

English Professor Blasts His Own

PITMAN, N.J. (UPI)

English professor Richard Mitchell says he is not surprised Johnny cannot read, write and do arithmetic since education is no longer the product of American schools.

"There can't be education in American schools. There can only be a lot of indoctrination - some training perhaps - but not education," the Glassboro State College professor said. "A teacher's training is designed to prevent it."

Mitchell, 52, a native of Scarsdale, N.Y., graduated from the University of the South in Seawane, Tenn., earned a doctorate at Syracuse University, and taught at Defiance College in Ohio before coming to Glassboro 19 years ago.

He believes the roots of the problem with the "teaching industry" go back to the late 19th century and the birth of educational psychology.

Mitchell said teaching is not hard if you know your subject, but has been made to seem hard by "educational bureaucrats" in an industry that speaks and writes in jargon, awards itself degrees for research of little worth and refuses to evaluate itself on whether students learn anything.

For example, Mitchell said, educators are replacing demanding academic subjects, like foreign languages and math, with citizenship education and consumer math in the belief that students cannot master the tougher subjects.

He said those who hold to that theory can often be found at teacher colleges at which students spend more time on education courses than on the disciplines they will teach.

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NICE WORK

Most workers in the sex industry aren't very happy. As with most production in this society, the work isn't usually what you'd like to be doing at the moment and the working conditions are lousy. However, it's not necessarily any worse than the other work available to working class women, as one woman pointed out in the film. Since we have to sell our bodies to live, some of us might decide that porn (or peep shows or stripping) is preferable to manual labor, which requires that you sell more of your energy, or office work, which requires that you sell your mind as well, or "service" work, where you have to take a lot more orders. Nevertheless, women who work in the sex industry are being exploited (as, it follows, are men).

Gay Community News

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FLORENCE, S.C. 29501

the Southern Libertarian Messenger



December, 1982

Rt. 10 Box 52A, Florence, S. C. 29501

Vol. XI, No. 8

Taylor, Richard. Freedom, Anarchy, and The Law. Buffalo, NY: Prometheus Books, 1982. \$8.95 paper.

Reviewed by Richard A. Cooper

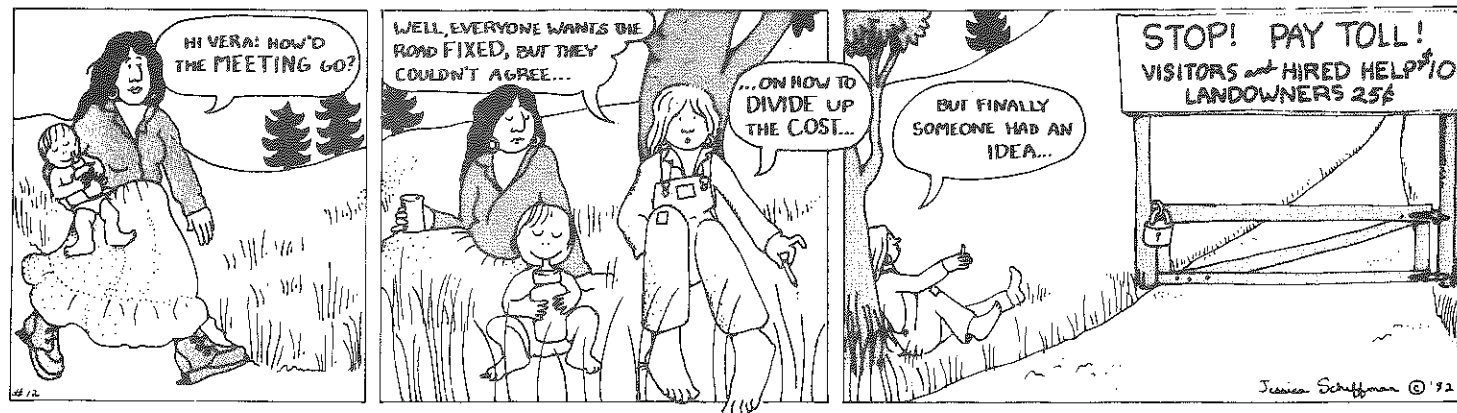
Richard Taylor's exploration of political philosophy is a challenging and interesting introduction. Professor Taylor (University of Rochester) advocates a minimal government distances himself from libertarians by denying a right to life and questioning the relationship of property to freedom. Nor does he adhere to the nonaggression principle. Freedom, Anarchy, and The Law is a quasi-libertarian work but with important insights for libertarians and provocative positions which demand thought from the reader.

