

# FREE TEXAS

News and Views of Texas libertarians, published by the Libertarian Party of Texas.

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Spring 1984

The great public education debacle

## Government schools cripple minds

By Scott Bieser

FREE TEXAS Editor

Ten years ago, those who criticized public education as an institution were regarded as unbalanced cranks, sadly disconnected from reality.

Today, critics of public education are seen as mostly responsible, far-sighted people who are motivated only by concern for the well-being of the nation's youth.

The difference is, now the truth is out about the sad state of affairs in government-operated schools. Illiteracy, violence, drug abuse and bad attitudes in general are now recognized by the general public as no longer confined to the ghettos, but are epidemic even in nice, middle-class schools.

Unfortunately, most of these "responsible" critics are not acting responsibly when they suggest solutions for this educational crisis. The solutions offered, though apparently reasonable on the surface, are actually cosmetic, superficial, politically motivated and fail to address the fundamental problem with government education.

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## Ballot Drive seeks volunteer petitioners

By Tom Glass

Ballot Drive '84 Coordinator

How much do you want to be able to vote for the Libertarian alternative in 1984? If voting for liberty means anything to you, set aside some time during May to help with the ballot drive.

For the Libertarian Party to be on the ballot in 1984, we must submit at least 40,000 signatures of registered voters who have not voted in the major parties' primaries this year. We have to start on May 6, and our legal deadline to turn in signatures is July 9. Our goal is to be through by June 8, the Friday before the State Convention to be held June 9 and 10 in Arlington.

The State Executive Committee has expressed its desire to run an all volunteer ballot drive because we have limited resources. In 1982, we spent \$37,000 for an essentially all-paid ballot drive while David Hutzelman only spent \$11,000 on

his campaign for governor. Spending money on communicating libertarian ideas will advance our goals much better than paying college students to ask people for signatures on a petition. A volunteer organization can also develop the organization that can help campaigns later in 1984 and beyond.

Play with the numbers. We have about 8,000 people on our mailing list. If only 2,000 of us collect 20 signatures, we will meet the state's requirements. If 4,000 turn in 10 signatures apiece, 1,600 turn in 25, 400 turn in 100, or 80 turn in 500 ... you get the picture. **EVEN YOUR FIVE OR TEN SIGNATURES COUNT!** I encourage you to do whatever you can to help us get on the ballot.

The ballot drive is being organized on a county by county basis. Recruitment of county coordinators is continuing. The coordinators recruited so far are:

Harris — Charles Wharton; Dallas — Bob Brewer; Tarrant — Bob Reid; Travis

Gary Johnson; Bexar — Greg Clark; El Paso — Ken Royer; Jefferson-Jasper — John Barlow; Ector — Jerry Crane; Bastrop — Bill Kelsey; Williamson — Michael Ray; Austin County — Jim and Jane Culberson — Montgomery-North Harris — Paul Murphy; and Hood-Erath — Bob Mitchell.

If your county is not mentioned, you need to volunteer to help by calling R.D. Walker at 713-686-9206 or 686-1776 or Tom Glass at 713-728-1322. You can find your County Coordinator's number by calling those numbers as well.

People on the mailing list will be receiving petitions in the mail. And as many people will be contacted by phone as possible to enlist their help in this ballot drive. Do not wait to be called, however. We need your help to achieve ballot access in Texas. As every Libertarian knows, TANSTAAFL (there ain't no such thing as a free lunch). If you want to vote Libertarian on November, help

with the ballot drive in May. On election day, as you pull the lever for Liberty, you will be glad you did!

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# North Texas Libertarians celebrate Independence

By Joe Paul Barnett  
FREE TEXAS Correspondent

"We political activists are the true heirs of the heroes of 1836," long-time activist Harry Robinson told the estimated crowd of 60 at the Second Annual Texas Revolution Commemorative Barbecue and Chautauqua held by North Texas Libertarians in early March. "We are more fortunate than them because we have the avenue of peaceful revolution open to us."

The excitement of the event was heightened by the presence of a television crew from KXAS-TV (Channel 5), which carried a report of the event on its 10 p.m. newscast. Joe Barnett, Chair of the LP of Tarrant County, which sponsored the barbecue, was interviewed on KRLD, a local radio station.

