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SPANISH-SPEAKING PROGRAM THRIVES IN NEW YORK

To fill classes, Henry George School teachers are accustomed to wheedling, pleading, bush-beating. . . what a sight it is, then, to see a class with sixty-eight students—and to hear a teacher say he had to turn some away because there just weren't enough seats in the auditorium! That is the experience of Manuel Felix, who is beginning his seventh year in charge of the New York School's Spanish-speaking economics classes. To what does he owe his tremendous success? This year, he says, choosing a different newspaper in which to advertise yielded an unexpected bonanza. But, having taught more than 700 students since 1982, Felix must have more going for him than dumb luck.

One thing Manny Felix has going for him is a whole bunch of energy. Although he works full-time as an academic consultant, Felix manages to hold special seminars and end-of-semester cultural events in addition to regular weekly classes. Last November, a concert devoted to peace issues in Central America was held, with entertainment by bands from Bolivia, Ecuador, and Argentina. That sort of event, says Felix, is the perfect culmination for the school year—and a tradition he wants to establish firmly in his program.

New York's Hispanic community keenly feels the dearth of educational opportunities caused by the language barrier. However, the fact that the Henry George School does not provide academic credit is no deterrent to Hispanic students. Some who attend the Spanish classes actually speak fluent English. The main motivator, says Felix, is concern about the political economy of Latin America (he has taught students from 22 countries) and some graduates have resolved to introduce Georgist analysis into the political dialogues there—such as Yolanda Bescopé in Bolivia.

The core of the Spanish-speaking program is similar to the three-course structure that has been used for many years. The titles, though, have been changed to reflect the prevailing concerns of Latin American students. The first, *Progress & Poverty*, is apt enough. The second segment is based on George's *Social Problems* and is titled *Third World Issues*. The third installment, called *Fiscal Policy*, completes the traditional three part study of political economy.

Another successful project of Felix's Spanish language program has been the publication of a newsletter. *El Georgista* contains articles by Mr. Felix as well as translations, done by his students, from other Georgist publications; it has circulated in 29 countries. Sadly, though, the letter has not been published in the last five months because of a lack of funds.

Manny Felix is no Georgist-come-lately. He took his first class with Lucy DeSilva in the Dominican Republic, in 1971. The relationship between teacher and pupil has blossomed over the years, and last year Ms. DeSilva came to New York to teach a two-day seminar to Felix's students, on how to implement land value taxation and social reform in Latin American countries. And Manny Felix is confident that, if and when he leaves New York, his teaching duties will be taken over by capable successors. He has two alumni who are "willing and able," and plans to start them on their way with sections of *Progress and Poverty* in the near future.

—Lindy Davies

STAN RUBENSTEIN VISITS UPSTATE NEW YORK

Stan Rubenstein, head of the HGS high school program, met with teachers in five upstate New York high schools — three in Albany and two in Rome. Stan also gave a three-hour mini-course for adults in Rome on Thursday evening, September 21st. These meetings were arranged by Al Hartheimer. The mayor of Rome supports the land value tax, having been a student of the late Manny Choper.