

bequeathed us in favor of majoritarianism. Its cogent suggestions as to how to return are unfortunately well ahead of their time.

Democracy has by and large degenerated into majorities voting themselves a share of the property of the minority. Raphael Kazmann redefines democracy as what a polity should be: one in which majority rule, *constrained by morality and justice*, is applied to solve those problems common to *all* members of society. Kazmann's natural law approach to morality and justice draws from such diverse sources as Ayn Rand and the Bible. Government actions that we take for granted permit him to provide us with many examples of the consequences of failing to adhere to the natural law. Public schooling, progressive taxation, protectionism, Social Security, and foreign aid all come in for a drubbing. On progressive taxation, for instance, Kazmann observes: "The idea that taxation should be based on the 'ability to pay' can be paraphrased as 'let's have a gradation in robbery, those who are the richest shall be robbed the most, those who are less rich shall be robbed less, but no one who earns anything shall escape.'"

Nowhere does Kazmann go further against the grain of what currently passes for democracy than in questioning the desirability of the universal franchise. He illustrates, through the example of investment clubs, that where electoral majorities have no power to transgress the rights of minorities, those less qualified to make decisions are only too glad to leave that task to those better qualified. The key here is the pursuit of a *common* goal, rather than some factions seeking to gain at the expense of others which characterizes our actual political system.

He fleshes out this notion with a plan to restrict the franchise to that 60 percent of the population with the greatest Adjusted Gross Incomes. His presumption is that those who are running their own lives successfully, at least in this single dimension, are more likely to make correct decisions in the public arena. Those who would argue that this standard may be somewhat arbitrary would have a tough time convincing anyone that the current qualification for voting, i.e., to have been breathing for the last eighteen years, is not arbitrary.

He concludes the book with five general policy proposals: stabilizing the currency, abolishing all transfer payments, maintaining order, converting our current progressive income tax to a flat consumption tax, and permitting all voluntary exchanges.

Kazmann does not skimp on specifics to back

up his general points. His discussion of the harm done by government water resource programs draws on his professional training as a hydrologist. His discussions of the German hyperinflation, Social Security, and the minimum wage are filled with relevant facts soundly interpreted.

All too many free market thinkers revere democratic capitalism in a manner which emphasizes the democratic part over the capitalism. The main contribution of this work is to place the mechanism of voting in its proper place as a means rather than an end. As Kazmann concludes, "It is not the organizational structure that determines whether or not a society will survive. It is the extent to which the organizational structure conforms to the natural laws that govern human societies." □

In addition to editing the book review section of The Freeman, Dr. Batemarco is a marketing research project manager in New York City and teaches economics at Marymount College in Tarrytown, New York.

Government Nannies: The Cradle to Grave Agenda of Goals 2000 and Outcome Based Education

by Cathy Duffy

Noble Publishing Associates • 1995 • 263 pages
• \$13.00 paperback

Reviewed by Kenneth Lloyd Billingsley

Few forces in American life have postured as more messianic than public education, whose prophets predicted a golden age of creativity, equality, and prosperity if only the government could run the schools and children be forced to attend. They got their wish, and billions of dollars in the people's money, but the result was quite different.

Instead of imparting a body of knowledge and transmitting the time-honored cultural and moral values to students, American public education—really government education—serves mainly to reinforce ignorance, enhance credulity, and put its inmates at the mercy of society's eager brainwashers, with recording studios and TV cameras at their disposal. Home-education expert and curriculum consultant Cathy Duffy knows this all too well.

In the early 1800s, before we had compulsory schooling, she points out, the literacy rate surpassed that of today, when students who can read

advertisements are considered literate. In economic education the situation is even more dismal. America's educational establishment also knows its own failures and has embarked on a grandiose program it claims will fix the problems. In this tough, well-documented book, Cathy Duffy gives them a report card.

