

The Priceless Pearl

ROBERT CLANCY, director of the Henry George School, referred to it as the "pearl anniversary," on the fourth of January when eighty teachers and members came to celebrate the thirtieth anniversary of the founding of the School by Oscar H. Geiger. Paying a tribute to the teachers and contributors, and to the founder, he also reported on the foreign language activity in the Correspondence Department. The course in Spanish was launched first and enrollments are coming in from Latin Americans in large quantities.

"We expect a great success from this work," Mr. Clancy said, and "since ours is a fundamental reform that is not communistic, we might see something happening in Latin America." Translations of lessons have been made by friends who worked with "vim and vigor" and often there were earnest conferences about how certain words should be translated.

Mr. Clancy presented "Henrys" (small bronze-colored busts of Henry George) to a number of volunteers who helped with translations. The recipients were: Rafael Jacobsen, an ex-Cuban journalist; and Cleto Hernandez, a Panamanian who expects to give the benefit of his knowledge to his country—both of whom helped on the Spanish work; Edgar Trier, a French journalist who edited the new French *Progress and Poverty*; and Henri Bellande, a Haitian who assisted with French translations and composed a long letter on the problems of Latin America which was circulated in newspapers there before the advertising for the correspondence course appeared, and was known to have a favorable effect.

Awards are being held for Henry

Gieffers, who helped with Italian translation; and Manfred Rochelson who worked on the translation into German.

A special scroll was given to James Murphy as a token of appreciation for many years of service in many capacities, including revision of the teachers' manual, also for his linguistic help.

Dr. Johnson E. Fairchild, Adult Education Director of Cooper Union, New York, the guest speaker, when addressing this 30th anniversary faculty dinner meeting, acknowledged the relationship between Cooper Union and our school (the only two private institutions in New York that give free courses), and said they had "mutual problems and a spiritual feeling for freedom and social philosophy."

Dr. Fairchild has a great belief in adult education and thinks it is one of the most important things in the world, because so many people are trapped in "a lot of little things."

Referring to popular advertisement slogans like "promise her anything but give her Arpege," and "every woman alive wants Chanel number five," he said it appears to be all right to cheat or lie so long as you have a bottle of perfume in your hand. Football teams, too, had better win or not come home—and it doesn't seem to matter how. What, he asked, do you expect from children, when almost everywhere you look this kind of morality exists?

Stating that a commencement is the beginning, not the end, he affirmed that the real job of education begins after college commencement exercises. A college can't teach a person all he needs to know in four years. Education must be a lifelong process. He deplored the sort of adult education that is engrossed with courses in basket

weaving and "baton twirling," although he is not against either. Adult education, the speaker believes, must be "the thinking kind." Teach people how to think, he urged. Next in importance is empathy. We must learn to understand how other people think and feel. One of the best ways to approach an understanding of people and the world is through adult education.

But we have to develop teaching and teachers, he pointed out. In the early pioneer days the teacher was a secondary thing, and to this day the teaching profession has not developed as it should. Teaching should be an honored position. But it takes roughly fifteen to twenty years to educate a person, so if you are going to start now to produce teachers, in about twenty years you may have good ones, and in thirty-five years we might have what we ought to have today. We do not face the problem squarely by putting up new buildings, he said. There's a great "to-do" about modern buildings, but if you have a good teacher in a dingy school you'll have a good school. People have to grow up—no-body just jumps into anything.

Today our horizons are almost limitless. We are living on the bottom of an ocean of air, and our concepts for our youngsters will have to deal with the ocean above us. The old orthodoxies are fading or having to be looked at severely. Delinquency comes from the top down. Babies are not born hating. We bring them up that way. We can never allow the schools either the time or opportunity to do it all. Possibly through the kind of work we do in adult education we can eventually have a less trapped type of people, Dr. Fairchild concluded.

A nostalgic note was added when Henry George's connection with Cooper Union was mentioned. Some of those present could recall the evening in 1954 when, at the "diamond jubilee" for *Progress and Poverty*, Lawson Purdy, then aged 90, addressed a group and said, "almost 60 years ago on this platform I nominated Henry George for Mayor of New York."

Mrs. Mabel L. Rees, a volunteer worker at New York headquarters, wrote the following tribute to Oscar H. Geiger. It was read by George Collins:

In a one-man school in a single room,
Where students were eager but few,
The teacher was Oscar Geiger,
Whose labor a harvest grew.

With *Progress and Poverty* as a text,
The scholars could understand
Distinctive rights of labor
From ownership of land.

What once was a "dismal science"
Now glowed with inner light;
The Natural Law of Justice
Shone forth for HUMAN Right.

A man could be a man again!
Good neighbors all could be,
With true co-operation
Without dependency.

Though not by "noise and shouting",
As Henry George well said,
But through education
His message could be spread.

How right he was we now perceive,
As schools both near and far,
Have shown the great and lowly
What George's teachings are.

And so to the George School Founder
Of Nineteen-thirty-two
For thirty years of leadership
We give our thanks to you.

You gave of yourself and fortune,
Advancing a worthy cause,—
May others be equally ready
Your standards to endorse!

Three Henry George School friends, in widely separated parts of the country, are preparing to offer classes, using *Progress and Poverty* as the text. They are: Samuel Friedman of Monticello, New York; Raymond Abrams of Miami; and Joseph T. Craig of Fort Worth. The first two were formerly associated with the Henry George School in New York, and Mr. Craig was once a teacher in the Pittsburgh extension. May their example inspire others!