Introduction to

Teacher's Manual

In one of the chapters of Plato's Republic, a figure is depicted which represents mankind inside a dark cave. Human beings live in this underground den, which has a mouth open towards the light and reaches ALL along the den. They have been there from childhood, immobile because of their chains and can therefore only see ahead. Above and beyond them is a fire and between the fire and the prisoners are men walking. The cave dwellers see only their own shadows or the shadows of one another, which the fire throws on the opposite wall of the cave. The passing figures are also seen as only shadows. The men in the cave see the appearance of human beings, not the beings themselves.

And if the cave dwellers are liberated, will they not believe that the shadows which they formerly saw are truer than objects now shown to them?

As instructors of the Henry George School, our task is somewhat comparable to the above illustration. We present and teach a philosophy that is at variance with the status quo and we often encounter the difficulty in seperating the natural from the unnatural. What is the real order of things and which is the shadow? In this sense our task is herculean and one that requires better teaching than is normally found in major and private schools. It is fervently hoped that this "Teacher's Manual" will AID you in this all important teaching venture.

No manual can be a substitute for good and creative teaching. That can only come from within the teacher himself. However, some of the ideas suggested here ~~in this booklet~~ may make your teaching a ~~little~~ more rewarding and possibly trigger off additional methods in which to improve your course. Teachers, as students, have individual styles, and many ideas are shaped and molded to fit the personalized approaches. Therefore this "Manual" in no way represents a rigid formula for success but is rather intended to open several doors that may have been heretofore locked.

The course "Fundamental Economics" is divided into ten sessions:

Lesson 1 Introduction - The Problem
Lesson 2 The Market Economy
Lesson 3 The Factors of Production
Lesson 4 The Laws of Distribution
Lesson 5 Material Progress and Land Speculation
Lesson 6 Proposed Remedies for a Sick Society Economy
Lesson 7 The Rightful Basis of Private Property
Lesson 8 A New Dimension in Taxation
Lesson 9 Practical Effects of Land Value Taxation
Lesson 10 Law of Human Progress

The text is the condensed version of Henry George's "Progress and Poverty", edited by A.W. Madsen (The Hogarth Press Ltd., London).

What follows is the outline used in this "Manual" for each lesson and explanations for each of the categories.

Assignment: The pages in the text refer to the condensed version of "Progress and Poverty". Assignments refer to the readings given to students in the previous lesson. Where other sources may be used, the necessary material will be provided.

Purpose: This refers to the major theme of the lesson. It represents the overall goal and constant awareness of the theme may help prevent the injection of extraneous material. The "Purpose" aids in channeling the session in the proper direction.

Objectives: Four or five main ideas or concepts are included, each of which is a part of the "Purpose" of the lesson. A knowledge of the objectives by the ~~students~~ INSTRUCTOR provides a general understanding of the theme of the lesson. The objectives may be taught in segments or interwoven into a cohesive unit. Towards the end of the session, the objectives can be utilized as a summary. If other objectives are added by the instructor, it is advisable to write them down so that at any given time period, the teacher is aware of the particular objective being discussed.

Economic Vocabulary: During the course of the lesson, these terms should be interwoven into the subject material. Terms and definitions are vital to an understanding of the course and the manner of presentation is therefore all important.

Leading Questions: (to be discussed below).

Methodology: Several methods of teaching are offered to present particular segments of the lesson. One is entitled "On the Board" and it basically includes illustrations, charts and diagrams for blackboard presentation. Whereever possible, the information to be filled in ought come from the students. Although this method usually consumes time and requires patience, it is important in the development of ideas. As a general rule it is better "to draw out" information from the students than to "tell it".

In addition to board work, there is material designated as "Supplement". Each of the supplements follows the lesson and consists mainly of charts, straight information or controversial material. Some of the material may lend itself to board work and development, or to be read to the students by the instructor or to be handed out to the students. If the latter is the case, extra copies will be necessary and the Extension Director, with advance notice, will be able to provide the necessary copies. One or several questions or suggestions will be found for each of the supplements under the section of Methodology rather than in the material itself. The materials can often provide the basis for interesting and informative discussions.

General discussion topics will also be presented along with the use of other possible sources, to enhance your teaching.

