

ters. All of our teachers are volunteers. They teach because of their sincere interest in the subject matter. Their attitude toward this avocation is not to be measured in terms of money, and all of them teach at the sacrifice of time, effort and personal comfort. Most of them contribute money as well to the work of the School.

However, even though the teaching is on a volunteer basis, the course is held to a definite form, through the required use of a Teachers Manual in all classes. This instrument, therefore, assures uniformity of interpretation and instruction, if not in presentation. Further conformity is assured by the use of common textbooks.

Above all, the teachers are trained to avoid all appearance of political partisanship, propaganda or bias. In the teaching of political economy a purely objective point of view is sometimes difficult. But this very difficulty is an asset to our teaching, because we have found that fairness and impartiality in handling all questions and all schools of economic thought induce a greater willingness to learn what Henry George has taught. This is impressed upon the teachers not only in their training course, but also by the quickly gained knowledge that to hold one's classes one must be impartial.

CHARACTER OF STUDENTS

This is a venture in adult education. Invitations to our classes are sent promiscuously to the general public. A cross section of our student body will contain almost every occupation that man engages in, and every age from eighteen to sixty. The greatest number, however, seem to come from the professional and business fields. School teachers, lawyers, and public accountants are relatively the most abundant. Architects, brokers, dentists, clerks, manufacturers, housewives, business executives, students—it is impossible to characterize the kind of students who attend these courses except to say that they are men and women who are interested in studying fundamental economics and social philosophy. Since the knowledge gained at this School cannot be capitalized by the student for his material advantage, and can have to him only a cultural value, it must be evident by the numbers who take this course that there is an actual need for it. It serves a useful purpose in adult education.

A Poet's View of the English Land Question

The people they left the land, the land,
But they went on working hard;
And the village green that had got mislaid
Turned up in the squire's backyard:
But twenty men of us all got work
On a bit of his motor car;
And we all became, with the world's acclaim,
The marvelous mugs we are:

CHORUS

The marvelous mugs, miraculous mugs,
The mystical mugs we are.

GILBERT K. CHESTERTON.

TURNING back, wherever there is light to guide us, we may everywhere see that in their first perceptions, all peoples have recognized the common ownership in land, and that private property is an usurpation, a creation of force and fraud.—PROGRESS AND POVERTY.

"POLICE Urged to Study Teeth in Curbing Crime," is the heading of a news item. Good! Our war against crime seems to be making progress.

A Bit of News and a Word of Thanks from the Robert Schalkenbach Foundation

IT is our pleasure to make an interesting and important announcement.

At a meeting of the Board of Directors held May 25, 1937 (too late to be reported in the last issue of LAND AND FREEDOM), the Honorable Lawson Purdy, one of the original trustees named in the will of the late Robert Schalkenbach, was elected to fill the vacancy created by the death of Charles O'Connor Hennessy. The nomination was made by Anna George deMille.

Mr. Purdy has been a shining light in the Georgeist Movement since its earliest days. A friend and co-worker of Henry George, some of the most valuable accomplishments have been the results of his labors. As Secretary, then President, of the New York Tax Reform Association, he was instrumental in bringing about the separate assessment of land and improvements in New York City. Mr. Purdy is the only surviving member of the Committee of Five appointed by Henry George in the days of his mayoralty campaign. The others, Charles Francis Abbott, Jerome O'Neil, Charles Frederick Adams and Charles O'Connor Hennessy, have dropped from the ranks. At the same meeting John W. Angus, Lancaster M. Greene and Otto K. Dorn, were elected trustees. Philip H. Cornick will continue in the active role of First Vice-President.

We are deeply grateful to our friends for the splendid way in which they responded to our "Open Letter" (last issue of LAND AND FREEDOM) asking for help in establishing "Progress and Poverty" with the bookdealers. As a direct result of your efforts, the sale of "Progress and Poverty" to bookdealers increased in July *sixty-six per cent*. We earnestly hope you will continue your splendid work.

Frank Berman, Bronx, New York, recently sent a large selection of books, including all the important titles, to the library of the West Point Military Academy. Said Mr. Berman in placing his order, "In case of trouble, we might as well have the officers on our side." This is an excellent example of the good work that can be done, at little cost, among the libraries. Does your local library have sufficient clean copies of the latest edition of "Progress and Poverty"? Why not look into this next time you are browsing around?