To illustrate the nature of government, Taylor devises an amusing and insightful fable whose qualities I can only suggest, but not capture, here. People settle in an area and come under the rule of a band of armed men who call themselves the government. They claim the right to take what they need to support themselves and say it is for the benefit of those it is taken from. They call this "taxes." The armed men are led by "The Man", who devises rules for the people, enforces them, and taxes the people to support himself and his armed adherents. Some of the rules are beneficial (prohibiting theft and murder) while others are pernicious or absurd (prohibiting tea and goats' milk drinking). Every four years the people have the right to ratify or disapprove The Man's rule by a letter saying "yes" or "no." If they say yes, they are construed as approving all of The Man's actions. But not just that, as they are construed as having taken part in the creation of The Man's rules by their quadrennial letter-writing. The Man decrees the erection of a large Block as symbol of his rule. Songs and poems are written in its praise, people flock to see and carry emblems of it. Taylor's fable which cannot be retold easily is alone worth the price of the book.

Taylor derides the partisans of rights as metaphysical mystics. Yet he himself advances the contention that freedom is an unqualified good. What does that mean? Why is it an unqualified good? Is the freedom of the individual an unqualified good for those who seek to deprive people of their freedom and exploit them?

If freedom is an unqualified good, why is Taylor not an anarchist? The popular notion of anarchism is a belief in libertine chaos. Those who have read anarchists will know that a common belief underlies their thought that man is naturally good and corrupted by government. Taylor combines both the popular and philosophical notions of anarchism. Worse, Taylor derives his view of anarchism from Robert Paul Wolff's In Defense of Anarchism. Wolff's anarchism is very different from Murray Rothbard's anarchocapitalism. Wolff equates government with any restraint by others on action. All coercion, therefore, irrespective of source, object, or motivation, Wolff describes as government or command and therefore contrary to freedom. To dispense with coercion would surely lead to a Hobbesian state of nature, a life that is "nasty, poor, brutish, and short." If this is Wolffian anarchism, one can hardly fault Taylor for rejecting it as incompatible with human survival.

Taylor is unaware of Rothbard's anarchocapitalism. Rothbard clearly accepts the legitimacy of coercion against criminal aggressors. Instead of rejecting coercion, Rothbard favors a pluralism of coercive defense agencies that lack the monopolistic status and pretensions to legitimacy that characterize the State. The defense agencies are furthermore limited to the defense of clients against aggressors. Should they commit aggression, they have transformed themselves into the robber-bands which are the creators of States. The interested reader is referred to Robert Nozick's Anarchy, State and Utopia (1974) and Murray Rothbard's For A New Liberty (1973) and The Ethics of Liberty (1982). In Taylor's defense it should be noted that this is a reprint of his 1973 book and it is understandable if he is unaware of the other works.



FREEDOM, ANARCHY, AND THE LAW, continued

Taylor exposes the shortcomings of John Stuart Mill's *On Liberty*. Mill advanced several contradictory propositions regarding the proper circumstances from abridging freedom of the individual. Taylor refines one of these principles, that of "injury." Mill's formulation suffered from such vagueness, invoking injury to deeply felt interests, as to justify virtually any abrogation of individual freedom, especially freedom of expression.

Taylor warns of the dangers of a big government and the proliferation of bureaucracy. But his acceptable bounds for government are far broader than any libertarian. He accepts compulsory education, antitrust laws, and regulation of business on environmental grounds. Taylor believes that the purpose of government is to advance individual freedom, a rather disconcerting proposition to libertarians, and hardly in accord with the implications of the aforementioned fable.

What is a legitimate government? The power to rule, according to Taylor. Taylor contends that we must separate justification (Is their rule desirable?) from legitimation (Is their rule effective?). Hence, he believe all governments should be extended diplomatic recognition.

Freedom, Anarchy, and The Law will not provide philosophical underpinnings for a free society. But it will make clear the issues and some of the possible approaches for clear thinking. Taylor provides a stimulating exploration of political philosophy which is sorely needed today.

