

has sponsored a series of Commerce and Industry luncheons, at which prominent business men have given talks. As a follow-up to this project, and with the interest thus created, a campaign is now being launched to establish classes in various business firms in Chicago. (In the Chicago educational world, the interest of Robert M. Hutchins, Chancellor of the University of Chicago, should be noted.)

In Philadelphia (Joseph Stockman, Director) contacts are being made with clubs, groups and co-operatives, and interest in Henry George classes stimulated among them. Richard E. Howe in Pittsburgh is doing work with labour leaders and stewards in the United Electrical Workers' Union. In Montreal, under the direction of Strehel Walton, efforts are being made to influence French Catholic leaders. With Noah D. Alper in St. Louis, Sanford Farkas in Boston, William B. Truehart in Los Angeles, and other extension directors, similar special campaigns are undertaken to gain the attention, interest and support of special groups, particularly the leaders.

Besides classes in many cities, the Henry George School also offers courses by correspondence, and development in this department has followed the new pattern generally. Instead of buckshot campaigning for correspondence students, special nationwide lists are selected and circularised. Among lists recently used are Harvard Business School alumni, engineers, executives of business firms, buyers of economics books from various publishing houses, and subscribers to economic periodicals. Results with the correspondence courses hold out great promises of future development. The correspondence students are on the whole of very high calibre, and already class leaders have been developed by correspondence.

In all, over 50,000 persons have completed the basic course in *Progress and Poverty* since the School was founded, and thousands are being added every year. During 1948 there were almost 3,000 graduates in the United States and Canada. Even with the aim of reaching a higher grade of students, we are able to report increasing enrolment each year.

It might be asked, "What of students when they have finished the basic course at the Henry George School?" The School's first job is education and we urge the student to continue his studies, to assist in the educational work by voluntary effort and contributions, and we encourage the more promising students to become teachers. There is also, in New York, an alumni association, S.A.G.E. (Society for the Advancement of the George Economy) which invites graduates to join them and to participate in projects related to the School's work. As for work outside the School, if leaders are brought into the movement, it is a matter we need not worry about, for leaders are just the sort of people whose activities do not have to be planned for them. We have already seen many indications of students carrying the