Culmination: The next lesson is passed out at the end of the session and consists of a summary of the current discussion plus the assignment for the following week. The purpose of the summary for the student is to highlight the lesson and clarify anything which may have been vague. It is suggested that the student review the material within the next day. Equally important is the usage of the summary for the instructor. It can provide the basis of the lesson and updates parts of the text. It is strongly suggested that the teacher read this material prior to class. The assignment for the readings plus one general question appear at the end of the summary.

Leading Questions: Each lesson contains anywhere from nine to fifteen questions, depending upon the subject material, with appropriate space for the teachers comments and answers. No answers are provided in as much as the answers lend themselves, in cases, to various interpretations. The intended purpose of many of the questions is to elicit responses and encourage discussion in the true Socratic Method. This is a way of teaching in which the teacher imparts little information but rather draws forth more and more definite answers by means of pointed questions. The questions represent the heart of the method. Below is an example of the method by the master himself. Socrates is questioning an unlearned slave and is explaining to Meno how it is done.

(Copy down the attached sheet starting with
Soc. Mark now..... and ending with
Me. Yes,they were all his own.)

Teachers should impart their knowledge but in a discussion-like method. However much of the information can be obtained from the students. This approach allows for much more discussion and for stimulation. One question leads to another and another but the instructor should be keenly aware, at all times, as to the "Purpose" and the major "Objectives". The questions ought lead in that direction. It is not an easy approach for it requires skill and talent to develop. Failure may be part of the process but the successes are rewarding. Hopefully, it will make for better classes.

~~*Men.* I admit your Socrates.~~

~~*Soc.* Then he was the better for the torpedo's touch?~~

~~*Men.* I think so.~~

Soc. Mark now the farther development. I shall only ask him, and not teach him, and he shall share the enquiry with me: and do you watch and see if you find me telling or explaining anything to him, instead of eliciting his opinion. Tell me, boy, is not this a square of four feet which I have drawn?

Boy. Yes.

Soc. And now I add another square equal to the former one?

Boy. Yes.

Soc. And a third, which is equal to either of them?

Boy. Yes.

Soc. Suppose that we fill up the vacant corner?

Boy. Very good.

Soc. Here, then, there are four equal spaces?

Boy. Yes.

Soc. And how many times larger is this space than this other?

Boy. Four times.

Soc. But it ought to have been twice only, as you will remember.

Boy. True.

Soc. And does not this line, reaching from corner to corner, bisect each of these spaces? *[85]*

Boy. Yes.

Soc. And are there not here four equal lines which contain this space?

Boy. There are.

Soc. Look and see how much this space is.

Boy. I do not understand.

Soc. Has not each interior line cut off half of the four spaces?

Boy. Yes.

Soc. And how many spaces are there in this section?

Boy. Four.

Soc. And how many in this?

Boy. Two.

Soc. And four is how many times two?

Boy. Twice.

Soc. And this space is of how many feet?

Boy. Of eight feet.

Soc. And from what line do you get this figure?

Boy. From this.

Soc. That is, from the line which extends from corner to corner of the figure of four feet?

Boy. Yes.

Soc. And that is the line which the learned call the diagonal. And if this is the proper name, then you, Meno's slave, are prepared to affirm that the double space is the square of the diagonal?

Boy. Certainly, Socrates.

Soc. What do you say of him, Meno? Were not all these answers given out of his own head?

Men. Yes, they were all his own.

~~*Soc.* And yet, as we were just now saying, he did not know?~~

~~*Men.* True.~~

~~*Soc.* But still he had in him~~ those notions of his—had he not?

~~*Men.* Yes.~~

Soc. Then he who does not know may still have true notions of that which he does not know?

Men. He has.

Soc. And at present these notions have just been stirred up in him, as in a dream; but if he were frequently asked the same questions, in different forms, he would know as well as any one at last?

Men. I dare say.

Soc. Without any one teaching him he will recover his knowledge for himself, if he is only asked questions?

Men. Yes.

Soc. And this spontaneous recovery of knowledge in him is recollection?

Men. True.

Soc. And this knowledge which he now has must he not either have acquired or always possessed?

Men. Yes.

Soc. But if he always possessed this knowledge he would always have known; or if he has acquired the knowledge he could not have acquired it in this life, unless he has been taught geometry; for he may be made to do the same with all geometry and every other branch of knowledge. Now, has any one ever taught him all this? You must know about him, if, as you say, he was born and bred in your house.

Men. And I am certain that no one ever did teach him.

Soc. And yet he has the knowledge?

Men. The fact, Socrates, is undeniable.

