

funds. Enough of such workers and enough funds were obtained to permit the School to continue growing.

During the war the School confined itself to the effort of staying in business, with the temporary sacrifice of workers and teachers to the armed forces and war industries, and the interest of prospective students concentrated on winning the war. The war over, the School proceeded to give attention again to moving forward.

At the present time the Henry George School, with headquarters in New York, is firmly and permanently established in twenty-two cities in the United States and Canada. From the idea of geometric expansion, a new pattern is emerging—a pattern more in keeping with the original aims of Oscar Geiger when he founded the School. Teach the leaders and thinkers, said Geiger; when they understand and advocate the Georgeist philosophy they will, in their own fields, influence a much greater number of people. Eventually, the idea will work its way into the fabric of society and legislation will be a matter of course. It has been realised at the Henry George School that with our present resources and methods we cannot yet strike for mass education. The course that has been settled on is an effort to influence those who are in a position to influence others.

In New York (Robert Clancy, Director) attention is being directed to securing some recognition by the educational world. The School co-operates with the New York Adult Education Council in bringing education to the outlying communities of the city. Our courses are also approved for the adult educational centres sponsored by the Board of Higher Education of New York. The interest of Bryn J. Hovde, President of the New School for Social Research, has been gained, and a course in *Progress and Poverty* has been added to the curriculum of the New School, which is the largest independent adult school in New York, outside of the universities. Also valuable is the interest of Eduard C. Lindeman, outstanding educational leader in America, second only to John Dewey, who himself is the School's Honorary President. We can also count Harry J. Carman, Dean of Columbia College, among our friends.

In the industrial world the active interest of Roy A. Foulke, Vice-President of Dun & Bradstreet, Inc., is worthy of mention. Another asset to the School is that John C. Lincoln, prominent industrialist, is President of our Board of Trustees, which also includes other successful business men—Otto K. Dorn, Vice-President; Leonard T. Recker, Treasurer; Ezra Cohen, Geoffrey W. Esty, Lancaster M. Greene and William S. O'Connor.

The Henry George School in Chicago (John L. Monroe, Director) has been focusing its efforts on securing the interest of business leaders. For the past couple of years the School