

Postscript

The first issue of The Henry George News filled with optimism for the future, will I am sure, inspire every one of us to make the school's program more and more effective. Ours is a mighty task. To accomplish it we need the support and cooperation of everyone who sees the great truth which Henry George made clear. In the past year or two the war drums have sounded so loudly that the voices of many educational institutions have been silenced. But the voice of Henry George speaks more clearly than ever. Even as I write these words, soldiers are drilling in the street below my window. An officer is shouting the commands. How long, I wonder, must it be before those young men will understand that the Four Freedoms and universal peace can only be achieved through economic freedom? The time will depend upon how rapidly our educational program can be expanded.

This year has brought us much encouragement. Through the kindness of a student who gave us the complete list of names and addresses, we were able recently to send announcements to some 15,000 Presbyterian ministers. Many of them enrolled in the correspondence school and one has asked for 15 copies of the course for a group of young people in his church.

We have secured splendid cooperation from International Correspondence Schools which we have good reason to expect will result in a large number of enrollments.

The educational director of one of the C.I.O. units has just asked for information regarding the course. He promises to recruit students from the 18,000 members of his group.

The occupational therapy department of a veteran's hospital has written for detailed information on the courses.

Literature has been sent this fall to 12,000 libraries throughout the United States. Requests for courses are already coming in.

One of our graduates, former member of a European Government, tells me that his colleagues, now in exile here, are definitely planning to institute land value taxation when the war is over. Not only do they intend to put this plan into effect; they will introduce Progress and Poverty through the public educational system so that every citizen will become familiar with the program, understand its importance and see that it is continued.

Another student, a member of the Swiss Consulate, has recently joined our faculty, and is now teaching his second class at the New York School.

Just today we have a request from the Bolivian Consul for information regarding the classes. This came as a result of an advertisement by the Robert Schalkenbach Foundation.

The Minister to the United States from one of the Balkan countries told me when he visited the School a few days ago, that he believed Henry George was "the greatest American." He said: "Henry George appeals not only to my mind but to my heart. I have recently bought all his books and read them with the greatest interest."

Salom Rizk, author of "Syrian Yankee," is now attending class. Mr Rizk has visited thousands of high schools in the United States under the sponsorship of The Reader's Digest. He has spoken to millions of students on the preservation of American democracy.

A recent advertisement in The Nation brought us 200 new students. Radio spot announcements were responsible for 600 more. But the personal appeal that you—and you—and I—can make has proved more effective than any other approach to new students.

Literature will of course be sent

by the school to anyone whose name you send in. Catalogues of names and addresses are invaluable. If you can organize a class, by all means do so. The lesson sheets are yours for the asking.

Economic enlightenment will come as quickly as we bring it. The future depends upon our charting a course and following it, setting high standards and maintaining them. "For ours is the work of education . . . of setting men to thinking."

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