

# ALUMNI PAGES

VOL 8

NO 4

JULY 1956

AUG

1776 JULY 4 1956

# ALUMNI PAGES

## Formerly SAGE'S PAGES

Dear Reader:

It was a grand conference, as you will gather from this issue of Alumni Pages and from the August Henry George News, if you were not so fortunate as to attend.

This year's School Conference certainly demonstrated that we are eager to learn and that we are by no means sitting back resting on the laurels of Henry George. The typical Georgist outlook is, I think, an ever-inquiring mind, one that wants satisfactory and logical explanations for things as they are.

Next year's Conference will be held in and around New York City. 1957 marks the 25th anniversary of the founding of the Henry George School, and the Conference.... our 13th annual one.... should be a gala occasion. We are planning a full week of it, probably from July 7 to 14.

The 1957 Conference will include more discussions on economics.... work sessions on improving the School's educational effort.... entertainment, visiting, sight-seeing.... and programs of interest to the general public. Don't miss it!

And meanwhile.... please send in your ideas on next year's Conference. Any thought you have will be welcome.... who the speakers should be, what the Conference theme should be, etc.

Sincerely,

*Robert Clancy*

Director, Henry George School

\*\*\*\*\*

ALUMNI PAGES--Published by the Alumni of the Henry George School of Social Science, 50 E. 69 St., N.Y. 21, N.Y.

Editorial Board--Roma Bianco, Chairman; James Murphy, Neva Bianco, Vivian Kiliaen-Rodney, Larry Kobak.

\*\*\*\*\*

# PHILADELPHIA

**JULY FOURTH 1776...1956**

**WRITTEN BY M.L. REES**

**Read by Joe Stockman at opening of Conference**

We come to Philadelphia  
To answer Freedom's call,  
As long ago men gathered here  
In Independence Hall.

Imbued with love of liberty  
They wrote with flaming pen  
The Declaration of our Rights  
That has been ours since then.

For true enjoyment of these rights  
Our time and strength we give,  
To win the equal right to land  
On which all men must live.

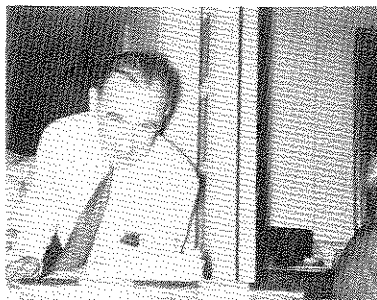
The need for this, by Henry George  
Has long been clearly shown,  
And on some Future July Fourth  
By all men will be known.

And then will Philadelphia  
Upon her scroll of Fame,  
With other great, among her sons,  
Write Henry George's name.

And so in Nineteen-fiftysix  
We meet to speed the day  
For equal opportunity  
In Henry George's way.

With his reform A Golden Age  
Of Justice there will be,  
And hence around the world will ring  
The Bell of Liberty.

Joe Stockman  
of Phil., puts  
his best smile  
forward as he  
gets ready to  
blow out can-



bles on his  
surprise birth-  
day cake, at  
dinner time in  
Harcum dining  
room.

## TWELFTH ANNUAL CONFERENCE OF THE HENRY GEORGE SCHOOL OF SOCIAL SCIENCE

The twelfth Annual Conference of the Henry George School of Social Science was held at Harcum Junior College, Bryn Mawr, Pa., Wednesday July 4th to Sunday July 8, 1956.

All friends of the Henry George School were invited. The Conference was well attended--about 120 Georgists and friends. The theme of the Conference was--"Economic Theory and Practice." Our Host was Joseph A. Stockman, Director of the Philadelphia Henry George School. He was very ably assisted by Miss Lu Cippoloni of Philadelphia.