Robinson introduced the featured speakers of the evening: the city councilman responsible for the only ordinance repeal in the history of the City of Arlington and a political science professor "impressed by Libertarians' consistent defense of freedom." Enthusiastic ap-



UT Arlington political science professor Allan Saxe entertains Libertarians with classroom anecdotes at the 1984 Texas Revolution Commemorative Barbeque and Chautauqua held near Fort Worth March 3.

plause greeted the remarks of Councilman Ken Groves, who has lent his support to libertarian candidates, and Dr. Allan Saxe, who has frequently invited Libertarian speakers to his classes at the University of Texas at Arlington.

"People can't understand how something can exist without regulation," said Groves, illustrating his point with the story of the repeal of an ordinance regulating home occupations in Arlington. "A local newspaper headlined the

story 'Piano Teachers to be Arrested' because they thought that if there wasn't an ordinance specifically allowing it, it must be illegal; in fact, the repeal allows people to conduct their business at home without interference from government."

He said he knew regulation was unnecessary because he is building a vacation home in Matador, a "town without zoning, building codes, or local police."

Saxe, who also writes a newspaper column and appears regularly on local television, said that "Libertarians have influenced my thinking and perhaps you'll convert me altogether someday." He said he has been "surprised by the hostility of my students to suggestions that they ought to be free."

In addition to speakers and the traditional Texas fare, the gathering included live music. Alma Kucymbala, Chair of the Libertarian Party of Texas, recognized the several LP candidates in attendance and the two guests who traveled half-way across Texas for the evening — Ron Holder of Odessa and James Cooley, Jr. of Winters (in Runnels County).

## Tax victim jailed for taking the Fifth

By Theresa Doyle  
FREE TEXAS Correspondent

An incident occurred recently which, though it escaped the notice of most Texans, will have a profound impact on all our lives. An innocuous, middle-class owner of a one-man auto parts store named George Meeks as summarily jailed on the orders of a federal judge.

Did Meeks sell stolen auto parts from his store? Had he been accused of rape, arson, or burglary? No. Meeks has not been accused of these crimes, nor has he been convicted of any crime at all.

Why, then, does he languish in jail? This is a question those of us who think we live in a free country should ponder.

I met George Meeks at the Bexar County Libertarian Convention two years ago. As George's name sounded familiar I asked him if we had met before. He explained that his name had been in all the papers several years previously when he went to jail over problems with the Internal Revenue Service.

At that point someone asked, "Wasn't that rather inconvenient?" George replied, "Freedom often is."

That response was my first insight into this man called George Meeks, though it only registered on my consciousness and stayed in the background until recently. I saw George once or twice after that but never really talked to him or got to know him. In January he was arrested again and sent to federal prison.

The IRS investigation which resulted in Meek's arrest centered on St. George, Inc., a corporation that existed from August 1976 through June 1977. Corporate taxes were paid for the fiscal year 1977.

The focal point of the controversy was the demand for books and records which Meeks does not have. In 1979, in a sworn affidavit, Meeks stated that he did not

have the records the court ordered him to produce and that he had given IRS agents all the records he did have. He also asserted his Fifth Amendment rights. Judge Dorwin Suttle incarcerated George Meeks for contempt of court.

In civil contempt cases a prisoner is said to "hold the key to the jail," meaning that by complying with a judge's order

Meeks "took the Fifth" regarding the reason he lacks the documentation sought by the IRS, because those reasons may or may not be acceptable to the government. One reason Meeks did testify to in 1979 was difficulty with his computer: "I had never dealt with computers before in my life ... We subsequently had to get a different computer because of the problems

***(Meeks) will remain in jail until he relinquishes his right to remain silent . . . This is exactly what our Founding Fathers sought to prevent with the Fifth Amendment to the Constitution.***

he is able to release himself. In Meeks' case, however, the key to the jail was forfeiture of his Fifth Amendment rights. Therefore Meeks remained in Bexar County Jail for three months until the Court of Appeals for the 5th Circuit respected Meeks' constitutional rights and vacated the contempt order.

The IRS appealed this decision to the Supreme Court. The high court did not hear Meek's case, but remanded it to the 5th Circuit for review in light of its decision in a similar case. In that other case, however, the respondent did not claim his Fifth Amendment rights until very late in the proceedings, whereas Meeks did so from the beginning.

