

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.