On Wednesday July 4th at 2 P.M. we met our friends at Benjamin Franklin Hotel, Chestnut and 9th Streets, Philadelphia, for a joint session with The Economic Welfare Council, with Mr. Geza Szpak acting as our host. Mr. Joseph Stockman was our Chairman. Mr. J. Rupert Mason, President Emeritus, International Union for Land Value Taxation and Free Trade delivered a most moving talk -- "Liberty Calls to Us Again." This was followed by Joe Stockman's reading of M.L. Rees's poem--"July Fourth--1776--1956, written especially for the occasion. The poem appears on page 3 of this issue. Charles R. Eckert, president of the Henry George Foundation, inspired us with a talk on --Georgists, Politics and Government." By 4 P.M. we boarded a bus for a tour of Philadelphia and then on to Harcum College. We of course, had dinner on route, where many friendships were renewed. About 7.30 P.M., at Harcum College we were met by Miss Cippoloni of Philadelphia, who with the aid of several New York Georgists--acting as Bell-boys and Hostesses, finally assigned us to our rooms. At 8.00P.M. somewhat refreshed, about 80 strong, we assembled in the Lecture Hall and heard Norman S. Casserly, International Secretary of the Henry George School, deliver an inspiring talk on "The World is Our Campus" supplemented by moving pictures taken during his tour around the World.

Thursday July 5th --after being welcomed by Mr. Philip Klein, President of Harcum Junior College, and after being introduced to the Henry George School Directors and all visitors made welcome, Mr. Stockman introduced E.C. Harwood, Director American Institute for Economic Research, and John T. Tetley, director of the Henry George School of N.J., for a discussion on "Money and credit." Robert D. Benton, director of the Henry George School in Detroit, also scheduled to participate in this discussion was absent. The evening session was highlighted by Russel Conklin, Mayor of Great Falls, Montana. We were inspired by his talk--Community Dev-

## TWELFTH ANNUAL CONFERENCE

elopment and Land Value Taxation." Thus we had the opportunity to hear and see a georgist who was putting his knowledge of economics into practice. He was followed by Robert Tideman, Director of the Henry George School of San Francisco, who spoke on, "Application of Fundamentals to Civic Affairs."

Friday July 6th, after a relaxing and informative excursion to Valley Forge, we assembled at Harcum Junior College, to listen to none other than our own Robert Glancy, director of the New York School, speak on, "Some Modern Economists on Henry George." He presented the views of several economists and then gave it over to the audience for evaluation. Harry E. Pollard, Director of the Henry George School of Toronto, Canada, had a novel approach when he presented "The Theory of Interest," by asking the audience questions in order to bring out his points. Alexander Goldfinger, Dean of the Henry George School of New Jersey, again raised the question with which many of us are still battling---- "Should the Full Rent of Land be Publicly Collected?" A heated discussion followed. The evening session was most rewarding with Julian Hickok of Philadelphia as Chairman and two brilliant papers --one by Prof. George Sause of Lafayette College "Rent As Developed by Ricardo, George and others," and the other by Prof. Harry Gunnison Brown, University of Mississippi, "A Modern Appraisal of George."

On Saturday July 7th more light was thrown on Theory and Practice as Lancaster Greene, trustee, of the Henry George School in New York, showed us "How a Stockbroker Looks At George?" and Walter Rybeck, writer Dayton Daily News, showed us "How a Newspaperman Looks At George." After a most delightful theatre party at Valley Forge, and dinner, we assembled at Harcum for another session. This time it was on Economics and Ethics--with Dr. Bernard Spur as Chairman. Prof. Glenn Hoover, City Councilman, Oakland California, delivered a brilliant paper on "Just Distribution of Wealth. Dr. Henry George III scheduled to speak on "Moral Law" was unable to come due to illness in the family. Mr Gordon Gran, Director of the Henry George School of San Diego presented a film--"An Economist's Bus Ride", which with the help of Mrs Gran he produced. The film shows the rise of land values in San Diego. Mrs Harry Gunnison Brown has written a feature article about the Henry George School. She told us of her efforts to get this article published.