Duffy goes to the heart of the problem with her diagnosis that American educational problems are iatrogenic, induced by the system itself, particularly in its attempts at reform. As Richard Mitchell and other educational critics have shown, even calls for reform only feed the bureaucratic brontosaurus by providing it with a pretext for yet more studies, more support personnel, and of course increased taxes. The latest of these are "Goals 2000" and "Outcome Based Education," subjects of this helpful volume.

The author shows a keen ability to translate from the language of bureaucrats, which some call "educanto." This is the pretentious dialect that calls grades "outcomes," tests "assessments," and libraries "learning resource centers." But there is no mistaking the author's purpose: to "stimulate more people to value their freedom and autonomy enough to stand against the encroachment of benevolent government-nanny programs that would keep us all perpetual children."

Goals 2000, Duffy says, includes some reforms but in reality "goes out of the classroom, into the home, beyond instruction and into indoctrination. In reality it provides the framework for a cradle-to-grave takeover of America's families." For example, the author shows how the screening processes of ostensibly benevolent "parent educators" (PEs) are based on a massive mistrust of parents. The plan's call for "partnership," Duffy says, "is shaping up to be an invasion." The official pretext is the desire that "all children shall start school ready to learn."

The intrusive PE's, Duffy shows, can easily manipulate parents into uncritical acceptance of programs under the Goals 2000 umbrella. These include the declaration of certain children "at risk." But the standards are so broad that some schools declare all students "at risk." And Duffy documents the disturbing liaisons between

schools and social service agencies which, when in doubt, tend to break up families first and ask questions later.

Duffy casts doubt upon every high-minded plank in the Goals 2000 program, whose cost she estimates at up to \$1 billion a year. She notes that the Elementary and Secondary Education Act is an \$11 billion per year "investment" in education that even dwarfs Goals 2000.

The much-promoted Outcome Based Education (OBE) while promising improved results, turns out to rely more on the feelings of students than their thinking powers and mastery of knowledge. As the California CLAS tests confirm, it also allows schools to become yet more intrusive with students and parents.

The one certainty of such reforms is that they will be expensive. Another is that they will serve bureaucratic interests. Based on those realities the prospects for success may well be doubted. Duffy makes a convincing case that these goals could well make things worse but at the same time raises key questions for those dealing with the system.

Do children belong to the state, as in the Prussian system on which ours is based? Are citizens rapidly become slaves to the government? As C.S. Lewis put it, there is a fundamental difference between the methods of an eagle which teaches her young to fly and fend for themselves, and the poultry farmer who raises birds for the slaughter. American education is very much in the second camp. "We are faced with two choices," the author concludes, "We can choose the security of the government womb and pay the price of freedom. Or, we can choose a challenging future that holds both risks and responsibilities."

Cathy Duffy provides solid analysis to push the reader toward that more difficult second path, ringing defenses of freedom to challenge the reader, and resources to help them proceed. *Government Nannies* will prove a most useful tool for parents and educators alike in the closing years of this century. □

Mr. Billingsley is a media fellow of the Pacific Research Institute in San Francisco.

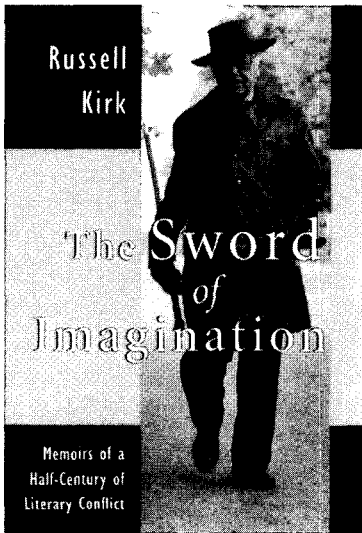
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“The benefits I derive from freedom are . . . largely the result of the uses of freedom by others, and mostly of those uses of freedom that I could never avail myself of. . . . What is important is not what freedom I personally would like to exercise but what freedom some person may need in order to do things beneficial to society. This freedom we can assure to the unknown person only by giving it to all.”

—F.A. HAYEK, *The Constitution of Liberty*

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