



the Illinois Georgist

Spring 2002 ♦ Volume 13, Number 2

Where should the Henry George School be?

The School's lease will expire at the end of 2002, so it is time to consider where we ought to be located.

We have been at 417 South Dearborn since January, 1998. Prior to that we were in storefronts in Rogers Park (1772 Greenleaf) and, earlier, in Ravenswood (4536 Ravenswood). We expect to have the option of remaining at 417, and of course this location has proven convenient for many students. But now is the time to also evaluate other locations.

If you have a suggestion— for a specific location, a neighborhood, or simply a criterion which we should consider in our search— now is the time to speak up. Pass your ideas along to any Board member or instructor.

21st Century Monetary Reform: Advice from Henry George

Steven Zarlenga, Executive Director of the American Monetary Institute, will report on Henry George's "surprisingly advanced" analysis of the role of money in the modern economy.

Wednesday, May 29, 2002, 6:30 PM
(at or near the Henry George School,
exact location to be determined)

Admission is free but you must reserve your place. To reserve or for information, call 312/362-9302, or visit www.hgchicago.org.

Spring term schedule

Have you ever wondered why...

Wages don't keep up with the cost of living?

Neither the government nor the Fed can prevent recessions?

The rich get richer?

Taxes seem to always get higher and more complicated?

Then our spring term courses will interest you.

We offer four sections of the introductory *Progress & Poverty* course (available, as usual, in three different versions). Also open to all interested adults is the renamed *Poverty, Liberation, and Land Reform* class.

Progress & Poverty, based on Henry George's classic work of the same name, begins by describing "the problem": Wages remain low even as the economy advances and productivity improves. And the threat of economic recession is always looming. Even though George was writing in 1879, and despite the efforts of thousands of research economists, huge numbers of politicians, and the Federal Reserve Banks, the same difficulties exist today.

We then define key economic concepts, figure out the principles which determine how wealth is produced and distributed, and apply these principles to show why scientific, technological, and organizational progress has not eliminated

See Schedule, page 2

| # | Course | (Version) | Date & Time | Start | End | Sessions | Instructor |
|--|------------------------------------|-------------|-------------|--------|--------|----------|------------------|
| Classes at the Henry George School, 417 S. Dearborn #510, Chicago | | | | | | | |
| 1 | Progress and Poverty | RELAXED | Mon 6:30 PM | Apr 01 | Jun 03 | 10 | Roy Corr |
| 2 | Poverty, Liberation, & Land Reform | | Sat 2:00 PM | Apr 06 | Jun 01 | 9 | John Kuchta |
| 3 | Progress and Poverty | ACCELERATED | Thu 2:00 PM | Apr 11 | May 16 | 6 | George Menninger |
| Classes in Evanston (near Davis and Oak Streets) | | | | | | | |
| 4 | Economic Science | advanced | Tu 7:00 PM | Apr 02 | Jun 04 | 10 | Chuck Metalitz |
| 5 | Progress and Poverty | ACCELERATED | Wed 7:00 PM | Apr 10 | May 15 | 6 | George Menninger |
| Class in Oak Park (near Lake St and Oak Park Av) | | | | | | | |
| 6 | Progress and Poverty | Standard | Thu 7:00 PM | Apr 04 | May 30 | 9 | Bob/Ruth Kennedy |
| All class sessions are scheduled to last 90 minutes. The advanced class (Section #4) requires prior completion of Progress and Poverty; all other classes are open to all interested adults. | | | | | | | |
| To register, use the reply form on page 3. | | | | | | | |

Letters

Leaving a Message

I just put up a marble bench at my local cemetery, where I'll finally rest. I think all Georgists should put these up in their picked cemeteries as their last word to the living. The seat of the bench is inscribed:

American Georgism for 21st Century
Do Read Progress and Poverty
by Henry George 1839-1897
For Information Write H. G.
Foundation of America & Museum
413 South 10th Street
Philadelphia PA 19147

And then along the edge:

by Georgist Jeremiah F. Enright

— *Jeremiah F. Enright*
Phoenix, AZ

Copenhagen Clarification

The Winter, 2002 *Illinois Georgist* said the Danish Metro system is financed "using the increased land values it brings." Well, perhaps so, but what I found [on the web site], in English, suggests that they've not rented the land but rather SOLD it. UGH.

— *Bill Batt*
Albany, NY

Good News from Pennsylvania, Virginia

In Pennsylvania, some 20 jurisdictions tax land at a higher rate than buildings. As expected, this has encouraged construction and brought growth to areas where it was sorely lacking.