In spite of this difference Judge Suttle immediately reissued a warrant for Meeks' arrest. It seems that he will remain in jail until he relinquishes his right to remain silent so that whatever he says can be used against him. This is exactly what our Founding Fathers sought to prevent with the Fifth Amendment to the Constitution.

with it." Thus some of the records demanded by the court may have been inadvertently lost.

Another possible reason is that the IRS demands corporate records for a time period *after* the period the corporation existed, according to the dates given in George's sworn statement. Bank records and a corporate minute book are demanded by the government for the year 1978. It would be difficult indeed to produce corporate records for a year in which said corporation did not exist.

Around filing time for the 1984 general election, a couple of local Libertarians suggested we run Meeks as a candidate for office on the LP ticket, preferably as County Tax Assessor-Collector. The suggestion struck a chord in my rather bizarre sense of humor; greatly amused by the prospects, I wrote to George asking him to run. In my attempts to persuade him I tried to point out the advantage to him would be publicity for his case.

Meeks' sincere and gentle response not only put me in my place, but also gave

me greater insight into his character and his cause. His cause is our cause, but it has become more real to me now.

I quote from his letter: "As to running for office, I do not think that is the best course right now. Perhaps my thinking is in error, but I consider public office too important a thing to this country to use it or the elections for a personal stump. If I felt that I could accomplish anything — whether winning an election or just running — that would help our country or further our struggle for freedom, I would not hesitate. It is my feeling, under present circumstances, that that would not be the case."

Meeks had served with distinction as a fighter pilot in Vietnam. Sometime between then and now, he discovered that those who controlled the apparatus of government were violating the law. Having sworn to defend the Constitution against domestic as well as foreign enemies, George considered it his duty to expose such unlawful conduct on the part of our public servants.

He pointed an accusing finger at the Federal Reserve System, the Council on Foreign Relations, and the Trilateral Commission as organizations having undue influence over governmental affairs to the detriment of the citizens. He helped to organize a group, the Tax Relief Coalition, whose purpose was to expose and resist unlawful activities by government at all levels. Perhaps the subsequent actions by the government can be better understood in light of Meeks' attempts to seek redress for these perceived grievances.

Cont. page 7

## Book review

**'Primer' comprehensive, concise, enjoyable reading*****A Liberty Primer***

By W. Alan Burris, Ph.D.  
Society for Individual Liberty  
Genesee Valley Chapter  
Rochester, N.Y.  
531 pages, \$7.95 softcover

Reviewed by Woodie Smith

"The elders of Israel came to Samuel and said unto him, 'Now make us a king to judge us like all other nations.' And Samuel answered with the words of the Lord, saying, 'This will be the manner of the king that would reign over you: He will take your sons and make them his charioteers. He will set them to reap his harvest and make his instruments of war. He will take your daughters to be cooks. And he will take your fields and your vineyards and give them to his supporters. He will take the tenth of your sheep; and you shall be his servants. And you shall cry out in that day because of your king which you shall have chosen.'"

Perhaps the best thing about *A Liberty Primer* is that it is eminently readable. The vocabulary, sentence construction and development used by author Alan Burris are simple enough to be understood by any high school graduate (well, most of them, anyway), yet artful enough to be appreciated by most college-educated readers.

For new Libertarians, Burris has done most of their research work for them. His explanations are derived from a great variety of Libertarian and classical liberal writers, from Frederick Bastiat and Thomas Paine, to Auberon Herbert and Lysander Spooner, to Murray Rothbard and Ayn Rand. In fact, the text is liberally seeded with hundreds of quotes from these and other seekers of truth, as well as a few dozen quotes by notorious statists from Karl Marx and Mao Tse-Tung to Adolph Hitler and Franklin Roosevelt, giving glimpses of how the other side thinks. Some of the best quotes in favor of liberty come from the Bible (such as the one given above) and other unexpected sources.

The book begins with an introduction to Libertarians, their movement and their history and outlines the foundations of our philosophy beginning with the principle of self-ownership and proceeding logically to liberty of speech, thought and action, the importance of private property rights, and how rights can only be violated by coercion or fraud. It then proceeds through a clear explanation of property rights and economics (from the Austrian School's perspective), into the effects of government economic regulation, non-economic liberties, resource management, concepts of equality and justice, and foreign relations.

