

devise new ways to shift taxes from "real estate" to incomes and inheritances.

If the La Follettes pursue the line of march fixed by these programmes they will come to grips with no raiding squads, no out-worn debts, no "stupid people who deny others access to materials that they themselves do not know how rightly to use." Marauders of industry and "modern counterparts of the savages" will be safe for a long while.

Henry George School

NEW TEACHERS TRAINING CLASS

ON Monday evening, May 2, a new teachers training class was organized at the headquarters School in New York under the guidance of the Director of the School, Frank Chodorov.

All of these twenty-five students have taken the ten weeks' course in "Progress and Poverty," and have followed this with a six weeks' course in "Protection or Free Trade?" and another ten weeks' course based upon the "Science of Political Economy." Thus they have already spent twenty-six weeks in the study of George's books. A number of them have supplemented this formal study with the reading of other books and pamphlets by Henry George, and some have read George Geiger's "Philosophy of Henry George."

The teachers training course is of indeterminate length. Each student purchases a copy of the "Teacher's Manual." He is instructed to re-read "Progress and Poverty" in connection with the Manual, to question the validity of these answers, to discuss improvement upon the questions. The class is instructed to make notes in these Manuals of any illustrations, arguments or stories which come up in the course of the sessions, so that they can use this material when they become teachers.

A different student is assigned to become a teacher of the teachers training class at each session. Mr. Chodorov and other instructors take their place in the classroom. As each question comes up the class discusses it, and the object is to bring up such objections as would normally come up in a beginner's class. If the class itself does not bring up a sufficient number of objections, the trained observers in the class start sharp shooting. Of course, sometimes the temporary instructor of the class cannot handle the questions that come up, and in that case the director comes to his rescue.

Previous training classes of the School have taken from fifteen to twenty weeks to complete the course. Therefore, it is quite likely that these twenty-five will devote the entire Summer to this preparatory work. They will be given classes in October. The plans of the School call for one hundred classes this Fall in New York City. There are at present only forty-one trained teachers in the city, and this new training class will not turn out

a sufficient number to carry out this programme. It is therefore planned to open up another teachers training class in three weeks, when the present classes in International Trade will have completed the course. There are 120 students in this course.

Attendance in the teachers training course is by invitation only.

New Courses for the Fall

FOR a long time the need for enlarging and rounding out the curriculum of the School has been recognized by the director and the trustees. Always the problem of space retarded the development and execution of these ideas. But during the summer a curriculum will be developed which will greatly increase the scope of the School.

A short course, probably not over six sessions, will be built upon "Social Problems." An experimental class or two will be started. Since Henry George suggested the reading of this book as preliminary to the study of "Progress and Poverty," the course will be given with that objective in view. It is believed that many students who enroll in our course entitled "Fundamental Economics and Social Philosophy," find the abstract reasoning in "Progress and Poverty" too difficult to encompass. A number of those who have dropped out of our classes during the first three lessons—where the dropping-out is greatest—have given the difficulty of understanding the book as a reason. Perhaps an introduction to this study through the reading of George's more popularly written book would ease the transition, make the study of "Progress and Poverty" less arduous, and thus increasing the number of those who complete the course.

The ten-weeks' course will not be abandoned. But one or two experimental classes, with "Social Problems" as a beginning, will be started this fall. By February, 1939, the results of this experiment may re-orientate our fundamental course.

To those who have completed the fundamental course will be offered six weeks on the "Principles of International Trade," followed by ten weeks of the "Science of Political Economy." Two other advanced courses are now being prepared. One is based on George Raymond Geiger's "Philosophy of Henry George" (eight weeks), the other on Harry Gunnison Brown's "Economic Basis of Tax Reform." The sequence of these various courses have not yet been determined upon; they will be open only to those who have completed the fundamental course. A small tuition fee will be charged for all advanced courses.

Other courses that have been suggested, but which must remain in the discussion stage until means and methods are devised, are these: Public Speaking, Theory and Practice of Assessments and Taxation, Current Events, Research Methods.

Ours is a rather unique experiment in adult education.

One must almost return to the early pedagogical ideas of the Jesuits to find a parallel. There is no real guide that we can fully rely upon in our planning for a greater and more thorough school. Therefore, we must plan carefully, experiment, avail ourselves of opportunities, study results and rebuild upon our experience. Only time and conscientious effort will bring us to our ultimate goal—the goal of Oscar Geiger—The Henry George University.