Sunday July 8th was the final day of the Conference. The Conference was evaluated by the school directors present--unanimous verdict--best we ever had. Then on to Arden, Delaware by Greyhound Bus and Dinner on route.

## TWELFTH ANNUAL CONFERENCE

### IN PICTURES

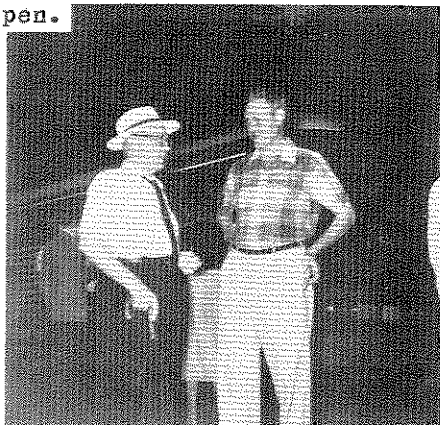
#### ...ON THE CAMPUS



of Harcum Junior College  
Noah Alper of St Louis,  
and J. Rupert Mason of  
San Francisco exchange  
friendly greetings.

#### VALLEY FORGE...

where conferees recessed  
--Mayor Conklin (left) of  
Great Falls, Montana, Neva  
Bianco, Bklyn, Jack Tetley  
from Newark balance themselves  
on a log while waiting for  
play, "Wish You Were Here" to  
open.



#### ...ARDEN

Last lap of Conference. Rain  
put damper on tour of Arden's  
countryside, but not on  
spirits of Dr. Bernhard Spur  
of Philadelphia and Dee  
Curtis of Arden as they stand  
under slight drizzle and  
exchange ideas on World  
Affairs.

# SCENE AROUND

LARRY KOBAK

Have you met your librarian, Michael C. Finken? Banish all of the cliches about librarians before you do..... Michael Finken, Henry George School librarian, is a warm, friendly person ..... the kind we all like to meet. Far from having spent his life in the traditional cloistered library atmosphere, he is somewhat of a cosmopolite, having lived in Japan, China, Korea and of course, Brooklyn.

Part of the four years Mike spent in Japan, was as Director of the Civil Information Center in Tokyo, where he had the opportunity of helping the Japanese learn democracy. The years spent there proved an enriching experience.

Some of Mike's major achievements as a librarian are: the organization of the library in the New York Central Needle Trades High School (this enabled the school to get a charter), and the library at St. John's University School of Finance.

Mike's accomplishments do not end at that..... He is also the father of two boys, Eugene age 15 and Matthew 13. Dorothy, his wife is a lecturer and artist's representative.

\* \* \*

More news about Cy Winters. In the last issue we dissertated on the fine job Cy was doing in and around New York with his discussion groups.

We thought that this would keep his hands full, but evidently he has a couple of extra hands which he kept in his pockets 'til now. Cy is preparing for publication a Georgist monthly to be sold on a commercial basis. The magazine, which will deal with the world's problems as seen from the Georgist point of view, will be ready sometime this Fall.

\* \* \*

The main feature of the May Alumni meeting was a lecture by Mr. Fountain Meadows of the Ethical Culture Society.

We learned from Mr. Meadows that Ethical Culture is a religious group of some 10,000 members, a large portion of them, New Yorkers.

The Society puts emphasis on the individual and his relation to the world around him. Believing that social problems can be solved by changing human nature, the Society offers a large and varied educational program to it's members.

As far as the Ethical Culture Society is concerned, there is no creed and no dogma. It is up to the individual to form his own opinions about such concepts as God and the hereafter.

WHAT IS

# POVERTY ?

By S.T. Beebe

Advanced Teachers Training, a course newly designed and introduced for the first time in the Spring Semester got off to a flying start at the very beginning.

The Problem of Poverty was the subject to be dealt with in the first three sessions. Although the concept of poverty is difficult to pin down, the group proceeded to probe into it with a vigor that was encouraging. Discussion and analysis followed some excellent reporting and some clarification was reached.