In exploring all these ideas, Burris is careful to note differences of opinion within the Libertarian movement regarding abortion, monetary policies, nuclear power, foreign policy and how little

government will produce the most workable human society, giving all sides a fairly equal treatment.

But in discussing strategy, Burris makes his case for gradualism as opposed to abolitionism, arguing that in the first place abolitionism is probably not even possible, and in the second place even if it were possible then for practical reasons we should make a gradual transition to liberty and avoid causing large-scale confusion and suffering — even if such suffering is short-lived. Such a combination of idealism in philosophy and practicality in strategy may be jarring to the more hard-core activists, but it is an approach which is fast becoming a hallmark of our movement in this decade.

Another useful feature of this book is the study guide, in which Burris provides a series of discussion questions to be used in group sessions for both novices and more advanced Libertarians who wish to further develop their understanding of libertarianism and improve their ability to communicate it.

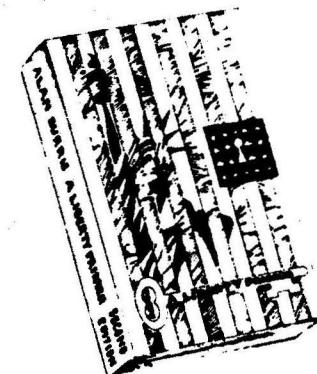
This reviewer has only one criticism of *A Liberty Primer*, a problem which might be easily remedied: In discussing economics, welfare and the effects of business regulation, Burris frequently makes assertions which, while certainly true, would probably not be accepted by a non-committed reader at face value.

For example, Burris states that if all the money spent on the welfare system were divided equally among its present recipients, each family would receive roughly \$40,000 per year; he then asks rhetorically, since obviously welfare recipients don't get that much, where does the rest go? A skeptical reader might ask, where does Burris get this outrageous figure?

Still, *A Liberty Primer* could be the single most valuable resource in any Libertarian's library. It is both a useful introductory book for people just learning about the philosophy and a handy reference or refresher book for veteran activists.

**A Liberty Primer**

By Alan Burris

Expanded  
Second Edition!

**Primer.** n. 1. An elementary textbook. A book that covers the basic elements of any subject. (From Medieval Latin *primarium* "basic handbook"); 2. A small amount of explosive used to detonate the main explosive charge.

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"I heartily endorse *A Liberty Primer*. I think it is an excellent tool to help the understanding of those who want to learn more about liberty." -- Ed Clark

"...provides a smorgasbord for the intelligent mind." -- Roger MacBride

"fun to read, enlightening, and principled, an excellent, humane introduction to libertarianism." -- Peter R. Breggin, M.D., author of *The Psychology of Freedom*, and psychiatrist, Bethesda, Maryland

"I want to congratulate you on a fantastic book, *A Liberty Primer*. It has been so long overdue and is generally so well done--written with such beautifully simple, yet powerfully clear style--that it will likely do more to advance the cause of freedom than anything written before." -- Donald Cochran, Honolulu, HI, a libertarian for two decades

"*A Liberty Primer* is an excellent introduction to Libertarianism. It is deep without being boring, radical without being alienating...I congratulate the Rochester SIL chapter on this important contribution to the movement." -- Prof Jennifer Roback, Economics Department, Yale University; Connecticut Campaign '82 Chair

"When someone who knows nothing at all about libertarianism asks, 'What is libertarianism, anyway?' all you have to do is give him Alan Burris' *A Liberty Primer*. It's simple, it's clear, and all the basics are there. The numerous excellent quotations not only keep up the reader's interest, but illustrate the depth and breadth of the libertarian tradition." -- Dean Ahmad, Platform Committee, Libertarian Party

"Libertarian candidates and armchair debaters alike can make good use of Burris' primer. I recommend it highly." -- Dave Walter, Co-Founder, Society for Individual Liberty

"everywhere I go, I recommend Alan's book" -- Alicia Garcia Clark, National Chairwoman, Libertarian Party

"*A Liberty Primer* is an extremely useful tool for organizing at the local level. I recommend it for activists and 'would-be' activists." -- Howie Rich

"I lend it to newcomers and recommend it to activists in the libertarian movement. It's a substantial compilation of basic issues and concepts that's an excellent resource for candidates." -- Frances Eddy, National Secretary, Libertarian Party