Soc. But if he did not acquire the knowledge in this life, then he must have had and learned it at some other time? *[86]*

Men. Clearly he must.

'GREEN REVOLUTION'

Future population boom may not bring hunger

Special Report

BY PAUL SCOTT

WASHINGTON

The "green revolution" is forcing government food and population experts to play down those dire forecasts that the expanding population of the world, if not checked, will cause large-scale famine before the turn of the century.

With food production now increasing faster than the world's population, the government's projections of the food population balance for future years has taken a dramatic turn for the better.

MOST EXCITING of the new forecasts is the one being made by Jean Mayer, director of the forthcoming December White House Conference on Food and Nutrition.

The internationally famed nutrition expert points to the likelihood that within the next 20 to 30 years "food will be removed altogether as a limiting factor to population."

Mayer contends that increased food production and international organizations will make large-scale famines, such as those that have occurred in India and Communist China, as a thing of the past.

Although a strong advocate of population limitation policies, Mayer is counseling President Nixon against using the threat of a worldwide shortage of food as one of his main arguments for large-scale limitations on births.

The hypothetical famine argument, according to Mayer, will not stand the test of time because of the "green revolution" and the revolutionary advances in agriculture.

In the Administration's backstage strategy discussions, Mayer stresses that the President in his fight for population controls should highlight the dangers of increasing air and water pollution from a population with increasing income.

A PAPER by Mayer being circulated among the President's Cabinet puts it this way:

"The ecology of the earth — its streams, woods, animals — can accommodate itself better to a rising poor population than to a rising rich population. To save the ecology of the earth, the population will have to decease as the disposable income increases . . .

"Shall we continue to hide the fact that a rational policy may entail in many countries not only a plateauing of the population to permit an increase in disposable income, but a decrease of the population as the disposable income rises?"

In support of his optimistic view of the future world food supply, Mayer's paper points out that the phenomenal increase in food production in the U.S. in recent years has not come from the extension of land under cultivation but from the increases in the use of fertilizers.

FOR EXAMPLE, farmers in Kansas harvested 304,000,000 bushels of wheat on 9,000,000 acres in 1969 — of the second largest crop in that state's history. The largest Kansas wheat crop was 307,000,000 bushels in 1952. But it took 18,000,000 acres to produce the 1952 crop — or double the number needed to produce almost the same crop this year.

Of the world's land mass, Mayer reports, only 3.4 billion acres are at present under cultivation. This represents less than 11 per cent of the total land area in the world.

Leading agriculture experts, according to Mayer, now estimate that the area that can eventually be made arable runs from 17 to 19 billion acres. With use of fertilizers, new seed and improved farm practices, it is now estimated that upward to 96 billion people can be supported by the 19 billion acres. At the present rate of population growth, the world population is not expected to exceed 7 billion by 2000.

According to Mayer and other government agriculture experts, there are many other advances in agriculture which could greatly increase the food supply that have yet to be applied on a large scale throughout the world.

THE IDENTIFICATION of necessary trace elements and their incorporation into fertilizers and feed have opened vast areas to cultivation and husbandry in Australia and other countries with large undeveloped areas.

Selected breeding of plants and animals has permitted the development of species with superior hardiness and increased yields. New strains of rice developed in Mexico are now being used in India to increase production. This development alone has caused agriculture experts to forecast that India will be able to feed its own population within three to five years.

Mayer also forecasts great strides in the development of new food from space programs, stating:

"Interplanetary travel of long duration and the organization of distant stations requires not only recycling of oxygen and waste water, they necessitate the fabrication of food and its integration into the recycling of oxygen, water and excreta.

"Over the next two decades, an increasing fraction of several billion dollars that the U.S. and the Soviet Union will spend every year for space travel is going to be channeled into life support systems.

"THE MONEY spent in the aggregate on new methods of food production will probably, during that period, dwarf the cost of the Manhattan project. The usable "fall-out" of such research is likely to be enormous.

"Certainly if economical harnessing of photosynthesis, through biological units or directly, can be realized under the hostile interplanetary, lunar, or martial conditions, it should become relatively easy to put it into effect on earth. Obviously, a breakthrough in this field could for centuries altogether remove food as a limiting factor to population growth."

HOW TO USE THIS MANUAL

No manual can be a substitute for creative teaching. That can only come from within the instructor himself. The ideas and methods presented in these pages are not meant to be followed slavishly or mechanically, but are rather intended to be used as tools -- personalized and adapted to the teacher's individual style and the distinctive character of his particular class.

