



The Henry George Schools of California

Box 655
Tujunga CA 91042

June 24th, 1988

Bob Clancy
3353 82nd St.
Jackson Heights NY 11372

InterStudent - 1988

Scores of high schools were using our InterStudent Program. Tens of thousands of students were involved in the Program - which had received enthusiastic acceptance from teachers.

So, we put it on hold.

The problem was that our resources were directed to the schools at the expense of our adult program - which provides the heart and muscle to keep us going. We had to change direction.

We have a good philosophy - described best by the phrase murmured by millions every morning - '*liberty and justice for all*'. Unfortunately, the words - and perhaps the Pledge - have become a cliché, mouthed without meaning, uttered without conviction.

Liberty with justice was the noble imperative of Henry George. His intellect and energy were directed to the achievement of both ideals. He well understood that one cannot exist without the other.

Yet, modern debate has become sterile and inadequate. The social issue has become 'What can we do for the poor, the homeless, the unemployed?', when it should be 'Why are there poor, homeless and unemployed?'. The quest for charity has replaced the quest for justice.

Except with us, who persist in asking the uncomfortable questions.

Our attention over the last few years has been directed to the production, not of followers, but of those who will stand with us in the quest for liberty and justice. We are succeeding. We are finding the people who will ask the right questions, and insist on right answers.

We can begin again the InterStudent High School program.

If again we are to spread our educational ideas across the country, we must have your help. Together, we can take our message to a new generation. We need to seek out the independent, the thoughtful, the committed among the young. We must sow widespread the seeds of economic literacy and philosophic awareness.

Our mission is overwhelming, but possible to achieve. Join us!

Harry Pollard

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The Alumni Group

&

EL SALVADOR and USA

"In Search of Utopia"
"I THINK THAT I SHALL NEVER SEE ... A BILLBOARD LOVELY AS A TREE ..."

"T Synergistic Solutions to Social Crises" Ourself-

Government's Battle To Save Us From Oursel-

PHILLIPINE ISLANDS

The Next Nicaragua?

Robert LeFevre
Butler Shaffer

WILLIAM STEPHEN
and
"Facing the Inevitability of Death"

The Case for Free Trade
"Law and Disorder"
JARVIS IV

"The Greatest
the Greatest Number"

"SILVER ON THEIR TONGUES AND FIRE IN THEIR BELLIES"
"The 'Free Market' Always Fails"
"BÉRTARIAN PARTY WILL SPOIL THINGS FOR THE REST OF US)

ING DECISIONS IS A LOUSY JOB, BUT SOME

GEORGE H. SMITH

"Life without the State" KEN GREGG

(THE COMPLETELY VOLUNTARY)

Robert Tideman
and
"DOING THE RIGHT THING"

"Do you see the cat?"
A PERSPECTIVE ON 'GEORGISM'

Konkin and Pollard debate
"THE LAND QUESTION"

HINNEY
"Resolving Complex Issues"

VILLIAM FILANTE and ARTHUR
will lead the debate

MASON GAFFNEY
and

"The Case for the Rights of Animals" *operating With the Marxists"*

"The Development of American Political Institutions
As a Function of the Esophagus" POLITICS,

FOOTE

The Battle for Proposition 36

"The Happy T...

It ain't much, but it's all we've got

Why you should join the Alumni Group

Most reform groups set up an organization, complete with constitution, byelaws and officers - then try to get people to join it. This is not the way to go. An organization should arise from a need. It is not an accident that Los Angeles - with its emphasis on good education - has the largest (and probably most active) Common Ground Chapter in the country. We simply have a pool of good people from whom to recruit.

We try to produce graduates of all ages who can choose their own directions. We trust they will accept the basic imperative of every responsible adult, the need to put right things that are wrong - but the option is theirs.