It naturally developed that if the problem of poverty was to be examined, it would be essential to set up a definition of poverty. A definition that would be acceptable to the present group has not yet been formulated, but presumably further discussion will produce a generally accepted concept.

Presumptuous as it may seem, the intent in this analysis is to present a working definition of poverty, together with certain comments in extension. The premises are founded in George's basic material; the interpretations are naturally subject to criticism and reconstruction.

This definition will assert that poverty is the state of existence, where the returns from labor are inadequate to maintain health, and do not assure a just and proportionate participation in the recognized standard of living in a given social order.

The first comment is, that such a condition of poverty, or relative poverty, is the direct result of the denial of equal freedom, and of equal opportunity, (a) as it applies to the use of land and natural resources, and (b) as it restricts the highest development of the individual and his potential capacities.

The second comment is that this definition should not be construed to mean that happiness is a necessary consequence of material comfort, or that unhappiness is a consequence of relative poverty.

In place of the term happiness, it might be desirable to substitute the terms comfort and discomfort, which in essence means satisfying desires with the least exertion. An excessive amount of exertion in relation to the material reward produces a state of discomfort, both physical and mental. But this is not to say that happiness, or unhappiness, is absolutely a consequence of ample material comfort or lack of it.



## What IS POVERTY ?

The state of poverty, relative as it may be, can be examined from still another point of view although stated in technical economic language.

Exchange is the basic factor in a modern social order. Individuals must exchange their labor power, or exertion, to obtain goods and services which will satisfy first of all their basic needs, and following that, elaborations of these basic needs. The question is; what can an individual command in exchange for his labor power?

The common denominator of value in this country is one dollar. Taking this unit as a basis for measuring the lowest economic level, it may be reasonably assumed that an individual who can command no more than one dollar as a return for his days labor is indeed in a state of abject poverty, relative to the accepted standards of living in the United States. It may be conceded that he will not starve to death; that he will be compelled to lodge in a flop-house, and that his clothing may be little more than second-hand cast-offs. Such an individual, one could truly say, is in a state of poverty.

Using this low economic level as a yardstick, it will follow that two dollars a day will lower the marginal utility of the first dollar. Now the dire necessity of need is eased and a question of choice and quality enters into the expenditure of income. A little better meal can be eaten; a little more comfortable lodging can be obtained, and perhaps a little better type of used clothing.

From this point on it becomes a matter of measuring the marginal utility of the common denominator of value. As the marginal utility falls, the decision on what is absolutely essential to exist is modified by a choice of variety and quality. The farther the individual progresses from the minimum, the farther he advances from a state of abject poverty.

Turning from the concept of real poverty to the opposite concept of economic well-being,--loosely designated as well to do, or rich,--the analysis is relatively simple. The problem of the well to do is in choosing the quality of goods or services which will conform to the particular standards of the group with which he is identified, or with the effort to surpass its standards and to be regarded as a definitely superior individual.

Nevertheless, for the well to do there is a marginal level which is analogous to the dollar-a-day common denominator of value. It may be that \$50.00 a day will be essential to maintain the economic standard to which he is accustomed, or failing in that, he must be reconciled to falling back into a lower economic bracket.

## STUDENT'S SPEECH JUNE 1956

The subject matter is Henry George's "Progress and Poverty". If we can but visualize that 76 years ago George, in his struggle for truth, worked untiringly to the end, that he put his ideas on record in "Progress and Poverty".

We here assemble to-night in testimony of that faith in the truth of "George's philosophy, that labor and capital should see the light, sit down-to-gether and solve this vexing human problem of mal-distribution of wealth from the bounty of nature.