This course, "The Economics of Freedom," is divided into ten two-hour sessions:

Lesson I	Introduction: The Problem
Lesson II	The Market Economy
Lesson III	The Factors of Production
Lesson IV	The Laws of Distribution
Lesson V	Effects of Material Progress
Lesson VI	Proposed Remedies for a Sick Economy
Lesson VII	The Rightful Basis of Private Property
Lesson VIII	A New Dimension in Taxation
Lesson IX	Practical Effects of ~~Land Value Taxation~~ George's Remedy
Lesson X	The Law of Human Progress

The first lesson is introductory, and the remaining nine are based on reading assignments in the condensed version of Henry George's Progress and Poverty, edited by A. W. Madsen (Hogarth Press, London). Those responsible for the preparation of this course yield to none in their esteem for the full edition of Progress and Poverty, and the decision to substitute an abridgment for it as the text was not made lightly. The overriding factor which led to this decision was their considered judgment that in these times, when so many things compete for the attention of busy people, the sheer length of the unabridged edition constitutes in all too many instances a formidable barrier to its being read. The type of student we most wish to attract and to retain is not likely to find George's language unduly difficult or to have much trouble following the logical progression of his thought. He

is, however, apt to have demands upon his time which militate against the leisurely study of 565 pages of closely-knit argument. It is hoped that by the end of the course, many students will have been inspired with a desire to read the entire work. For this reason, copies of the full edition should be on hand, and those who wish to exchange their abridged versions for unabridged ones should be encouraged to do so by making a modest payment to cover the difference in cost.

The heart of each lesson in this manual is the Summary, designed to aid the teacher by providing him with a digest of the points which it is felt should be brought out in class. The teacher should familiarize himself thoroughly with each Summary, using his own judgment if he finds himself in disagreement with its content or emphasis. In no case should the Summary be read to the class as a "canned" lecture.

Copies of the Summary should be handed out to the students at the end of each session, as a record of what has presumably been covered at that session. This will give them something to refer back to, and will help fill in the gaps for those who miss class meetings. Summaries should never be given out in advance, unless a student indicates ahead of time that he will be unable to attend the next session.

Each lesson contains from nine to fifteen suggested Leading Questions, with space for the teacher's notes. No answers are provided, since any teacher who has familiarized himself with the Summaries should be able to handle the questions without difficulty. The questions are intended to elicit discussion and insight, not to test whether or not the student has read the assignment. According to this approach, known as the Socratic or eductive method, the teacher imparts little information directly but rather guides the student toward understanding by means of pointed questions which engage him in a process of critical

analysis and imaginative reflection. Instead of being fed to him in cut and dried fashion by an external authority, the answers are made to emerge from the student himself as he becomes involved in the dynamics of the inquiry. Below is an example of the method as practiced by the master whose name it bears. Socrates is demonstrating it to Meno by interrogating the latter's unlearned slave:

> Soc. Mark now the further development. I shall only ask him, and not teach him, and he shall share the enquiry with me: and do you watch and see if you find me telling or explaining anything to him, instead of eliciting his opinion. Tell me, boy, is not this a square of four feet which I have drawn?
>
> Boy. Yes.
>
> Soc. And now I add another square equal to the former one?
>
> Boy. Yes.
>
> Soc. And a third, which is equal to either of them?
>
> Boy. Yes.
>
> Soc. Suppose that we fill up the vacant corner?
>
> Boy. Very good.
>
> Soc. Here, then, there are four equal spaces?
>
> Boy. Yes.
>
> Soc. And how many times larger is this space than this other?
>
> Boy. Four times.
>
> Soc. But it ought to have been twice only, as you will remember.
>
> Boy. True.
>
> Soc. And does not this line, reaching from corner to corner, bisect each of these spaces?
>
> Boy. Yes.
>
> Soc. And are there not here four equal lines which contain this space?
>
> Boy. There are.
>
> Soc. Look and see how much this space is.
>
> Boy. I do not understand.
>
> Soc. Has not each interior line cut off half of the four spaces?
>
> Boy. Yes.
>
> Soc. And how many spaces are there in this section?
>
> Boy. Four
>
> Soc. And how many in this?
>
> Boy. Two.
>
> Soc. And four is how many times two?
>
> Boy. Twice.
>
> Soc. And this space is of how many feet?
>
> Boy. Of eight feet.
>
> Soc. And from what line do you get this figure?
>
> Boy. From this.
>
> Soc. That is, from the line which extends from corner to corner of the figure of four feet?
>
> Boy. Yes.
>
> Soc. And that is the line which the learned call the diagonal. And if this is the proper name, then you, Meno's slave, are prepared to affirm that the double space is the square of the diagonal?