"The book is a 'waker-upper' for sure!" -- Dick Randolph, Alaskan State Legislator

"Highly recommended" -- Free World Chronicle

"Next to *Atlas Shrugged*, *A Liberty Primer* is my all-time favorite book." -- Dagny Warner

"The Primer has been very helpful in my campaign for the County Council for the Island of Kauai." -- Mike Dyer, Kilauea, Hawaii

"*A Liberty Primer* is an excellent internal education tool for all state parties. It is an engaging treatment of the full reaches of Libertarian thought." -- Emmett Eliot, South Dakota Chairman, Libertarian Party

# Libertarianism offers new, consistent way of looking at human relationships

By Louis Huey  
FREE TEXAS Correspondent

"Just who are these Libertarians and what do they stand for?" is one question often asked of Libertarian Party candidates and other LP representatives.

Libertarianism is based on a simple concept: each person owns his or her own life and is responsible for his or her own actions.

While most people in this country would probably agree with this statement (a fact which makes Libertarians optimistic about their long-term prospects for success), Libertarians are unique by virtue of the consistent manner with which they apply this core idea.

If we accept that each individual owns his or her life (in other words, has a "right to life"), then it logically follows that people should be allowed to take whatever actions they deem proper to sustain and fulfill their lives — thus, people have a right to liberty.

If the right to liberty has any meaning, then people should be able to enjoy the benefits or suffer the consequences of their actions. If a person labors to make a hammer or a painting or an airplane, or else sells labor to someone else in exchange for money, then he or she has the right to keep the fruits of his or her labor. Thus, people have the right to property.

Furthermore, if a person finds he or she can use property acquired in this manner to create more wealth — by hiring out his hammer or airplane, selling his painting, or investing his money — he or she should be able to keep the additional wealth created. Otherwise, the right to property is a meaningless concept.

Libertarians believe that each person's rights to life, liberty and property are "inalienable," that is, they are interrelated and cannot be negated by any moral means for any purpose. And the only way these rights can be violated at all is by the initiation of force, the threat of force, or fraud.

Another thing that makes Libertarianism unique is that, in addition to its internal consistency, it is *applied* consistently to all people in all situations.

If it is wrong for one person to steal from another, then it is wrong for 10 people, or 100 people, or 1 million people, to steal from another person or group of people. It matters not whether the theft is for personal gain or some "higher" purpose such as helping the poor or defending the nation. Theft (or murder or assault) is plain *wrong* no matter who is involved or what are the circumstances.

This rule applies even when the offending individual or group calls itself a "government." After all, a government is composed only of people, who have the

This does not mean that Libertarians want everybody to live isolated, alienated lives without concern for other people. They simply recognize that ultimately each individual is responsible for his own life and must make his or her own decisions (even when a person allows others to do his or her thinking, that person has made a decision). Friendship, love, and caring for the unfortunate and needy are individual qualities and only have meaning when each person can choose who to befriend or love, and how much of his or her wealth to share with the downtrodden.

***'Friendship, love and caring for the unfortunate and needy are individual qualities and only have meaning when each person can choose who to befriend or love, and how much of his or her wealth to share with the downtrodden.'***

same virtues and failings as everyone else. A person does not become a saint (or even slightly more virtuous) simply by receiving a government paycheck.

In concrete terms, this means Libertarians believe government should protect people's rights to life, liberty and property by providing protection against criminals, serving as a "last resort" arbitrator of disputes, and defending us against foreign invasion. All the other "services" provided by government — welfare, retirement plans, postal delivery, transportation, money supply, space exploration, and so on — would be better provided by private means, either on a profit or non-profit basis. And many government activities, such as conscription, taxation, and regulation of business, speech, recreation and sexuality, are immoral and should not be done at all.

This does not mean that people should be allowed to run roughshod over others in pursuit of their various ends. Each person's rights are just as important as everyone else's. Or as some wag put it, "My right to swing my fist stops at the end of your nose."

Libertarians do not imagine that their policies will bring about a perfect society; society can never be perfect because people are not perfect. But a political system which places the highest value on individual liberty will create more peace, prosperity and happiness than any other system devised by human beings.