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THE HUNDRED-KID SHREIK
by Bob Brakeman

It would be superfluous for me to mention that it happened in Los Angeles.

Any story this strange could only happen in L. A., which is to Oddity what politicians are to Felory. (And before any L.A.-baiters let their smiles get excessively broad, I should perhaps make it clear that we're also talking about the L.A. which is the most startlingly beautiful city in the country, & the most exciting, & the most important, and: The Future of Us All.)

On a Spring day in a couple of high schools in West L. A., some subversives took control of the schools' public-address systems: in the way that the announcer used to say, "We are taking control of your television set," at the beginning of "The Outer Limits" TV series of the sixties. When that control had been established, every public-address squawkbox in the hallways and in the classrooms and in the cafeteria and in the auditoriums and the gyms was suddenly filled with this sound:

A 100-voice chorus of 13/14-year-old kids, singing/screaming/shrieking these words:

"HEY! Teacher! Leave them kids alone!"

The government indoctrinators present (these are the people you have been indoctrinated to think of as "teachers") later said that the sound was the most chilling one they'd ever heard -- and they went from chill to mega-chill when (a) the song/chant was repeated several times, and then (b) the entire song from which that incantation/warning was taken was played over the P.A.

The song was Pink Floyd's ANOTHER BRICK IN THE WALL.

These are its friendly lyrics:

"We don't need no education.....
We don't need no thought-controll....
No dark sarcasm in the classroom....
Teacher, leave them kids alone...."

Then, the chorus:

"Hey! Teacher! Leave them kids alone!
All in all, it's just another brick in the wall,
All in all, you're just another brick in the wall."

That verse/chorus combination is sung in its entirety twice: First there's a semi-normal-sounding version (intense, but recognizably-human) by Pink Floyd; then there's an overpowering version sung by 100 carefully-chosen junior-high students. What they were "carefully-chosen" for was a voice-quality which could be described as rasping, or shrieking, or threatening, or chilling -- or better yet, all of those. While P. F.'s version reached a level of great voice-tension, the kid-chorus's version left mere "tension" impressively far behind and reached for something like Enraged Dementia.... If there are any schoolchildren on Neptune, this is the way they must sound -- on a bad day, when they've all just flunked out and their allowances have been cut off.

That blood-curdling Neptuning choir understandably drew a certain amount of attention from prison officials (as I understand it, they refer to themselves as "school administrators"), and an investigation was quickly begun, one designed to uncover how the audio-vandals had managed to splice-their-way into the P.A. systems and deliver their anti-school-indoctrination message. Nothing was ever discovered, and

the Southern Libertarian Messenger

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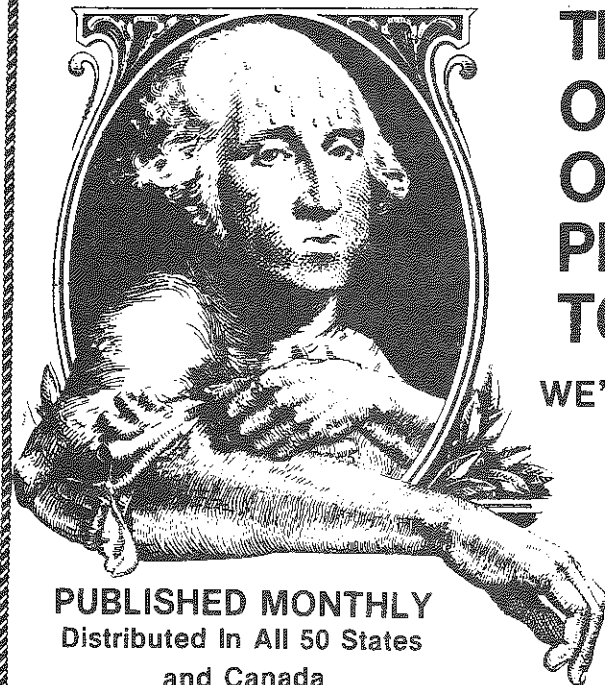
A newspaper is not for just reporting the news as it is, but to make people mad enough to do something about it.
— Mark Twain

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local officials did a hyper-hush-job on the entire incident, in an obvious effort to keep kids at other schools from getting similarly "delinquent" (i.e., sensible) ideas. (Those who've heard that the present writer may have had something to do with that conspiracy-to-disrupt deserve an honest answer to their implicit question, and so here it is: I admit nothing; but then again I also deny nothing. The world has certainly gone-to-Hell when you can't get a straight answer out of someone, hasn't it?)