Boy. Certainly, Socrates.
Soc. What do you say of him, Meno? Were not all these answers given out of his own head?
Men. Yes, they were all his own.

The teacher should not consider himself rigidly bound to the Leading Questions presented in this manual. In the course of dialogue other questions will doubtless suggest themselves as appropriate to the situation, and the teacher should be flexible enough to adapt his questioning to the immediate context, while at the same time guarding against irrelevant digressions.

The Leading Questions are based primarily upon the Lesson Summaries. The Summaries do not merely present the gist of the text but also update it and augment it with material designed to show its contemporary significance. Since the Leading Questions are based upon the Summaries (which go beyond what is included in the reading assignments), and since the Summaries are not to be distributed until after the sessions at which their content is discussed, some of the questions will contain ideas and terminology with which the students will have had no opportunity to become acquainted. The teacher should precede such questions with appropriate explanation.

In addition to the Summaries and Leading Questions, each lesson in the manual includes such further aids as Chalkboard Suggestions, Questions on the Supplements, and General Discussion Topics. The Supplements consist of articles and charts, selected to enrich the main body of the lesson. Some of these may lend themselves to board work and development; others may be read aloud in class by the instructor, or passed out to the students. In the latter case, the extension director, if given adequate notice, will provide the necessary copies.

Each lesson is introduced by a brief statement of its purpose followed by a list of its objectives, and a list of economic terms

to be clarified and emphasized. Although the words, "purpose" and "objective," are synonymous in common parlance, they have acquired separate meanings in the field of education. The purpose refers to the major theme or over-all goal of the lesson. The objectives refer to the more concrete and specific conceptual units which make up the purpose. They may be either taught in segments or interwoven into a cohesive whole.

At the culmination of each session, the Summary of the lesson covered in that session should be distributed and the Reading Assignment for the following session announced, together with a Thought Question based on the assignment.

Those responsible for the preparation of this course have drawn upon many sources in their writing of the Lesson Summaries. Foremost among these, of course, was Progress and Poverty itself. Inasmuch as a few of the quotations from this source are not found in the condensed version, all page references are to the unabridged editions published by the Robert Schalkenbach Foundation and the Modern Library. Extensive use was made of Gaston Haxo's excellent paraphrase of Progress and Poverty, The Philosophy of Freedom, and of Dr. E. E. Bowen's Economics Simplified, edited by George L. Rusby. Both of these books, unhappily, are out of print. Use was also made of the sixth edition of the Henry George School Teacher's Manual for the course in "Fundamental Economics," and of the Lecturer's Manual for the "New Basic Course" of our sister Henry George School in Great Britain. For mechanical reasons it was found desirable in many cases to forego attribution when incorporating exerpts or close paraphrases from these works in the text of the Summaries. Their authors and copyright holders have graciously consented to accept this general acknowledgment in lieu of such attribution.

LESSON I -- THE PROBLEM

Suggestions to Teacher

The first lesson is primarily a "selling" session which should convince the students they want to continue with the course. At the same time, the students should go away with the feeling that they have already begun to learn something.

The following suggestions are to be used at your discretion. However, the unit on "The Problem" is of particular importance since it is meant to dispel in advance any doubt as to the current relevance of George and of the course. The unit on "The Questionnaire" is less essential, and may be dispensed with if desired.

1. WELCOME

Distribute enrollment cards and questionnaires to students. Give them a few minutes to work on questionnaires and get acquainted. If you collect the enrollment cards before you formally open the class, you will have the names of students before you.

Open the class by welcoming students to the Henry George School. Introduce yourself and say a word or two about your background. If the class is not too large, ask the students to introduce themselves by name and occupation. They may also be asked to tell the group why they came. Then tell the students something of the School:

Its purpose is to teach political economy and social philosophy in order to contribute to a more informed citizenry. It was founded in 1932 by a New York scholar and businessman, Oscar H. Geiger. It is chartered as a nonprofit, nonpolitical educational institution by the University of the State of New York. From small beginnings it has grown and now has a large headquarters in New York City, extensions and affiliated schools in the United States and Canada, and sister institutions in several foreign countries. It is supported by an endowment and by the voluntary contributions of its friends and graduates and by public-spirited people who approve of the School's work. The work is also made possible by volunteer services; teachers serve on a voluntary basis. Its teachings and methods are based on principles of free inquiry and scientific analysis.