The *New York Times*, Sunday, July 18, 1937, reported, "St. John's College Turns to New Teaching—'Best Books' the Basis—Ancient and Modern Works, from Plato to Marx, Are Listed for First Course." In the article that followed it was stated that one hundred books will form the basis of the new curriculum. Said President Barr, "For fifteen years we have sought the most effective

teaching devices for instructing and freeing the individual mind. We believe that we have found it in the carrying of the great tradition to the individual mind. The masterpieces of the great thinkers are the tangible embodiments of the tradition. The hundred best books of European thought in all fields will provide the college new means of instruction." Further on, a partial list of the authors to be studied, was given. Among them appeared Karl Marx, but not Henry George. A letter was immediately dispatched to President Barr, together with a complimentary copy of "Significant Paragraphs" from "Progress and Poverty." The following courteous reply was received: "Thank you for your kind letter, and for the copy of 'Significant Paragraphs' from 'Progress and Poverty' by Henry George. The list of books which our New Programme makes use of is by no means fixed or complete, and we welcome suggestions such as yours." The letter was signed by Stringfellow Barr, President.

In a spring review of our work among colleges and universities, it was found that for one year ending April 30, 1937, we had supplied twenty-three colleges and six preparatory schools with books. This does not take into account books which may have been secured from bookdealers and other sources.

We are looking forward to a busy autumn. Those of our friends who are organizing extension classes of the Henry George School are urged to send in their orders as early as possible so that they may enjoy the advantage of the cheapest mode of transportation. Being slower, the cheap transportation can only be used when we are given sufficient time in advance of the opening session.

V. G. PETERSON, Acting Secretary.

An Assured Future The Henry George School Now Under Permanent Charter

ON another page will be found the text of the application of the Henry George School to the Board of Regents of the State of New York for a permanent charter. This application is in effect a history of the School to the point at which it has now developed, together with a statement of its aims and its extraordinary progress.

On July 30, the Board of Regents of the University of the State of New York, formally voted the grant of an absolute charter for the provisional charter under which the School has functioned.

Thus the School marches on. The dream of its founder, Oscar H. Geiger, is gradually receiving its full materialization. In his one little class room he foresaw and predicted the future world-wide movement for economic

freedom based on the knowledge of natural laws. In this way and in this way alone can the malign influences that threaten the world be overcome. The aspirations of the trustees for the future know no limit. But they will not seem fantastic in the light of progress already made. The trustees for the most part are business men of experience who plan grandly and proceed cautiously.

In the coming School year the definite plan contemplates five hundred classes with a total enrollment of twenty thousand in addition to five thousand correspondence course students. This can be accomplished if only a few more Georgeists volunteer their services as teachers.

Let this splendid work now entering, so to speak, on its second beginning have your full support. Its success will redound to the success of all other agencies for the promotion of our economic faith. It may be well to remind our friends at this point that donations and bequests to the School are exempt from taxation and that contributions to the School are deductible from your income tax.

To Teachers of the Henry George School

THERE is one paramount thought for the teacher of the Henry George School of Social Science to place in the front of his mind and to keep there all through his whole course of instruction.

He must inspire those who are his pupils to want to emulate his action and to teach; he must train others in such a way that they will want to become trainers.

He is not playing the role of lecturer, nor does he need to build up his own position of preceptor as one in a professional teaching job must of necessity do. Although he is trying to make converts to a great truth, his work is harder still, for he must create converts who will be inspired to go forth and convert.

Some of our most gifted instructors, who most capably teach the science of Political Economy and the philosophy of Henry George—because of their very brilliance and eloquence, but more particularly because of their avoidance of a simple teaching technique or pattern—discourage their pupils from themselves becoming teachers. Would they but hold to the Socratic method, lecture less elaborately and guide more simply, they might, when they ask their "graduates" to start new classes, meet with enthusiastic acquiescence instead of: "Oh, I could never teach this subject! I can't lecture. I'm no orator—and even if I were, it would take me years to do the collateral reading to conduct a group like this!"

And so in various places the School does not grow as it should—and unless every, even moderately sized class produces at least one new teacher, how can the School grow as it should? If the first class hasn't given birth to little classes, though it may continue vigorous