for making the coming peace a permanent and a just one.

The Chairman of the Alliance is Sidney J. Abelson, the Secretary is Elbert Josefson, and the Financial Secretary, Sara Wald. The Provisional Committee consists of Lloyd Buchman, Miles Shefferman, Roberty Clancy, Gilbert M. Tucker, Erna L. Nash, and Malcolm R. White.

The Alliance is issuing a "Proposal for Georgeist Action Now," to be submitted to followers of Henry George. Herewith are selected passages:

"What stands out in the life of Henry George, in his life as an author and his life as an active man of affairs, is his belief in immediate social reform and his faith that vigorous, zealous action could make that reform a reality.

"We side with Henry George in his belief and in this vision.

"The cry for bread and peace issues from the throats of nearly two billion human beings. Who can answer this call?

"So-called 'capitalism' (a misnomer for our monopoly system), Socialism, Communism, Nazism, Fascism, each in turn had its day and failed. There is no answer to be found in any of these.

"With each passing day the cry becomes deeper and more desperate. The organism we call society does not and cannot stand still.

"We believe that the doctrines of Henry George answer this call for a new way of life that will bring peace and prosperity through justice. We believe that the two billion human beings now inhabiting this planet, however indifferent they might have been to us before the various "isms" were tried and found wanting, are now hungry for the very doctrines we have to offer, and that they will listen to us if we speak up.

*"We believe that our time, the time of a Georgeist emergence into the councils of world affairs, is at hand."*

The Alliance has also issued a "Declaration of Principles." The complete Proposal, the Declaration, application for membership, or any other information, may be obtained by writing to the American Alliance to Advance Freedom, 22 West 48th Street, Suite 505, New York, N. Y.

## Women's Single Tax Club of Washington

REPORT OF GERTRUDE E. MACKENZIE

The December and January meetings of the Club have been devoted to ways and means of promulgating the Single Tax gospel, as well as to the regular business of the Club.

At the meeting held December 2, the general subject for discussion was education, based upon the book being studied by the Washington Federation of Women's Clubs, entitled "The Purpose of Education in American Democracy," compiled by the Educational Policies Commission. The Federation speakers of the evening were: Mrs. Arthur C. Watkins, Chairman, Department of Education; Mrs. Charles H. Pierce, Vice Chairman, Department of Education; and Miss Mary E. Downey, Chairman, Committee on Public Safety. Among the other speakers was Mr. Matthew Ramage, a school teacher of many years' experience, who gave examples of the methods used by him to make school courses interesting; he explained that the secret of learning was learning how to learn. Mrs. Walter N. Campbell spoke on the true purpose of teaching—which she considered to