

## Fall term shows progress in the schools

Significant progress was made in the 1974 fall term as the School's high school program gained momentum and recognition.

The School's work with the New York City high schools is a three part program. An adaptation of the "mini-course" developed in Los Angeles takes the School into various city high schools where a five-day course is given in social studies classes. In the fall term, some 350 students were reached.

The more rewarding aspect of the program is the series of classes held at the School as part of the City-As-School. This is an "alternative high school," New York City's version of an educational movement in which students are permitted to take approved courses outside of the institution they regularly attend. They receive credit toward their diplomas for this work. Students attend three hours of classes once a week at the school over a ten-week period. Four such periods are conducted during the high school term.

In the fall term, four classes were given in urban economics and two classes in American history. Sixty five students received high school credit for having completed these courses.

Of particular interest is the use that has been made of game simulations in the urban economics classes as a means of bringing the problems and treatment of land use and urban finance home to the students. (See story on page 4.) Also noteworthy is the manner in which these simulations were conducted. They were

handled by four high school students who had participated in previous terms and had been instructed in philosophy and pedagogy at the School under our own scholarship program.

The third part of the School's program is an all-day Urban Workshop given in conjunction with the New York City Council on Economic Education. Chaired by Irving Anker, Chancellor of the Board of Education of New York, the Council's membership includes such familiar names as Dick Netzer and Lowell Harriss. About 70 high school students and 10 teachers, representing 25 schools in the five boroughs of New York, participated in the School's third Workshop on December 11. Six groups of 10 to 12 students each spent the morning in game simulations. The afternoon was given over to a talk by Dean Meridith on urban problems and to discussion and evaluation of the morning's game exercises.

"From the outset, these workshops have been most successful," Albert Alexander, the Council's executive director wrote to Arnold Weinstein. "The most recent one, however, was exceptional for student enthusiasm and interest. As regards school response to our invitation, we had to turn away close to 100 students whom we could not accommodate. In fine the chairman of social studies in the City's high schools have solidly endorsed our workshops.

"In helping to make the program a success, we owe much to the excellent

facilities which the Henry George School of Social Science has provided in each instance. Without Stan Rubenstein's (and his colleague, Ted Ehrman) leadership, excellent planning, and attention to numerous details, these seminars would not be possible."

At least two significant by-products have come out of the high school programs: one is the help received from an executive intern program, and another is the assistance given our research effort by students. Under the internship arrangement, a high school senior has spent a term (receiving high school credit) working at the School. This has involved participation in planning the workshop, taking mini-courses into the schools and working with the students in our programs. The result has been to give the intern practical experience unobtainable in the classroom, in addition to the educational credit earned. To the School's advantage, it has provided someone who is familiar with today's youth, who can deal with the students on a peer basis, and who knows first hand what is going on in the high schools. Aid to the School's research project is being given by 10 high school students who are collecting assessment and tax data under Philip Finkelstein's direction. They, too, will get credit toward their diplomas for the work they are doing.

In the adult evening program, nine classes in Progress and Poverty were held,

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with 180 completing the course. Four supplemental courses were offered to those who had previously completed the basic one: Land and Ecology, Money and Banking, History of Economic Thought, and The History of Land Use in America. All told, 57 students completed these classes. No charge was made for any of these courses.

In addition three business courses were offered at a nominal charge of \$35. They were Securities Markets, Small Business Management and Real Estate. Total completions were 35.

For the spring term beginning the week of February 3, the usual complement of Progress and Poverty classes are being offered, including some special ad-

aptations and game simulations. Four supplemental courses repeat the fall experience, along with four business courses: Securities Markets and Personal Financial Planning, Securities Markets and Financial Analysis, Small Business Management, and Your Federal Income Tax.

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