The Alumni Group is where we get the show on the road. We have fun, but the intent is serious. Your contributions help make contact with that most literate community - some 3 million teachers. When we went into our hiatus, more than 100,000 high school Mini-Units had been completed by students of all abilities from 7th to 12th grade. Your job is to help us reach the next 100,000. . . . So, become a member of the Alumni Group!

The Alumni Group International

- The AGI** is a non-organization of people who are committed to the principles of 'Liberty and Justice' so eloquently described by Henry George. George pointed out that these twin concepts cannot exist independently. There cannot be justice without liberty, nor can there be liberty without justice.
- Purpose** of the AGI is to support and expand the InterStudent Program. This Program is designed to provide high school, college, and adult students with an understanding of classical political economy, including a particular emphasis on the mechanism and operation of the genuinely free market.
- Objective** of the AGI is to achieve, in the words of Henry George, **Association in Equality**. This is the condition of voluntary cooperation with the same rules for everybody; a free society with no privilege.
- Membership** belongs to anyone who contributes to InterStudent. A member cannot speak or act on behalf of the Group, only for himself. Equally, the Group cannot speak for its members - who are more than capable of speaking for themselves and do so at every opportunity.
- Officers** are appointed whimsically and by virtue of their appointment achieve no authority nor wield any power. All Officers are required by the By-Laws (unwritten) not to interfere with the Purpose of the Alumni Group.
- Meetings** will be held whenever one or more AG members assemble. Principal business of any meeting shall be to prevent official speeches by Officers. All other business shall be directed to fulfilling the Group's Purpose.

Join the Group and support the InterStudent campaign

I'll Sponsor InterStudent by giving more than \$250! Put me down for \$ _____

I'll be a Patron; here's my \$200 _____

I'll Sustain the expansion with \$100 _____

I'll Support the Program with \$50 _____

I can afford \$ _____ . . . Put it to work!

I'll contribute whenever I can. Keep reminding me in the AG letters and The Good Society. ()

Name _____ Telephone _____

Address _____ City _____ State _____ Zip _____

The InterStudent Program

How teachers react to a superior Teaching tool

Not all teachers express the enthusiasm of the New Yorker, who swept into the faculty room after her first brush with InterStudent and gleefully announced "Ten of the paralytics are working!" but the Program does receive an extraordinary number of rave reviews. Any teaching material gets better results with an enthused teacher, but InterStudent tends to strike sparks and catch fire.

But, at first teachers won't believe it!

"I was skeptical at first, fearful that InterStudent was just another gimmick. But I am convinced that what we are dealing with is a program consisting of fundamental principles of learning and human behavior that works..."

"Original pessimism re the program's language and approach was soon dispelled by their enthusiastic response..."

Something happens —

"... below average grade students come out of their shells and become involved in discussions I would have considered beyond their interest and depth."

"Rarely have I seen such genuine enthusiasm..."

"... they became totally involved..."

"The students were visibly stimulated, they became involved. Most of them discovered a 'new high' - thinking for themselves."

The content is exciting and useful —

"... students who had been taught only what to think quickly found it not only necessary but terribly exciting to learn how to think."

"I found that a special virtue... was that each Mini dealt with a basic concept. Questions were so designed to lead a student by easy stages, using his own knowledge of what he knew to be true..."

"... it teaches... the valuable skills of critical thinking, research, debate and group cooperation and interaction... there is a noticeable change in the classroom. Students begin to look for intellectual integrity in fellow student and teacher alike. They examine statements for contradictions and consistency, and they begin to trust their own ability to make valid judgements and to defend valid positions."

"Much buzzing concerning the course took place around the school and affected students not even in the course."

AND STUDENTS....

"The InterStudent Mini-Course Program... develops a system of ideas in a logical fashion from two basic axioms and four definitions. The value of the program is that it — (1) gives the student a working exposition of the Classical Analysis and... (2) helps develop the use of logical and systematic thought... The student is faced by a series of propositions all of which derive from the two universal axioms by means of the intervening propositions. He is obliged to function under certain 'non-normal' definitions which require that he associate new concepts with familiar names. This seems terribly confusing at the start... Yet the successful participant in the program has profited by learning how to orient himself... and how... to think in a clear and reasonable manner."