The present century and centuries before have been marked by a prodigious increase in wealth producing power.... the invention of the wheel, Farady's discovery of Magneto-electricity, making possible the power of the internal combustion engine.... Thomas Edison's incandescent lamp displacing the torch and candle, etc. Withal, we are still plagued with the problem of poverty, a problem Henry George set out to solve more than 76 years ago. We, the disciples of George, must dedicate ourselves to the proposition, that this scourge "Poverty" must be obliterated from the face of the earth.

Now, might I add that my class has been inspired by the painstaking sacrifice in the short space of ten weeks, by a personality we have all learned to admire, the unselfish devotion of our instructor, Mr. William J. Dunsing. By the same token we offer our thanks to the school and all who made the course possible, for without this opportunity a commencement such as this would be impossible.

As Arthur Young in collaboration with "Henry George" said, "It is not the magic of property, that has turned the Flemish sands into fertile fields, but the magic of security to labor." This can be achieved in ways other than making land private property, just as burning down a house is not the only way to roast a pig!

**William Wiltshire**

\*\*\*\*\*

### ...Dress-Up Time

Five smiling Georgists  
face the camera while  
waiting for the dinner  
bell at Hareum.



# THOUGHTS

Walter Sullivan

The ten weeks are over. The students have gone home. Now is the time to pause and take stock. For the new teacher, this is especially valuable. The students have profited by attending the class; but if the teacher is alert, the learning hasn't been one-sided.

The joy of something accomplished fills one with ecstasy. With this feeling of joy is an accompanying feeling of doubt. Have I done all that I possibly could have done to present the course to the class? This mixture of joy and doubt is a fine basis to reminisce on on the course just completed.

The pleasure of the meeting of minds of a group will carry you back over the ten weeks. The provocative discussions will all come back to you. You'll live over again each session.

The gratification of seeing and feeling a class come to grips with a thought they had never entertained before; first to fight it and then to accept it. All the work and study you've put into the preparation of teaching, all the effort expended are all worth while when this happens.

Even when the students have come unprepared due to the pressure of their work and you are forced to turn to the lecture method so they will take away something for the time spent in class; you are able to see the earnest endeavor that most of them have to learn their lesson.

Your faith in mankind is renewed when you find the essential good in most of the class. Most of them are striving for the betterment of mankind. They may differ with us sometimes in the method to attain this end but their desire is sincere.

In trying to mold a living mind in the way in which we feel is correct, there is not only pleasure involved but a reciprocity. One finds that his mind likewise grows. Tolerance and new understanding comes to the teacher.

I've often meditated; which of us, the students or the teachers receive the greater benefits from the class?

\*\*\*\*\*

READ THE HENRY GEORGE NEWS FOR FULL DETAILS

OF THE TWELFTH ANNUAL CONFERENCE.

# Keynesism Crippled by Facts

by Henry Hazlitt

**K**EYNESISM—the philosophy of big government spending, deficit financing, and continuous inflation—today dominates the policy of nearly every government in the world. Yet developments in the last few years have destroyed its central prop.

The disciples of Keynes disagree among themselves about what the chief contribution of the master really was. Yet most of them would probably agree with his leading American disciple, Prof. Alvin H. Hansen, that "Keynes's most notable contribution . . . was his consumption function." In 1936 in his famous "General Theory of Employment, Interest, and Money," Keynes declared that there is a "fundamental psychological law, upon which we are entitled to depend with great confidence . . . that men are disposed, as a rule and on the average, to increase their consumption as their income increases, but not by as much as the increase in their income." He went on to call this "law," rather pretentiously, the consumption "function." Keynes's great "discovery," in short, was that if we knew what national income was going to be we could tell from a curve or a mathematical formula what consumption was going to be.

Of course, from time immemorial it has been a truism that most families spend most of their income. Official statistics for the last eight years, for example, show that on the average in that period Americans spent about 93 per cent of their annual income on personal consumption and save only about 7 per cent of it. So if you knew what personal disposable income were going to be next year, it would be hard to make too great a percentage error in predicting what consumption expenditures were going to be. It would be much easier, however, to make a substantial percentage error in predicting what saving was going to be, because saving is comparatively such a small figure.