The Henry George School at Northport, Long Island

ON Friday evening, April 8, the graduating class of the Henry George School of Social Science at Northport, New York, held a dinner at Muller's to celebrate the occasion and receive their diplomas. Inclement weather conditions obliged two to drop out, but with the ten members present, plus their leader, Mr. Eric Howlett, and two guests, the meeting was a singularly felicitous and interesting one. Eleven nationalities were represented among the forebears of the group: English, Scottish, Irish, Norwegian, Swiss, French, German, Austrian, Italian, Spanish, Polish. General discussion, specific practical questions propounded, and answers, either proffered or deferred, for further consideration, were the order of the evening. A concluding roll-call and questioning of members, to which each responded with a brief statement of his or her personal reaction to this first course, revealed not only the intelligent and active-minded interest in the subject aroused by Mr. Howlett, but also a general desire to pursue the study further under his guidance. More than half the group signified their intention to take the course in "Protection or Free Trade?" if he would organize it. Before the party dispersed, copies of *LAND AND FREEDOM* and the *Freeman* were distributed, with announcement of the special subscription offer to graduates.

Report of Field Director of Henry George School

JOHN LAWRENCE MONROE, Field Director of the Henry George School of Social Science, returned to the national headquarters May 20 after a month in western New York State and Eastern Canada, meeting with extension class leaders, correspondence course graduates and other friends of the School.

This trip further confirmed him in the belief that the correspondence graduates will supply class leaders in centers where there are now no prospective teachers. "A fine addition to the Toronto teaching staff came from a correspondence course graduate in the person of A. I. MacKay."

Mr. Monroe was greatly impressed by the growth of the School throughout Eastern Canada under the direction of Herbert T. Owens, Toronto, and John Anderson, Montreal, and their associates; many of whom are graduates.

"Howard Hogg and Miss Strehel Walton, extension secretaries respectively, for Toronto and Montreal are among these graduates," Mr. Monroe pointed out.

"Hamilton, Ontario, was put on the campus by the self-sacrificing efforts of Ernest Farmer of Toronto, who rode by bus eighty miles each week for over five months to take two classes through the fundamental course. His reward comes in the fact that in the fall there will be two elementary classes in Hamilton—both taught by his graduates. Robert Wynn, Hamilton's extension secretary, is a graduate of Mr. Farmer's first class.

"As graduates move from one city to another they invariably take the School with them. Mr. and Mrs. Frank Leach are Toronto graduates. Now they are up near Peterboro, Ontario, and they are planning on a class there in the fall.

Mr. Anderson of Montreal, can feel mighty proud that out of his first class came two graduates who have taught classes—Miss Margaret Bateman and Mrs. L. P. Boudler. Mr. Anderson has thus been free to teach advanced courses."

Mr. Monroe met with the Boston Chapter of the Henry George Fellowship on May 26, and with the Women's Single Tax League of Washington (D. C.) on June 5. The balance of the time until July 1, he will be available to cooperate with the School leaders in other centers of New England, and in Pennsylvania and Ohio.

GENEVA (N. Y.) STARTS CLASS

GENEVA, N. Y. The opening session of the first extension class of the Henry George School of Social Science was held April 21 at the home of Henry B. Graves, official of the Ontario Sand and Gravel Co., Inc. John Lawrence Monroe, field director of the Henry George School, outlined the purpose of the course. Mr. Graves will be the instructor.

Buffalo Joins Campus With Summer Class

BUFFALO, N. Y. Classwork of the Buffalo Extension of the Henry George School of Social Science will be inaugurated by a summer course in fundamental economics to be given at the West End Presbyterian Church commencing Wednesday, June 1, at eight o'clock. Reverend William Wylie Young, formerly of Toledo, will be the instructor.

Contributors to the Buffalo extension fund making the class-work possible include Henry C. Stark, Henry H. Work, Thomas H. Work, Dr. John B. Ernsmerc and Charles D. Blackhall. Assisting with the secretarial work is Frank D. Silvernail.

School Notes

At the opening of the Extension Class at Jamaica, L. I., an attendance of seventy-five greeted Dr. S. A. Schneidman who will conduct the course. The large number of attendants will necessitate the formation of two classes. * * * Allan J. Wilson of Cleveland, Ohio, who holds the record for the largest number of graduates in this city, graduated forty-eight from his four classes. At a dinner held in honor of the graduation David Gibson, Peter Witt and Marvin G. Harrison spoke. * * * The Teacher's Manual of the Henry George School will be translated in Sangli for use of students in Sangli, India, by John L. Gosheen of the Agricultural School of Sangli. He seems to think the times are favorable for interesting people in the Henry George movement here. * * * Frank Chodorov, Director of the Henry George School, gave an address at Arden, Del., on the economic causes of war. About fifty persons were in attendance. * * * Ernest J. Farmer of Toronto, presented diplomas to seventeen graduates of the Henry George School at Hamilton, Ontario, on April 7. * * * Lancaster M. Greene, teacher and trustee of the Henry George School, extended an invitation to Hon. Cordell Hull to address the recent Commencement. Mr. Hull wrote in reply: "Because of my great interest in your institution of learning and the work it is doing, it would give me great pleasure to take part in your Commencement exercises this year. I have given earnest consideration to the possibility of my sending you an acceptance at this time." Mr. Hull, however, found it im-