before classes began—a sizeable task but necessary, because of the differences in starting dates. As a result of these efforts, four hundred and fifty students enrolled on opening night, with class sizes ranging from fifty to one hundred and six. Large sizes are necessary at this point, because of a limited teaching staff, but as more teachers are developed, class size will increase.

Although the traditional *Progress and Poverty* course has been taught nation-wide for the past thirty-five years, changes are necessary. In revising the course, we have attempted to maintain the flavor and philosophy of George. Rather than rewrite the course, we have changed the logical developments of the course, based upon the book. Social and philosophical aspects of George are discussed during the opening sessions, and the pure economics towards the middle and end.

In restructuring *Progress and Poverty*, the importance of land to the economy and the solution are presented within the first three sessions, enabling the instructor to emphasize the relevancy of the material within those early meetings. Since the book is not updated, outside sources are used quite effectively. When the various economic laws are studied, students have already been attuned to the frame of reference.

All of the classes were held in Nassau County:

Class	Opening Night	Completions
Valley Stream	90	30
Herricks	106	32
Sewanhaka	70	15
Bellmore-Merrick	50	22
Hicksville	50	10
Levittown	90	32
Total	456	181

Drop-outs were heaviest after the first session, and levelled off during the following three sessions. Additional work is required for the opening lesson, in order to retain more students, rather than generalize, as has been done in the past.

It is difficult, at this point, to ascertain statistically the results of one approach over the other due in part to the nature of the instruction. Valley Stream, Herricks and Sewanhaka were taught in the traditional approach, by veteran teachers. The other courses were taught by a relatively new teacher, plus myself. However, subjectively speaking, the discussion was more enlivened with increased motivation. Students came away with a better understanding of the message than with the traditional approach. This, in the final analysis, is of the utmost importance.

After reviewing our experiences this Fall more revision is needed. This is not the answer, but only the beginning. Based on our intitial results, we do not intend to revert to the traditional method".

Letters

January 15, 1980

to: Mr. William F. Buckley
c/o Firing Line

Dear Mr. Buckley:

On a recent Firing Line, you referred to yourself as "one of the few surviving Georgists" (January 6th broadcast with Chairman Charles Ferriss, of the F.C.C.).

Although I have never heard you distinguish between natural resources and man-made wealth, we at the Henry George School would be delighted if you would discuss George's philosophy and its implications on the air, and/or in one of your columns. We could supply some qualified and entertaining spokesman for the Georgist position. The issue of ownership of the airwaves, which you raised, is an excellent place to start.

Sincerely,

Philip Finkelstein
Director, HGSSS, New York City

Dictated in Switzerland
Transcribed in New York
February 18, 1980

to: Philip Finkelstein

Thank you so much for your note. I will look for an opportunity to do just that.

Sincerely,

William F. Buckley

Philadelphia

"What should be done to save the U.S. economy from collapse in the 1980's?" This provocative question appears on a flyer sent to prospective students of the Henry George School in Philadelphia. Questions such as these and others can be answered during the 10-week course on Fundamental Economics which is held three nights a week from 7:00 p.m. to 9:00 p.m. and which began February 5th.

The course is free and open to the public, although a materials fee, which includes text and study materials, of $15, will be charged. A certificate is awarded for satisfactory completion of the course, and students who have completed the course, and another on Applied Economics will earn a certificate as a graduate of the Principles of Political Economy. Some topics which will be explored include the origin and nature of wealth, the theory of value, cooperation and competition, money, the true meaning of civilizations, and contributions of the various schools of economic thought, all applied to local issues.