I append at the bottom of this article a table showing (in billions of dollars) the nation's disposable personal income for the last twelve years, the amount of personal savings, and saving as a percentage of disposable

income. Now Keynes's great "law" is that consumption does not increase in proportion to income, and therefore savings increase proportionately more than income increases. The events of 1955 were in themselves a crushing contradiction of this "law." Disposable income increased by \$14.6 billion, but



savings fell by \$1.2 billion.

The total percentage of saving to disposable income fell from 7.2 to 6.3. The same thing happened between 1953 and 1954. Disposable income went up, \$4.4 billion, savings down, \$1.5 billion. Out of the last eleven years, in sum, Keynes's "law" worked in four and was reversed in seven.

I may be accused of unfairness for including the enormous savings in 1944 and showing their decline in 1945, 1946, and 1947 in spite of substantial rises in disposable income in each year. It will be said that savings were heavy in 1944 and 1945 because they were war years and consumer goods were not available. Precisely. But this only underlines the fact that Keynes's "law" is no law, and that the relationship of spending and saving does not depend solely on total income changes but on innumerable factors. Savings may depend less on what people earn today than on what they expect to earn tomorrow. Their spending this year may depend to a large extent on whether they expect the prices of the things they want to buy to be higher or lower next year. People may buy on impulse, or refrain from loss of confidence. In short, experience and statistics fail to support the main Keynesian tenet; and the Keynesian logic is a rope of sand.

Year	Income	Savings	Savings as % of income
1944	\$146.8	\$36.9	25.2
1945	150.4	28.7	19.1
1946	159.2	12.6	7.9
1947	169.0	4.0	2.4
1948	187.6	10.0	5.3
1949	188.2	7.6	4.0
1950	206.1	12.1	5.9
1951	226.1	17.7	7.8
1952	236.7	18.4	7.8
1953	250.4	19.8	7.9
1954	254.8	18.3	7.2
1955	269.4	17.1	6.3

## ADVANCED TEACHER'S TRAINING

### EVALUATION I

Rose Natiello

I deem it an honor to serve in the capacity of Evaluator for the Advanced Teachers' Training Class of 1956. As a student of this class, I have spent an inspired, educational, exciting twelve weeks. Credit in great part, should go to our Dean, George Royal, who has been our pillar of strength. His wise selection of books pertinent to our course, served to clear many heretofore unanswered questions, in the social and economic field, past and current. That Mr. Royal is a fountain of learning can best be likened to the wisdom of a great Chinese philosopher who said, "From the well of your knowledge, comes the bucket of your speech."

As for my fellow-students, I looked forward each week to meeting with them, having in common the same desire --- to learn all there is to know of Henry George, great economist and philosopher, who gave to mankind this legacy, "Wherever he may be, whoever he may be, the man who thinks will be a light and a power".

From the very beginning, the spirit of enthusiasm, cooperation and friendliness, prevailed. At first a few students were shy, reticent, even inarticulate, but with the skilled guidance, leadership, and gentle coaching of Dean Royal, these negative traits vanished, and confidence and positive thinking, came into its own, for like a rose awaiting to unfold it's petals, what lay dormant, was nurtured, awakened and brought to the fore!

Have we derived any benefits from this course? I'm sure that I can speak for others as well as myself, that a new and better view regarding the wonderful works of Henry George, has been opened to us. We have also become keenly aware of other noted economists and philosophers, and their comparison to Henry George. This truly gratifying experience will stand us all in good stead.

Should the school continue Advanced Teachers' Training? In three languages an emphatic affirmative.... "Yes", "Si", and "Mais Oui"!!

We the students wish to extend to Dean Royal, a vote of thanks for the courtesy, energy, time and effort that he has accorded us. We shall always remember him with deep appreciation.... And to Robert Clancy, director of the Henry George School, and to the great Institution itself, "thank you" for opening your doors to the public and giving what can be had for the asking.... a wealth of knowledge!