Libertarians do not present a blueprint detailing precisely how their system will work. A libertarian system must *evolve* as millions of individuals work out economic and social arrangements among one another in voluntary ways. Some people may prefer to band together and form a commune based on the "from each according to his abilities, to each according to his needs" ethic. While nearly all Libertarians believe a free market system will create greater wealth and happiness for everyone, they recognize the right of all people to work out whatever living arrangements they choose.

The idea that each person has a right to life, liberty and property was first set down in coherent form by John Locke, a Scottish philosopher living in the early 17th Century. His writings formed the

basis for the Classical Liberal movement in Western Europe and later inspired the Founding Fathers of the United States to declare their independence from England and set up a government which would defend people's rights to "life, liberty and the pursuit of happiness."

However, the complex system of checks and balances in government were not enough to keep government power limited and protect people's rights; the *ideas* behind the mechanisms had to be nurtured and refined. This is where the Classical Liberals failed. Due in large part to certain inconsistencies in their philosophy, other ideas, particularly those which held that individuals' rights were less important than the "national interest" or "the greater good for the greater number," took hold among people and the Classical Liberal ideals whithered away in the early 20th Century.

But those ideas did not die completely, and a handful of philosophers, resisting the collectivist convention of their times, worked to nurture, refine and reintroduce the idea of individual self-ownership. In the process they noted that the term "liberal" had come to mean something completely different than it had meant before. Thus, the term "libertarian" became the word most people use to designate this new philosophy.

In the late 1950s, all the Libertarians in the U.S. could (and did) meet together in one Libertarian's living room for discussion sessions. By the late 1960s, the Libertarians numbered in the hundreds; by the mid 1970s, they were at least 200,000 strong. In the 1980 elections, nearly 1 million people cast their Presidential votes for Libertarian candidate Ed Clark, and 5 million votes were cast for Libertarian candidates at the congressional, state and local levels. In Texas in 1982, roughly 470,000 people cast at least one vote for a Libertarian Party candidate.

Today there are 50 Libertarians holding elected offices at the county and municipal level. Three of these are members of the Harris County Board of Education in Texas.

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## Schools

In Texas, we have a Select Committee on Public Education, headed by computer magnate H. Ross Perot (who in the recent past led the War on Drug Users campaign, which accomplished little else besides raising the price of black market drugs and putting some head shops out of business) and including representatives from business, politics, and the education profession. The committee's recommendations have the appearance of being bravely radical even though they are in fact quite modest, except for their multi-billion-dollar price tag.

Perot's committee wants to lengthen both the class day and the number of class days per year, shift spending away from high schools and vocational education toward elementary schools and academics, de-emphasize extra-curricular activities such as sports and music, establish a new pay-raise system for teachers based on both "merit" and seniority, and have an appointed rather than elected State Board of Education.

Except for the Libertarians, critics of Perot's plans simply pick away at various details while granting the Select Committee the validity of its basic premise — that government education is basically good but needs to be somehow revitalized, mainly through spending more money.

The idea that we can have better government schools by lavishing even more money on them does not stand up under close examination. The most obvious case against this idea is the fact that during the 1960s and 70s, government school students' scholastic achievement test scores declined while spending on government education increased faster than inflation.

More detailed evidence against the "more money is better" theory was recently assembled by Barney W. Hill of Thomasville, North Carolina. Hill managed to dig up a variety of obscure studies of government education from respected research institutions which demolish the high spenders' contentions.

"Per student expenditure has a small and statistically insignificant effect on both educational and occupational attainment," said Christopher S. Jencks and Marsha D. Brown in a study published in the August, 1975 Harvard Educational Review. Jencks and Brown based their findings on a massively documented study of 98 comprehensive public high schools.

In 1978, Dennis C. Carey told the American Educational Research Association that his study of student achievement in 13 elementary and four middle schools in a large, suburban Delaware school district found that "the percentage of variance explained by dollar input was minimal."

In 1981, Allan T. Hill, the assistant controller for the North Carolina State Board of Education was fired after he published a 1980 study which examined the effects of 33 policy variables on a composite achievement score based on the results of the California Achievement Test.

"(T)he lack of a strong relation between per pupil expenditures and student achievement appears to contradict the generally held view that increasing or

equalizing expenditures will improve educational standards or reduce the ranges in achievement," the assistant controller stated. His employers first tried to suppress the study, and when they failed to do that they got rid of their troublesome whistle-blower.

