

Graduates Score Dropouts

THE winter graduation exercises at the Henry George School in New York proved again how diverting and varied the unrehearsed expressions from students can be. One curious note caught the attention especially of the teaching staff, because no one could recall a time when the graduates themselves had been troubled by dropouts.

One student, Colin A. Henderson, an Australian, expressed appreciation, as did others, of their teacher and the generosity of the school in presenting the course. He referred to Henry George's theories as the cornerstone of the two great political parties and the prime motive for the preservation of the free world, and he wondered why these theories were not now reflected in government.

"Judging from our class," he said, "the school is suffering from a chronic disease rampant in America today. I refer of course to the dropout problem. George's conclusions prove to us that we have everything to gain and nothing to lose, even in a totally automated world. If we are truly sincere when we say we appreciate this free education and see merit in it for a better world, then I say it is incumbent upon us to further the institute by word of mouth, which is of course the most effective advertising.

"We must let our friends and associates know that we appreciate what has been done for us, and that we basically agree with what we have been taught. We must try to insure that the new students will at least complete *Progress and Poverty*.

A foreign language graduation exercise was held separately at the Henry George School on December 14th. Graduates of the French and Spanish Fundamental Economics courses enjoyed a rousing program of talks by students and instructors. Matthew Ossias and William Camargo of the Henry George School staff spoke; also Henri Bellande, teacher of the French class, and Gaspar Delgado, teacher of the Spanish class. In the Spanish course, North, Central and South America were represented, and in the French class three

"It is almost a hundred years since Mr. George completed this book. Even if it takes another one or two hundred years, what is that compared to eternity? Even if it means that these reforms will not benefit mankind for many generations to come, let us depart this transitory life secure in the knowledge that we at least recognized the need for equality in our lifetime as propounded by Henry George."

Another graduate, Jerome Goldstein, plunged into his short talk with three blunt questions: "Why did forty people make the effort to start this course? Why did they buy *Progress and Poverty* for \$2? And why did only four-teen complete it?"

While acknowledging that it is difficult to determine motives, he ventured an analysis by suggesting that there are three basic reasons why people attend school—fear, anger and curiosity. Henry George's social philosophy, he said, would destroy the fear or anger of which perhaps one was not aware, but which was directed against economics as an unknown factor. With this fear destroyed the fear of the future would also be destroyed—man need have no fear of such emotions, he stated, since he owns himself and all his inner creations.

He urged graduates to destroy fear and anger and keep their own curiosity alive, and proposed introducing economics to children in the simple understandable terms of Henry George, possibly through the media of cartoons, picture books and primers. "Curiosity," he said, "will lead to solutions."