

Henry George School of Social Science

CHARTERED BY THE UNIVERSITY OF THE STATE OF NEW YORK

50 EAST 69th STREET, NEW YORK, N. Y. 10021

Telephone: RHineland 4-8700

March 1967

Dear Extension Director:

CONFERENCE Some information on this year's Annual Conference appears in the March Henry George News, and here is a recapitulation:

The Conference (the School's 23rd) will be held in Montreal from Wednesday, July 26 to Sunday, July 30, at the College Jean de Brebeuf. Meetings will be held there, and bedrooms have been reserved. Single rooms (with basin) are available at \$5.00 per night, and double rooms for \$4.50 per person per night. Bathrooms are available on each floor. Only a fixed number of rooms are at our disposal. Reservation forms will be sent soon, earlier than usual, because of the tight situation. Also, rooms are not available at the College before or after the Conference. We may arrive Wednesday, and must leave the College Sunday.

The program is shaping up: There will be a social evening on Wednesday, a solid day of conferring on Thursday, and a solid day of visiting Expo 67 on Friday. Discount tickets will be available to conferees. Saturday will have morning and afternoon sessions at the College, with the Conference banquet (\$6.50) at the Queens Hotel Saturday evening, and the Conference will wind up on Sunday.

It would be a good idea for you to send your reservation for rooms early to the Henry George School, 4278 Dorchester St. W., Montreal 6, Que., Canada.

The Montrealers most actively engaged on the Conference are Strethel Walton, Harry Payne and Louis Girard.

FUTURE We should be thinking now, not only of the Montreal Conference,
CONFERENCES but of those to be held in the future. Miami has been proposed for 1968 and Chicago for 1969.

An International Conference has been planned for 1968 by the International Union for Land Value Taxation and Free Trade. It will be held in Wales at Caswell Bay, September 8 - 14.

"THE WORLD IS The Henry George School keeps spreading internationally. At the
OUR CAMPUS" end of 1966 a new extension was launched in Hong Kong under the direction of Dr. Wong Po-Shang at 746 Nathan Rd., Kowloon.

The School has been revived in New Zealand after a lapse of some years. Betty Noble held a class last Fall and plans more classes. Her address is 20 Connaught Terrace, Brooklyn, Wellington. Another extension has been opened in the Dominican Republic by former Dominican students in New York classes. Highly successful classes were held last Fall. This extension is under the direction of Mrs. Lucy Silfa, Isabel la Catolica 37, Santo Domingo.

Correspondence students continue to enroll from all over the world. There are two countries where we no longer have to advertise: one is Haiti, where our students spread the word along, and considerable numbers of people apply to us for the course; and the other is Thailand where our good friend, Lt. Commander Suthon Hinjiranan places ads on his own initiative and at his own expense, resulting in hundreds of inquiries. In Israel we only advertised our correspondence course in Hebrew once, two years ago, and we still get students by word of mouth. We have been holding back ads due to a shortage of Hebrew teachers, but are now planning more publicity.

STATISTICS

I was quoted in the Square Deal, the quarterly published by our friends in Toronto, to the effect that "statistics do not impress me." Upon inquiring on which occasion I said that, I was reminded that it was in St. Louis when one of our people gave as a reason for visiting the Anheuser-Busch brewery, the millions of bottles of beer they make. We visited the brewery anyway - but I would like to clarify my views on the matter (statistics, not beer).

Statistics by themselves certainly do not tell the whole story - it depends a great deal on how statistics are compiled, and what units are being counted. Qualitative things cannot always be reduced to quantitative statements.

But - as applied to our graduates, for instance - the statistics do constitute one very important element. Perhaps the very first question that comes to mind when thinking of our activities is, how many students do we have? We form some idea of the milestone we have reached when we know the School as a whole has produced 125,000 graduates. When we reach a million, we will certainly regard that as a landmark!

The qualitative must of course also be taken into account. One sterling graduate who is influential, who thoroughly understands the Georgist philosophy, is inspired by it and perseveres in promoting it, may be worth a legion. Many whom we count may have sat through the course in a state of total incomprehension or disagreement. Many whom we count may have forgotten all about it. And yet - young or old, rich or poor, learned or unlearned - the fact that a certain number of human beings slept or struggled through our course, does have a significance all its own. If we seek to enroll as many students as we can, the law of averages will net us some sterling ones.

LECTURE VS.
DISCUSSION

An interesting article appeared in Adult Education, Winter 1967: "The Lecture, an Analysis and Review of Research", by Coolie Verner and Gary Dickinson. Among the situations in which the lecture was found to be more suitable were the following: When the basic instructional task involves the dissemination of information; when the information to be imparted is nowhere else available; when the content material presented is needed only for short-term retention. Among the situations in which the lecture is not appropriate, but a discussion or participation method is needed, are the following: When the instructional objective involves any form of learning other than the acquisition of information; when the learning task involves the initiation or alteration of attitudes, values or behavior; when the information acquired may be available through long-term retention.

A remarkable bibliography of 132 references follows this article, and several of the items seem well worth looking up. Among them are: B.S. Bloom, "Thought Processes in Lecture and Discussion", Journal of General Education, No. 7, 1953; Stephen M. Corey, "Learning from Lectures vs. Learning from Readings", Journal of Educational Psychology, September 1934; L. Siegal et al, "Student's Thoughts During Class", Journal of Educational Psychology, January 1963; Jacob Levine and John Butler, "Lecture vs. Group Discussion in Changing Behavior", Journal of Applied Psychology, February 1952.

Sincerely,

Robert Clancy