The Henry George School is an independent institution. It is widely recognized as a landmark in adult education.

The School booklet contains additional information.

2. THE QUESTIONNAIRE

Mention briefly a few of the main social and economic problems which have attracted public attention at present. Point out that these and similar problems can be solved in a republic only by citizens learning to think them through, and that the School hopes to assist them in doing this.

You may then begin on the questionnaire. Answers from all students on each question are not necessary, but enough replies to get representative opinions should be sought.

Try to have all students involved by the time the questionnaire has been gone through. Agreement on answers is not at all necessary at this session. The object is to get students thinking about economics and to make them aware of economic problems. If good answers are given, however, or general (and correct) agreement seems to emerge from the class on some point, the students can be told so and thus encouraged.

3. THE PROBLEM

(a) In order to stress the prophetic character of George's thought, read the quotations at the beginning of the summary. Point out that these statements are taken from our text, and first appeared in print in 1879.

(b) Briefly review the essentials of George's career.

(c) Pass out copies of Progress and Poverty to the students. Read aloud selected paragraphs beginning at the top of page 5: "This association of poverty with progress is the great enigma of our times." Many of your students may not be prepared to admit that poverty is really a major problem in the United States today. Ask them if they think it is, and do not discourage negative replies. Try, however, to make sure that by the end of the discussion they realize that "the problem," even though now somewhat masked, is just as real as it was in George's time.

4. OUTLINE OF COURSE

Explain that the course has been set up to follow in large measure the development of Henry George's analysis of the problem. Students should understand the points brought out in the book, but they are also urged to think for themselves and to test every step of the way with their own reasoning. Point out that the School does not regard George as an infallible authority or his writings as sacred dogma never to be questioned. It merely holds that he clarified many issues which would otherwise remain obscure, and that an understanding of his thought is vital for our time.

Proceed to give a brief outline of the remaining nine lessons (without going too deeply into the subject matter) somewhat as follows:

Lesson 2 - The Market Economy. The nature of economic laws, and the difference between a free economy and one which is politically dominated. Some basic laws of economics.

Lesson 3 - The Factors of Production. Definitions; production and the source of wages; theories which attribute poverty to an imbalance between the sources of production. In this lesson we begin by learning essential terms in the language of political economy. Effective discussion requires that we become familiar with these terms and be consistent in using them.

Lesson 4 - The Laws of Distribution. The laws of rent, wages and interest are presented, demonstrating that poverty is primarily a problem of distribution.

Lesson 5 - Effects of Material Progress. How the laws of distribution apply in an expanding economy. Why material progress fails to abolish poverty.

Lesson 6 - Proposed Remedies for a Sick Economy. An examination of various proposals, including those of Keynes and George.

Lesson 7 - The Rightful Basis of Private Property. A consideration of the moral justification for private ownership.

Lesson 8 - A New Dimension in Taxation. Types of taxes. George's proposal compared with other means of public revenue in terms of the criteria for sound taxation.

Lesson 9 - Practical Effects of George's Remedy. George's proposal as actually applied. Its effect on employment, purchasing power, housing, etc. Answers to typical questions.

Lesson 10 - The Law of Human Progress. How civilizations advance and decline. What must be done to save our own civilization.

Explain to the students how the study will be undertaken. One two-hour session a week for ten weeks. There will be a reading assignment in Progress and Poverty (and/or other material to be distributed), and a thought question based on the assignment. The assignment and question will then be discussed at the following session. At the end of each session, a summary of its main points will be distributed, so that the student can have a record of what has been discussed, and can review it at his leisure. Occasionally, supplementary materials may also be passed out.

5. CONCLUSION

Close the session by announcing the reading assignment for Lesson 2 (pp. ix-7), together with the following thought question: "Since political economy does not lend itself to laboratory experiment, how can it be studied as a science?" Collect money for the books. Collect any enrollment cards you may have missed earlier. Point out that enrollment for the course is still open, and invite the students to bring friends to the next session.