(Robert Means — 12th Grade)

It's used in any course —

"We found the ideas could be augmented in every historical period we covered..."

"... classes in International Relations, U.S. History, Contemporary American Problems, and European History. In all these classes, representing fairly wide divergences in ability level, his program was effective."

— and with any ability

"... provides a wide range of interest... for many students at all grade levels."

"It was especially gratifying to see the response of some of my poorer students. The format... caught their attention and interest and they became valuable contributors..."

"Oddly enough, the final scores of the very able Academically Enriched class did not differ from the spread of scores in other classes. The AE kids are a little concerned about this, since it seems to suggest that other students may have their strong points too!"

Some surprises —

"The results have been astonishing, amusing and stimulating. It became quickly obvious to me that students are not necessarily unmotivated, they simply need to be thrust into a demanding, self-motivated situation. Without question, InterStudent is that."

"Some unexpected sideplay --- Two students with exceptional truancy records were suddenly 'dropping in'. Peer pressure revealed some previously hidden talents - not always positive ones at that."

"One of these meetings was of particular significance in that a number of parents were also present. Family conversations had been so stimulated by the repetition of classroom and afternoon discussions that students arranged for their parents to join us one evening... this meeting was extremely successful and set an educational precedent in that such a demonstration of positive interest in academic activities had never been exhibited in such a manner."

InterStudent is produced and distributed by:

The Henry George Schools of California - Box 655 - Tujunga CA 91042

(818) 352-4141

The InterStudent System

The InterStudent System may be used with any course that lends itself to discussion and debate. It has been effective with students of every ability and age, from remedial to gifted, and from 7th grade through 12th.

Students work in groups. Three disciplinary and motivational pressures affect the students. They are individual responsibility, peer influence, and competitive excitement.

The program consists of a series of Mini-Units, each one lasting a week, or five periods. Four periods are spent in a variety of activities, including socratic discussion, special assignments, and preparation for the Trivium Debate, scheduled for the fifth period. It is suggested that a Mini-Unit be dropped into a course every few weeks.

No syllabus time is lost, for Trivium Debate subjects are taken directly from the subject being taught. Instead of learning by lecture, students must read, research, prepare their material themselves.

Then they must present it *and defend it* under difficult debate conditions.

The program uses three approaches to teaching :-

With **content** drawn from 18th and 19th century classical Political Economy. The socratic discussion of human behavior in groups is particularly appropriate for History, English, and any of the social studies.

With a **structure** of socratic questioning and debate which requires a variety of scholastic skills, such as research, critical thinking, material organization, writing, presentation, and questioning. Most of the problems associated with group work have been solved.

With **life-skills** instruction which is highly motivational. Students are responsible for their activities - but to their peer groups rather than the teacher. They enforce discipline in class, organize their own projects and run their own affairs.

Every teacher must be innovative. Sometimes ideas can be used by other teachers, but usually they work well only with the teacher who developed them. Ideas that can travel, that can usefully be passed along, are included in InterStudent.

The Video Connection!

Use video in the classroom! Now available is a series of 13 minute video segments covering basic economic concepts. On one tape lasting almost 2 hours is a complete course in fundamental concepts. Useful for all social studies courses, but particularly appropriate for the new mandatory economics. Contact the Henry George School for your copy.

The program hones more than intellectual skills. A poorer student, who has other worthwhile attributes, such as determination, aggressiveness, concentration, industry, may outperform the 'gifted' student.

These desirable qualities - and others - are clearly visible during an InterStudent Mini-Week. Students note that some behavior is rewarding, while other behavior is not. The role model for an InterStudent participant after several Mini-Units will be a person who cooperates with his group, uses his mind, and takes care of himself and others.

