

SCHOOL NOTES

Sacramento

In a recent Henry George School Newsletter, Robert Goodier, a teacher, and President of the Modern Transit Society on Sacramento, reported on progress being made to improve transportation problems in the Sacramento area:

"Graduates of the Henry George School understand the impact of transportation on land values. Free-ways have granted enormous values to adjacent-land owners. Similar values will result from public transit facilities, especially those with fixed guideways, such as light rail facilities.

A light rail vehicle differs from the old streetcar in that it has its own right of way so that it will not be blocked by automobile traffic. The vehicle itself is larger, quieter, and more comfortable than a streetcar, and it can form a train of up to three or four cars. It is not as expensive as heavy rail rapid transit such as BART.

Members of the Modern Transit Society of Sacramento are working to improve public transit in Sacramento by the introduction of the light rail facilities in both the Folsom and I-80 Corridors. The Society also envisions future expansion of light rail facilities extending beyond these corridors. As such facilities develop, opportunities for denser land use for commercial and residential development will result. This of course, will enhance land values. The concept of utilizing these values to aid in financing the system makes sense to alumni of the Henry George School. To those in the transportation field, this process is known as "value capture".

A definition of value capture policy by the United States Department of Transportation is that it is a means whereby the land adjacent to transportation facilities (primarily transit stops) is purchased, managed, or controlled in order for the public to share in potential financial and community development benefits from the facilities not otherwise possible. While not clearly stated, the definition is assumed to include the taxation of those values.

We of the school need to alert the public and public officials that various positive techniques can be readily applied with the development of light rail facilities."

Graduates of the three Creativity and Control classes held in the Fall term were honored at a dinner on February 22, 1980 at the Incredible Edible Place in Sacramento. The speaker was John Schumann, Senior Planner with Sacramento Regional Transit, currently serving as Study Manager for the Folsom Corridor Rail Transit Feasibility Study.

Richard Campbell, head of Public Relations for the school, reports that TV Station KVIE recently showed "For The Land is Mine." The program chief said: "You couldn't have come at a better time!" The film

Pollard Exhibits

Harry Pollard, Director of the Henry George School of Los Angeles, will be making presentations and exhibiting at two major professional conferences for teachers in the next few weeks. Over 2,000 teachers are expected to attend The California Social Studies Conference, and a large turnout is also expected for the California Association for the Gifted's meeting.

is being shown in conjunction with Milton Friedman's impressive series, "Free to Choose".

The school's current Directors are: Patricia Scanlan, President, Richard Campbell, Public Relations, Francis Christian, Treasurer, William Dixon, Fernon Felkey, Charles Tulley, Membership, Maxine Nitz, Classes, Carol Weilgart.

San Francisco

The San Francisco Henry George School is holding a Wednesday Luncheon Discussion Series, at its Market Street headquarters. Terry Newland, former director of land, Equality, and Freedom (LEAF) was the guest speaker on February 13th. Future Wednesday sessions will feature discussions of nuclear energy, California tax initiatives, and Indian-American rights. The public is invited to bring lunch and participate.

Long Island

Stan Rubenstein reports on the program in Long Island:

"This has been our third year of adult education classes, after a hiatus of six years. The climate appears to be changing, concerning an interest in economics, due in part to our limping economy. Larger classes and increased enrollments for the Long Island extension are part of the results of these conditions.

As in the past, all classes were held in conjunction with Adult Education programs in various school districts. Bulletins sent out from these districts are becoming more effective, but it is still vital to supplement them with additional advertisements.

Thirty-seven thousand triple cards were mailed out to six school districts, and announcements also appeared in local newspapers. Responses were the heaviest yet, with a return of over one and a half percent. Economic conditions plus a mandated assessment on Long Island are part of the reason for the high returns.

All registrants were called three or four days

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 initial 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.