## EVALUATION II

James Higgins

It is the opinion of the writer that the purpose of the course is right and proper, but that it's scope is not as effective as it could be, for reasons which will be set forth hereafter. Nevertheless, the course bore sufficient fruit, that those who plucked and tasted thereof could in all sincerity proclaim it's succulency, in order that others might be tempted to profit therefrom by partaking.

The plan for having each student taking his proper turn as the master for the evening, provided a means for gaining of that necessary confidence so essential for those who seek to lead others to the right pathway, whatever it may be. The requirement that the master of the evening give an exposition on the art of teaching as expounded by various authorities opened up an avenue for the broadening of the knowledge of all attending the sessions, and must have awakened all to the awareness that no one method of teaching is the sole means for the successful imparting of knowledge.

It is my impression that the book review reports did not successfully lend themselves to the purpose to which they had evidently been directed, namely to acquaint the student body with the content contained therein and thereby stimulate him and her to a further detailed reading of the author, in order that his words of wisdom could be properly compared with the philosophy of political economy as advocated by Henry George. However, I do not believe that all was lost in this endeavor because it most certainly brought to the attention certain authors and the subject about which they had written. Unfamiliarity with the work of the author about which the reporting student was giving his dissertation often lead a questioner to a digression, which took up most valuable time and rarely profited one because it brought mostly confusion in it's wake.

That portion of the program which assigned one as the advocate of Henry George's philosophy in respect to the topic of the evening was proper, but it did not work out satisfactorily in so far as I can recall, mainly because there had been too much prior wrangling concerning matters not apropos to the topic of the immediate session. For the most part the evaluations were well within the scope intended...bearing in mind the lack of experience of the student body in matters under discussion. However, it became pronouncedly noticeable that certain members of the group who were never noticeably prepared themselves, were most critical of lack of fullness of the discourse as given by other students.

The course should be continued as being of great potential value, bound to become more fruitful as it grows with time. I suggest that consideration be given to the following proposed changes in the agenda: That book assignments be given to two persons, the one to be

## **What Is POVERTY ?**

(Continued from Page 9)

It may be also that economic insecurity is as stark a reality for the fifty-dollars-a-day man as it is for the dollar-a-day individual. Of course the latter can sink no farther and continue to function as an economic unit. The well to do man will, however, make every effort to maintain his accustomed economic status, before he is compelled to cut his living standard to a lower level.

The conclusion seems to be that poverty - or economic insecurity - is relative to the recognized standard of living. There is indeed a low level of poverty which is the economic limit. From that point on it is a matter of relative economic standards.

Today's problem of economic insecurity is one that must be faced at all levels. As to whether this problem is solely due to the present distribution of wealth, or whether it is partly due to the conscious choice of the individual to conform to social pressure for economic standards - this is a complex problem about which much remains to be studied. Are we economically insecure by choice, or is it solely because of the unequal distribution system? Probably a measure of both factors are present, and contribute to the problem of poverty.

## **Evaluation James Higgins (Continued from Page 14.)**

the advocate of the author, the other to be the devil's advocate, critically examining the espouser of the author in view of the philosophy of Henry George. The time allotted to this endeavor should consume one-half hour. After this performance the student body should have grasped the author's viewpoint and should then be in a position to intelligently stick to the subject matter and ask pertinent questions, which they desire to have resolved by either advocate. The evaluations should be made by the director or by a non-member of the class, who has his mind set upon the development of worthwhile teachers, capable of creating and sustaining interest in the subject matter, without distracting the student body by personal mannerisms or idiosyncrasies. Lastly, it is suggested that the last fifteen or twenty minutes of the session be devoted to a lecture by the director, on the subject matter of the evening, wherein among other objectives, he would clear up and expound again the theories and philosophy of Henry George, which might have become confused during the evening's discourse.