First InterStudent Bank

Use rewards to motivate and involve. Students take jobs, including running the bank - and are paid by check. *Enjoy, as students compete for the chance to do extra work.*

Students become janitors and bankers, monitors and clerks. They are paid by check - with the chores of book-keeping handled by students.

Developed for teachers of economics, the system works for most subjects.

For additional information, call (818) 352-4141
or write :

The
Henry George Schools of California
Box 665
Tujunga CA 91042

For personal mailings of free material, return this form.

Mr./Mrs./Ms/Dr. : _____

Name : _____

School : _____

Address : _____

City : _____

State : _____ Zip : _____

Principal subject taught : _____

Other subjects : _____ CCSS local Association? : _____

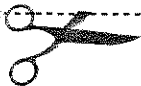
I am interested in classroom materials, particularly in the following areas. (Circle)

: History : Government : Economics : English : Computer Instruction : Other : _____

Check here if you want information on the summer credit course at CalState LA - for high school teachers of economics.

Computer instruction may look out of place. However, we hope to integrate, and make meaningful, (How's that for jargon?) the use of computers as tools for general study. Very shortly we shall have online a high school bulletin board. Students, via telephone, will be able to mine a database of information - much of which will be provided by California classroom teachers.

Also, use this form when you order a School Subscription to InterStudent. Each teacher listed will receive the additional classroom material noted below.



How to Subscribe to the InterStudent Program



A special free premium for new subscribers - a 2 hour video tape for economics teachers. It contains nine 13 minute video sessions on "Understanding Economics". A 96 page supplement fleshes out the material, and adds lesson sheets, questions for discussion, tests. The program is particularly strong in economics fundamentals.

A full service annual subscription to the InterStudent Program costs \$40 per school. Every teacher who wants material automatically gets it on a continuing basis. This includes the controversial Good Society, special essays on specific subjects, and the Economic Literacy project from San Francisco.

Everything may be copied by a subscribing school. However, Student Rule-Booklets should be bought (\$2.00 each - less in quantities of 30 plus). Heavier covers mean greater resistance to wear and tear. Booklets last for many seasons.

The School Subscription provides the school with a complete set of InterStudent material, including :

- One Teacher's Manual;
- One Student Rule-Booklet;
- A set of 8 Mini-Units (each takes a week of five periods but doesn't lose any syllabus time!);
- Various originals (scoresheets, etc.) for copying;
- Subject to logistics, classroom visits to help set-up;
- Telephone support at (818) 352-4141.

Land and Freedom

AND, on request, two series of useful lesson sheets. The first covers the New World and includes :

- Indian Land Ownership;
- Irish Immigration;
- The Anti-Rent Riots in New York;
- Louisiana Purchase;
- Railroad Land Grants;
- Homestead Act;
- Forty Acres and a Mule;
- Mexican Cessions.

The second series treats the land question in global context. Included in "Issues in World History" are :

- Rome's Landed Estates;
- The Gracchian Revolution;
- The Feudal Land System;
- The Domesday Book;
- The Enclosure Movement;
- Malthus - Population and Poverty;
- Chinese Land Reform Under Communism;
- Land Ownership in Central America.

Authored by New York High School Teacher - Stan Rubenstein

Purchase Order to :- InterStudent, Henry George Schools of Calif. - Box 655 Tujunga CA 91042 . . . PO # _____

School : _____ Ordered By : _____

Address : _____ City : _____ State : _____ Zip : _____

Please send : One School Subscription to the InterStudent Program : _____ \$ 40.00

Additional Student Rule-Booklets (30 + @ \$1.75 each :: 60 + @ \$1.50 each) _____ \$ _____

If you would prefer printed Mini-Units to copies, order @ \$2.00 for 15 _____ \$ _____

Postage , Packing, and Handling, - for additional Rule-Booklets only _____ \$ 5.00

TOTAL : _____ \$ _____