But Philadelphia, a city long in serious economic distress, has never adopted this innovation. Instead, a nightmare of taxes on productive activity continue to drive jobs and population away. Now, a citywide elected official with political clout has proposed that the tax on land value be increased, with the proceeds used to reduce the city wage tax. City Comptroller Jonathan A. Sidel's proposal has support of major players including the Chamber of Commerce and the Association of Realtors, as well as the League of Women Voters, but its fate with the City Council remains unresolved.

In Virginia, the legislature has passed, and the Governor signed, a bill enabling Fairfax City to modify its real estate tax to fall at a higher rate on land than on buildings. The new law, which does not affect other municipalities, permits the City to shift taxes from buildings onto land beginning no sooner than July 2003. Public hearings and "community outreach" will precede the decision whether to make the change.

The Pennsylvania Fair Tax Coalition (Alanna Hartzok, Coordinator), Center for the Study of Economics (Joshua Vincent, Executive Director), Professor Nicolaus Tideman (Virginia Tech), Councilman J. Anthony Coughlan (Fairfax City), and numerous others helped bring about this progress.

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poverty. As a remedy becomes evident, we evaluate it against standards of both justice and effectiveness.

Poverty, Liberation & Land Reform looks at the problems of the "developing" world. What are the key requirements for a free and just society, and why do revolutions, though effective in changing governments, so rarely accomplish this goal? This course looks at the ethical and economic underpinnings of liberation. It provides an introduction to the history, theory, and practice of liberation theology, integrating some of Henry George's key ideas. It somewhat overlaps, but does not duplicate, the *Progress & Poverty* course. It is the same course, developed by the Henry George Institute, that was formerly offered under the title "Liberation Theology and Land Reform."

The advanced course offered this term will be *Economic Science*. Our text, George's insightful *The Science of Political Economy*, was intended for use in college classes, and covers a broad range of topics, including money as a kind of language, the nature of wealth, theories of value, diminishing returns, the relation of space and time in production, voluntary and involuntary cooperation, the nature of trade, causes of confusion as to property, money and credit, and the functions of land, labor, and capital. To enroll in this course you must have completed *Progress & Poverty*, whether at a Henry George School, by correspondence or Internet from the Henry George Institute, or by independent study.

Thanks to our Contributors

Since our last issue, donations have been received from the following supporters.

Jeremiah F. Enright Larry Haws
Richard A. McKinnon Greg Mullins
Gerry & Gaye Shaw

Major funding is also provided by the Henry George School of Social Science in New York City. The School's instructors, staff, and students value your support.

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The Illinois Georgist is the newsletter of the Henry George School of Social Science, Chicago, Illinois. Signed articles reflect the opinions of their respective authors, and do not necessarily represent the opinions or policy of the Henry George School. Editor of *the Illinois Georgist* is Chuck Metalitz.

The Henry George School is a private, tax exempt educational organization under the provisions of the Internal Revenue Code Section 501(c)(3). Donations to the School can be tax deductible.

I enclose \$10 registration fee and would like to register for . . .

- Progress & Poverty (specify section number _____)
- Poverty, Liberation & Land Reform (section #2)
- Economic Science (section #4—you must have taken Progress & Poverty previously)



Please . . .

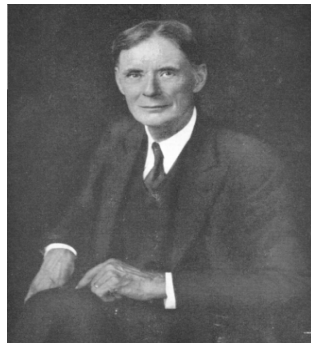
- send the new school catalog including course descriptions.
- add me to your mailing list. change my address/name as indicated on the reverse.
- accept this contribution of \$_____ to help in the School's work
- contact me about tax-advantaged giving. contact me about volunteering to help the School.
- remove me from the mailing list.

Be sure that your name and address appear correctly on the other side of this form.

Mail this form to: Henry George School, 417 S. Dearborn #510, Chicago IL 60605
 or fax it to 312/362-9303 with your name & address. If you register for a course you will receive confirmation by telephone or mail.

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More serious is the problem of definitions. Anyone who has taken even one course at any Henry George School will recall that, in discussing economic issues, key terms must be defined and used in a consistent way. And so I was at first encouraged to see a recurrent button on many of the screens labeled "Helpful Terms." But the key concepts George defines in *Progress and Poverty*— land, labor, capital, rent, wages, interest, wealth, production, margin of production— are missing. Instead, we have some fifty terms, some only peripherally related to George's ideas. Why couldn't George have had his nine included?