Widely overlooked when all of that was happening was that those actions had dealt with what was, arguably, the most powerful anti-government song in the rock era, one so powerful that even anti-rockers ought to bite-the-bullet & pay attention to it. ANOTHER BRICK IN THE WALL was the key single from the album (and movie) THE WALL. All three entities have made appalling amounts of money for their creators, but what's important here is that it's easy to justify the "most powerful anti-government song" label suggested above. Consider:

(A) Along with the police, the school-system comprises the core of the state, for without the ability to thoroughly indoctrinate each oncoming generation (in state-worship), all regimes would be disastrously weakened; ANOTHER BRICK IN THE WALL might have chosen any part of the state to attack -- but it chose the right part. (B) The first two lines of the verse are blunt in equating "education" and "thought control"; true education doesn't have always to be thought-control, of course, but state education necessarily is, for by definition any state-run system must teach the legitimacy/desirability of the state. (C) The "dark sarcasm" line alludes to more than just narrowly-defined sarcasm, & is meant to refer to the general-air-of-superiority affected by all government-teachers-over-all-their-kid-prisoners; most kids recognize intuitively that they're mentally/intellectually "pushed around" by the custodians-in-schools, and that's a leading reason why students tend to (accurately) see the public schools as prisons. (D) If the teacher-leave-them-kids-alone line makes those teachers sound like child-molesters, that's entirely appropriate, for of course that's just what they are, as long as they work for the government: Although they may avoid the crime of physical child-molesting, they spend 7 hours a day committing the even-more psychopathic felony of mental-molestation, teaching the children to believe things which are (to repeat a word for which there's no adequate substitute) -- psychopathic; among those things are of course worship of the state in general, & idolatry of its specific deeds, from the waging of wars to the destruction of economies to jailing millions of people who've



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THE HUNDRED-KID SHREIK, continued

committed no crime. (E) The repetition of the teachers-leave-them-kids-alone line is appropriate, for that line has another meaning: The reason teachers have to be warned to leave the kids alone is that the kids are trapped there and can't leave; schools are penitentiaries precisely because kids must go there -- and if they were free-to-leave when they become contemptuous of the place (about second grade, ordinarily) there'd be no need to issue warnings-to-the-indoctrinators. (F) The it's-just-another-brick-in-the-wall line means (according to Roger Waters of P. F.) just what it seems to: Every new kidlet processed through the government's brainwashing factories is another brick in the wall-that-is-the-state. (G) And when, in the final line, "it's just another brick" is changed to "you're just another brick", it is not an accident: Where "(F)" deals with how-the-state-is-built-in-the-abstract, "(G)" deals personally with the individual student and says "All you'll ever be to the government is one more cog-in-the-machine."

Because of the present writer's background in the entertainment industry, it's possible to say this: The line-by-line interpretations given above aren't my own subjective-readings of what those lyrics might mean; they're what Roger Waters & Company have been telling people privately that they meant them to mean. All in all if you should ever meet Pink Floyd, take-'em-to-lunch.

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One of the joys of running for office is that all sorts of groups send you questionnaires, wanting to know your opinion. Frankly, I've been getting a bit snappish with some of them. I told the League of Women Voters that there was a difference between a public responsibility and a government responsibility, and questioned their assumption that more industry would mean more tax revenue -- with tax-exemption for new industries, and demands for services to the industries, it might actually drain the funds of local governments. I also told them, and some others that the question was not equal rights for women so much as unequal privileges for govt. parasites. I told the Concerned Women (they are concerned about abortion & sex education) that I didn't want evolution or creationism taught in the public schools; I wanted the govt. schools abolished; and the same for voluntary prayer in these involuntary attendance institutions.

Anyhow, if you are running for office, please take a little time to answer the questionnaires, and protest the ways in which the questions are worded; usually they offer only 2 equally (or unequally) bad alternatives.

