

## Concerning Teachers Who Stand for Truth

By Anna George de Mille

**"Thou Which Teachest Another,  
Teachest Thou Not Thyself?"**

These words (Romans II:21) ring true to those who have had experience in attempting to pass along the doctrines laid down in "Progress and Poverty." Each time they are explained they become clearer to the explainer.

But sometimes an attempt is made to explain when the vision is only half glimpsed and the technique of spreading the message only partially mastered. This too often happens in the family circle—when the beginner student, in a burst of too-early enthusiasm, attempts to convince his folks, is promptly heckled and falls into the trap of mis-statements. He is almost in as hopeless a position of ever recovering his would-be converts' respect for his theories, as is the teacher who overstates and is later challenged by his class and forced to back down.

It would seem as if more were demanded of a teacher in the Henry George School than of any other teacher anywhere.

The teachers in this school need to know not only Henry George's brand of economics and his philosophy; they need also to know the claims of his refuters and how to refute them—and certainly they need to know diplomacy. Their pupils are not continuing to attend class because by so doing they will be awarded "points," nor do they "stick out the course" to "get their money's worth." If the student does study his assignments and does spend the prescribed twenty hours in the classroom—all that he receives as reward for his work is a new supply of hope, a definite understanding as to how to translate equity and justice into

the law of the land, plus the prospective job of going out into this cock-eyed world and making of it a civilized place in which to live!

No wonder those who have little foresight, and less vision, get bored and quit before they have really begun! (Alas, there is no answer to boredom.) It is the part of the teacher to develop that foresight—to focus that vision. His responsibility is therefore very great.

### Students Journey Far

A student will journey miles to sit at the feet of a preceptor or preacher who he believes gives him something he needs—not only a mental stimulus, but something of the heart, of the soul—an enthusiasm, a faith.

Not every teacher in our school succeeds in doing this. It is a special gift. It demands of him more than a knowledge of facts or even of pedagogy; it demands also the quality of the salesman. It is the ability to "sell" our message that makes our school succeed—or the lack of this precious talent can prevent the school from drawing students or holding them after they have started a course.

But the would-be teacher who lacks the particular quality to present, as a beguiling pastime, the study of the "production and distribution of wealth," to a heterogeneous group, gathered in his classroom, need not despair. There is the wide world to teach in, outside that room the crying need for the spreading of the good word in various and sundry ways to all who have ears to hear or eyes with which to read. And whether we be teachers in the Henry George School, on the street corner, in the grocery store, on the bus, or from the point of a pen—we Georgists have a common bond, for as Henry George said: "There is nothing that binds men so closely together as standing in a minority for a great truth."