John C. Lincoln, funder of the Lincoln Institute of Land Policy, was President of the Henry George School in New York City.

Although the product contains the vast bulk of George's published work, and plenty of discussion about George and his applicability today, it's not a simple matter to discover from it what are the important things that George had to say. It would have benefited from an abstract of *Progress and Poverty*, such as the condensation by Jim Busey or the synopsis by Al Katzenberger. Or why not include the entire *Understanding Economics* course offered by the Henry George Institute; it's less than fifty pages long and surely would have fit?

There are also a few minor errors scattered around the discs. Tom Johnson, an important supporter of Henry George, is described as an "iron manufacturer" although his only manufacturing enterprise made rails from steel. To read about some economists prior to George click on "intellectual precessors."

In summary, Lincoln has produced an interesting compilation. It was worth doing, and only Lincoln has the financial resources to do it. Georgists who can spare the time (and money— it costs \$54 postpaid!), and who have the necessary computer hardware (fairly powerful) and

North American Georgist
 Conference in London, Ontario,
 August 21-25.
 For information:
www.progress.org/cgo
 or 847/475-0391

software (Windows or Macintosh), will find it educational and great fun. It contains some items which deserve wider publication. But the viewer (reader? user?) who is unfamiliar with George and his ideas may flounder quite a bit through the history and the pictures without, perhaps, understanding George's essential ideas and their applicability today.

What else?

If you just want to have on your computer the text of George's books, the Robert Schalkenbach Foundation is putting them on the web for free— already *Progress and Poverty* and *Social Problems*, with annotations and in a useful, plain-text format, are at www.schalkenbach.org. And while I can't claim to be unbiased, if you really want to learn what Henry George had to say and why it's important today, you should take courses, either at a Henry George School or on-line through the Henry George Institute.

— Chuck Metalitz

Typo Faithfully Reproduced

A typographical error in recent editions of *Social Problems*— the word "tendency" in place of "tenancy" on page 226— is maintained by Lincoln on their CD. The 1883 edition uses the correct word: "The most common form of agricultural tenancy in the United States is not that of money or share rent, but of mortgage."

Henry George School

of Social Science

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Lincoln's Henry George CD's Interesting but Incomplete

The Lincoln Institute of Land Policy has released the two-disc set, *The Legacy & Works of Henry George*. Subtitled *A Wealth of Information About the Life, Times, and Influence of this Great Orator*, the package has much of interest.

What's there

The set includes the complete text of all of George's books: *Progress & Poverty*; *Protection or Free Trade*; *The Science of Political Economy*; *Social Problems*; *A Perplexed Philosopher*; *The Land Question*; *Our Land and Land Policy*. These are in Adobe's "pdf" format, printable and searchable, though not easily copied to other software. There are also speeches and articles by George.

There are hundreds of images of all kinds, photos of Henry George, his family, colleagues, residences, memorials, etc., including one of the sloop *Hindoo*, aboard which he was "foremast boy" in 1855-56. Cartoons and clippings. Modern and historic pictures of Arden and Fairhope (two communities founded on George's concepts), as well as sheet music for the song "Fairhope, I Love You." The original "Landlords' Game" (the basis of the modern game "Monopoly.") A certificate of membership in the Anti-Poverty Society. A picture of George and supporters on the front steps of the Art Institute of Chicago.

A "spheres of influence" section identifies 26 individuals, from Chiang Kai-Shek to Henry George, Jr., who were influenced by George.

But wait! There's more! The entire text of Kenneth

Inside...

Spring 2002 Schedule

21st Century Monetary Reform

For the latest Henry George School
information visit www.hgchicago.org.

Wenzer's *Anthology of Henry George's Thought*. Over a dozen papers by others, treating topics (mostly) related to George's ideas. Henry George's family tree. An illustrated timeline of George's life, with historical context. Links to other resources. There's even a brief video interview with Henry George's granddaughter, choreographer Agnes de Mille.

Among the papers, Dick Netzer's is outstanding, succinctly and readably explaining why the land tax is not a relic, but has huge (though largely unexplored) potential today.

What isn't

As for shortcomings, we could start with the subtitle. "Great Orator?" True, Henry George was by all reports an excellent speaker, but that's not why we study his works today. He was a great social philosopher, a great economist, and a great writer. But then, the overall feel of the product is historical, as if it is merely describing events of the past, with only modest regard for the continuing relevance of the ideas expressed.

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