- jh

Land Of The Brave

In Rumania Education Minister Aneta Spornic was dismissed for engaging in transcendental meditation. (C A-C C) Not proletarian.

Mikhail Makarenko told the Washington Times, that because of the grain embargo, the Soviet govt. was planning to abolish inefficient collective and state farms -- until Reagan lifted the embargo.

Alfred Perkins moved from Chicago 5 years ago to escape urban crime, and encountered crime in the country. Someone stole his outhouse. (Canton Daily Ledger/FFW)

In Hamilton, Ontario, a Miss Nude World contestant was robbed of her costumes. (Statesman/FFW)

There are almost 72,000 governments in the US with the power to levy taxes. And they do. (FFW)

An English woman shot her husband with a bow and arrow, because "I didn't want to wake the children." (Daily Telegraph/FFW) Page Robin Hood.

"The political machine triumphs because it is a united minority acting against a divided majority." - Will DuRant

HR 3973 will allow postmaster to shut down any publication for "false representation or opinion" as determined by the postmaster. (D N Digest/N-W Alert)

Among the grades of olive oil are virgin olive oil and extra virgin olive oil. Don't ask how. (FFW)

Stockholm police were ordered to arrest anyone behaving strangely in the streets when 5 inmates of an asylum escaped, and rounded up 350 in 3 hours. (FFW) Doesn't say if they got the 5 who escaped.

Printers in Montreal negotiated a contract for 4 days wedding leave -- and 2 days divorce leave.

"The last decade of state and federal support for literature has helped to evolve a new kind of poet," says James Bertolino. Indeed. Name 1 living poet in English who's even 2nd rate. (Samisdat)

"I'm fighting for freedom. If I thought it was all over, worthless, hopeless, I would move back to my Idaho farm. AS LONG AS FREEDOM LIVES, we can still win. We still have the Declaration of Independence and the Ten Commandments, and they still apply. We have to light one candle. We have to dump some tea," Sen. Steve Symms (R-ID) Emphasis added.

New zine; The Truth, based on applying stress analysis to statements of Our Leaders, to tell when they are lying (usually, when they have their mouths open), 25 Broad St, NY, NY 10004, \$45/year.

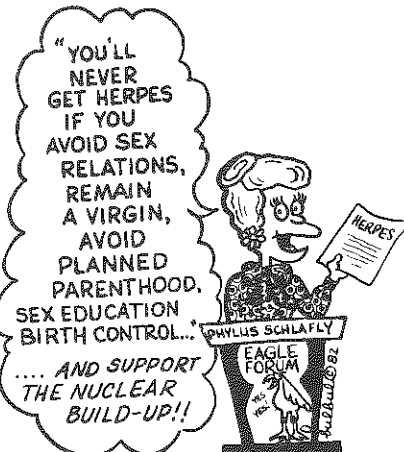
Snuff sales have doubled in the South in the last 5 years. (Funny Funny World)

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Youthful defector fears forced return to Soviet

By Glenn Emery
WASHINGTON TIMES STAFF

Walter Polochak, the 14-year-old Ukrainian youth who defected to the United States with his sister Natalie, may have to return to the Soviet Union if a court rules against him staying in America. And Walter is scared.

Walter made crystal clear in testimony before a congressional panel, as did his sister, that he wanted to stay in the United States.

"I feel I'm part of this country and I have a lot of freedom here. I'm able to do what I want," he said.

The youth, who is living with foster parents in Chicago, wept at the hearing.

Walter and Natalie were featured yesterday at an informal hearing sponsored by Rep. Peter Peyser, D-N.Y., on religious persecution in the Soviet Union and especially to hear testimony on the possible fate that could await

young Polochak should he be forced to return to his native Ukraine.

The Polochaks stayed behind when their parents returned to the Soviet Union after emigrating to the United States and settling in Chicago more than two years ago. Natalie was of legal age to make the decision, but Walter, who was 12, was still legally in the custody of his parents.

According to Vyacheslav Repnikov, a Soviet dissident who spent 22 years in Soviet prisons and other institutions, if Walter goes back to the Soviet Union he will be "finished as a human being."

Testifying at the hearing, Repnikov said Soviet authorities would try to use Walter for propaganda purposes, but since he was not likely to go along with them, he could expect to spend the rest of his life in mental hospitals or labor camps.

