

Serendipity is the gift of finding valuable things not sought for. In a sense, then, the School's efforts may be said to be making serendipitous progress. In its quest for the educable adult, the School has found valuable students among the city's high school population, and this in turn is leading it to the promising adult.

The high school program is built around a series of classes for regular students, engaging in urban simulations, as part of the New York Board of Education's City-As-School program. This series of four 10-week cycles in the academic year is now in the second of this year's cycles. On its completion some 135 students will have gained academic credit toward their high school diplomas for their course work at the School.

Ancillary to these activities, the School has been conducting all-day workshops for high school students in cooperation with the New York Council on Economic Education. At the third of these workshops held last December there were thirteen adult auditors who had been attracted by favorable comments about the preceding sessions. As a consequence, other alternative high schools (similar to the City-As-

Schools program where regular students attend accredited classes outside their own school) have made inquiries of director Stan Rubenstein about the School's activities.

Some tentative steps are being made to expand the School's efforts along the lines indicated by these inquiries. One possible line of development is seminars for high school teachers so that they may take the simulation programs into their own classrooms and thus impart something of the land problem, the evils of land speculation and the advantages of site value taxation to their own students.

At least one definitive step is already being taken. At the instigation of the Council on Economic Education the fourth High School Urban Workshop will be held at the School on Wednesday, May 21, 1975. There will be a welcome innovation. In addition to the simulation session in the morning, the afternoon will be devoted to a panel discussion by three presidents of local corporations, members of the Metropolitan Presidents Organization.

The simulations on urban problems, in which all the participants are involved in decision making, deals with such topics as

blight, urban renewal, transportation and taxes. Playing the game in the morning will give the students some experience with the topics the corporate presidents will be presenting in the afternoon from their own work-a-day experience. Informal presentations and discussions will center around "social responsibility of business," "locating a business," and "the climate for business."

So popular are these workshops with the high school student body that the Council's invitation stressed that the May 21 meeting "will be limited to a team of no more than four delegates from each school — on a first-come basis until the quota of 51 is filled."

Of particular interest are the questions outlined for the discussion on "locating a business." They are: "How valid is Henry George's principle of the 'single tax' for taxing commercial real estate today?" "Is the idea of rent control as applicable in the commercial area as it is for housing?"

"What economic principles should be followed in locating a business?"

"Contrast suburban and urban problems in locating a business."

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**Henry George School NATIONAL CONFERENCE: June 30 through July 3  
will be held at the University of California at San Diego (UCSD)**

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## Serendipity . . .

"How is profit figured in the real estate business?"

"How can the real estate industry help businesses locate in the 'inner city'?"

"How can the real estate industry contribute toward alleviating urban blight?"

It is through such efforts that the School is able to make an increasing number of people aware of the land problem, the pressing necessity to seek its solution, and the advantages offered by reform put forth by Henry George.

Another endeavor along similar lines

and toward the same end is the City-As-School independent study program at the School. Under this aegis, high school students spend eight weeks working on a research project under the leadership of the School's research director, Philip Finkelstein. As research progresses, three crucial questions are to be answered: 1. Is the property tax equitable? 2. Is the method used to compute the property tax conducted in a haphazard fashion? and 3. What are the effects of the current property tax on economic development?

Assessment and taxing data on 300 lots, 150 residential and 150 commercial or manufacturing, will be compiled. Students visit the properties, take pictures and make their own observations of activities at and conditions of each location. In addition assigned articles are read and the students receive counseling at the School. At the conclusion students are expected to submit written reports, with exhibits, of around 1,000 words. They then will receive academic credit for their work at the School.

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