

Geiger did not believe in planning far ahead, nor did he concern himself too closely with ultimate results. "We can but sow the seed," he would say, "the rest is in the hands of Nature." But he had sown well, and the School grew rapidly. The School idea, within a few years, gave direction to the work of Georgeists in other cities. The influence was felt in other countries, too—particularly England, Denmark and Australia, where the movement was already strong and there was a background of educational activities.

It was in 1936, at the Fifth International Conference for Land-Value Taxation and Free Trade, in London, that Lancaster M. Greene, trustee of the School, was able to report the impressive growth of the Henry George School to the assembled Georgeists from the world over. Mr. Green's paper for the Conference, which is well worth re-reading, also outlined the School's educational techniques, which have not substantially changed since then. The basic course, which is offered free of charge, uses *Progress and Poverty* as the text book. It is divided into ten lessons, with a Teacher's Manual to guide the instructor. Upon completion of this course the student is invited to enrol in advanced courses, also free and also based on the works of Henry George—*Social Problems, Protection or Free Trade, Science of Political Economy*. New courses have been added—Monetary Theory, American History, Philosophy of Henry George and others, and additional courses are planned that will round out the students' knowledge of the philosophy. It is often observed by college students that their studies at the Henry George School are more interesting than their college studies and that their George teachers are abler and more convincing than a good many college teachers. The teachers themselves are selected with care from the student body and are trained in a special Teachers' Training Class. All teachers serve on a voluntary basis, without monetary remuneration, and feel honoured to do so.

A new enthusiasm soon grew out of these educational activities. The progress of the School fired Georgeists everywhere and classes were conducted in scores of cities, towns and hamlets. "The World is Our Campus" became the School's motto.

At first it was anticipated that the School would progress in geometric ratio, *à la Malthus*, and that the world would become Georgeist within a matter of years! Such progress did not materialise, but the progress that was made was incontestable. After a few years the School may have lost some of its allure as a novelty, but it had proven itself a good investment, and so the Henry George School developed from an adventure to a business. Those who survived the transition learned and applied a valuable lesson: that it is hard enough to start a venture, but it requires just as much fortitude to keep it going. It requires the constant diligence of a core of earnest workers whose inspiration can revive after set-backs. It requires a constant flow of