Walter Polochak testifies before a congressional panel.

In case you may have forgotten; this is why we have to win; why we have to take this country away from the politicians who would permit such a waste.

THE PERFECT CANDIDATE!

As the election returns filter in, it becomes obvious that we have not gotten across to the media nor to the population at large our main points.

Let me restate them: that only a free market economy can prevent the collapse of the economic system; that the government must be limited to its proper functions of keeping the peace, both at home and at its borders; that a massive government is the greatest threat to our lives and liberties; that it is impossible to legislate morality; etc.

There are several reasons for this, but let us go to the root: people believe what they want to. The elderly believe that Social Security is their God-given right and their sole protection against starvation, for example, in spite of any evidence to the contrary, because they want to.

It is going to take time. You may have heard the theory that new ideas in science prevail not because they are proved scientifically, but because the defenders of the old ideas die out, and a new generation comes. The same applies in politics; there are still voters, black and white, voting the straight Democrat ticket because they are voting for Franklin D. Roosevelt or John F. Kennedy.

Now when I tell you it is going to take time, and work, and more work, I do not mean to discourage you. Yes, it might be more pleasant to anticipate quick and easy success. William the Silent did not tell the Dutch, "Let us start the Eighty Years War and get our independence from Spain!"

We have a lot to do.

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ENGLISH PROFESSOR, continued

"If you want teachers trained as government agents, then they are trained quite properly," he said.

But where education and thinking ought to be going on, instead, "schools prevent thinking," Mitchell said. His complaints are contained in a new book - his second - entitled "The Graves of Academe."

The proof of the failure of the way teachers are trained - and, consequently, the way they teach - is in the students themselves, he said.

"Students today are massively uninformed. They've never heard of Magna Carta; they don't know whether we participated in the First World War.

"There's nothing you can do, but try to make these points, try to make the student produce written thought."

MATH, ANYONE

Among the many things wrong with the govt. non-school system is the growing decline of math & science training. Every year it seems to get worse.

(The whole situation reminds me of a remark made by a fellow-teacher in Savannah; asked how his history classes were doing, he said, "We are in the Dark Ages. No learning is taking place.")

Aside from all the other problems the schools have, there is a shortage of people able to teach math & science who are willing to do so in govt. schools. It's bad enough in the elementary schools where teachers with no more than a year each of college math & science struggle with basic arithmetic and botany. After all, almost anyone can learn the multiplication table and the difference between a lizard and a frog.

In the secondary schools, since there are too few math & science teachers, math & science classes are taught by teachers who are qualified to teach other subjects. And what subject do they have a surplus of teachers in? Almost invariably, physical education. So in a govt. school, the child may be taught algebra by a football coach, to whom X means an offensive lineman, not an unknown quantity.

But who cares, as long as they have a winning football team?

FEDERAL AID

One of the silliest arguments for federal make-work projects that local politicians use is that it Will Bring Money Into the State. This is used to justify every pork-barrel boondoggle imaginable. Usually, it also brings into the area new people who get the money, but that's another story.

Suppose a state were to say, We Need to Bring More Money Into the State, so let's offer amnesty & asylum to those who rob banks in other states. If they will bring the money here, and spend it, or invest it, this will Bring More Money In. It would.

Now, before you become too horrified by this modest suggestion, consider the way the federal govt. gets its money. Essentially, it gets money for any new projects by robbing banks, or to be more accurate by robbing the people who have money in the banks. It does this in 2 ways, by taxing their income, but mostly by inflation. It is no more moral in this than the late Willie Sutton; it goes where the money is.

Then it spends the money, and gets credit for its beneficence.

**Nobody keeps his campaign promises
Nobody deserves to live off your taxes
Nobody can legislate your freedom**

If you think there's no difference
between political parties,

VOTE FOR NOBODY

If you think Nobody should run your life,

VOTE FOR NOBODY

Now that the elections are over, a few words need to be said in favor of voting for the lesser of two evils.

First, the moral justification: you have the right of self-defense. You have the right to protect your property. If you can do this by voting, you can and should do so.

Suppose you have a choice: a candidate who wants to raise taxes, and one who wants to keep them at the same, already high, level. The second is a lesser evil. But if you fail to vote, you are saying that you don't care if your taxes are raised or not.

Suppose you have a choice between 2 candidates whose ideological views are virtually non-existent. One is a crook. The other is a fool. Generally, the first will do less damage.

Or take the case where 2 candidates are both indifferent, but one is an incumbent; a vote for his opponent might encourage a better candidate in the next election. The same goes for voting for a candidate with no chance of winning.

Not voting is just giving up.

YES, VIRGINIA

From time to time, some new silliness emanates from state legislatures. Recently, for example, Virginia raised the age for buying/drinking beer to 19, with consideration of raising it further to 21. The same is under consideration in other states.

The issue has nothing to do with any govt. concern for the morals of the young; the problem is drunk drivers, an alarming number of whom tend to be teenagers, who are killing themselves, their passengers and innocent bystanders at an alarming rate. Instead of tackling this problem itself, the statist mind tends to attack half of it - just the drinking, having learned nothing from Prohibition.

They really think that making it illegal will stop persons under 21 from drinking, I suppose. It hasn't stopped those under 18, who can't drink now legally. Oh, it will inconvenience them a little...

But now, in Virginia, and maybe soon in other states, you can get married at 16, join the army at 17, vote at 18, but must wait till 19 for a beer.

"The fundamental sense of freedom is freedom from chains, from imprisonment, from enslavement by others." - Isaiah Berlin, FOUR ESSAYS ON FREEDOM

"While the state exists, there is no freedom. When there is freedom, there will be no state." - V. Lenin, STATE AND REVOLUTION



John T. Harlee

House District 62

ROUTE 10, BOX 52-A

FLORENCE, SOUTH CAROLINA 29501

December 10, 1982
Human Rights Day

Kind & Gentle Friend:

Every year about this time I write and urge you to renew your membership in the South Carolina Libertarian Party or to contribute money, or both. This year, since the membership forms will go out with the "South Carolina Libertarian", I won't dwell on the first item.

Neither am I going to spend your time gloating over all we have accomplished in 1982. Yes, we have run more candidates and gotten more votes, and talked to more people than ever before. It's wonderful! It is not, however, enough; we have a lot more to do.

Now it evidently isn't going to happen overnight, but we are going to win. Sure, it's easy to become discouraged by the slowness of the progress. Mohammed preached for 10 years and converted exactly 4 people, 3 of whom were members of his family, but he didn't give up. Neither should we.

I feel sure you realize that it is going to take a lot more time and a lot of hard work. Fortunately, we do not have to wait for an election to come around again to start on this. There is a lot we can do in the meantime. Some of these things require money; all require work.

First, we need materials. I realize that we have a national office who are supposed to produce these for us, but that is no excuse for doing nothing. The state platform is out of print. We have no issue papers on state and local issues, such as the blue laws. There are lots of things we'd like to be able to get from national and can't; either because they can't afford to print them, or because they've never had them. We need a leaflet to hand out to introduce people to the LP and to the ideas behind it.

Once we get these materials, we need people to take time to hand them out. This actually can be more fun than you might imagine: you get to go to all sorts of fairs and parades and other fun events.

We also need to hold events to get the attention of the media, to get more publicity and spread out ideas. This can be something as simple as holding a supper meeting with a guest speaker, or handing out leaflets at the PO.

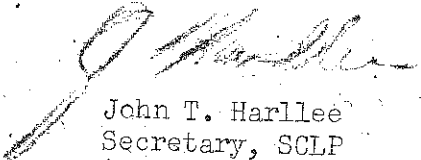
We also need work done in the schools and colleges. This is not easy to do, as the whole purpose of the government brainwashing system is to discourage thought. This is the future of our movement. I'm not going to suggest what to do or where and how to do it; try whatever you want to and let us know what works and what doesn't.

We have a number of excellent speakers, and need opportunities for them to address civic groups, schools, or whatever.

We have a lot of other things that need to be done, research, for example, and can use almost any talent anyone has.

Now, here's the pitch: if you really care about freedom, and want something done in your lifetime, you are going to have to do your share. Decide what you are willing to give, in time and money. Send the money c/o SCLP here, or to the office in Columbia. Since we are totally committed to voluntary action, the time will come when and where it suits you; let us know.

Thank you,



John T. Harllee
Secretary, SCLP