Many who argue for more government school spending claim that teacher pay must be raised in order to attract better-quality educators. They note that entrants into education colleges rank in the bottom quarter of Scholastic Aptitude Test scores, and speculate that since teaching is a low-paid profession, it attracts low-quality people (in other words, the education profession gets the dregs of each new

*"The historical evidence indicates that prior to the introduction of compulsory public education, Americans were probably the most literate people in the world."*

crop of high school graduates).

There are two problems with this argument. First, there is another profession that is as low-paid as teaching: journalism. Beginning print journalists especially work longer hours than teachers for about the same amount of pay, and frequently for less pay in the same community. But journalism schools are not noted for attracting low-quality students. And while many bemoan the quality of journalism in America today, almost no one suggests raising journalists' salaries to improve the situation.

The second problem is that while many government schools face shortages of teachers, private schools in the same areas enjoy long waiting lists of teaching job applicants, *even though private schools generally pay lower salaries than government schools.*

So, if spending levels in general and teacher salaries in particular are not responsible for the poor quality of government education today, where else can we look?

Some critics cite racial desegregation as one reason. Bigots charge that having minority students in white schools forces educators to lower their performance standards for all pupils. The more high-minded speculate that being bused for an hour or two every day to and from school cuts into students' study time or else simply wears the poor little tykes out so they cannot perform as well in the classroom.

However, the high performance of some minority students tends to refute the first argument, and the fact that in some areas students were bused to school for hours each day long before desegregation began, without any noticeable detrimental effect on school performance, tends to defuse the second argument.

When all the peripheral "causes" of poor education are eliminated, we are then forced to look at the institution of government education itself and see if the problem lies there.

## From page 1

In looking at government education it might be helpful to re-examine its history. Contrary to popular myth, the push for public education did not come from a desire to increase literacy among the public. Those in the 19th Century who desired state control of learning were more concerned with the *values* which would be passed on to new generations.

"The historical evidence indicates that *prior to the introduction of compulsory public education, Americans were probably the most literate people in the world.* Nor did the preponderance of private schools preclude the poor from getting an education. In some towns there were more charity and free schools, sup-

porting character," was the answer Blumenfeld found.

This drive for compulsory government schools, with state training for teachers, as a means to force all children into an idealized mold continued under the impetus of socialist Robert Owen, Horace Mann and later the famous John Dewey. These and other educational statist eventually won out as, state by state, compulsory government education was established in constitutional and statutory law; finally, the Federal government got into the act of controlling education on a comprehensive scale in the 1960s.

As we have seen, the original motivation for universal government education was *not* to ensure that all children get educated; the real purpose was to impose a particular set of values upon them, and later additionally to achieve various and sundry social goals not strictly educational in nature.

This motivation is still reflected in the present Texas educational establishment. Professors at the state's education colleges are telling future teachers that "more important than teaching children how to read and write is to give them proper social values."

In the face of shortages of science and mathematics teachers, there are large numbers of retired and semi-retired scientists, mathematicians and engineers who would be delighted at the chance to go into the classroom and impart their knowledge to the next generation of scientists and engineers. But they never will.

No matter how well educated or how experienced in a given field a person is, he or she is not permitted to teach in a public or private classroom without going back to school and taking *60 credit hours* (roughly two full years) of teacher training courses. This is enough to discourage all but the most determined would-be teachers of advanced years.

Obviously, the purpose of requiring teacher certification is not to guarantee competent teachers, in light of the above situation and the widely-reported fact that we have an awful lot of incompetent but certified teachers. The real purpose must be to ensure that teachers will possess the same values as the educational establishment which educates and certifies them.

Aside from the teacher certification problem, another reason for the failures of government schools is the fact that teaching materials (i.e., textbooks, audio-visual aids, etc.) must pass scrutiny by the centralized State Board of Education.

There are two problems with this system. In the first place, the rigors proposed materials are subject to are political rather than practical in nature. Board members and their staffs are in a position of having to placate a wide variety of pressure groups with conflicting desires. Faced with having to please everybody, the political arm of the education establishment approves pabulum for children rather than meaningful, stimulating material.

In the second place, all children are not created equal, particularly regarding their learning abilities. Materials and methods

*Cont. page 7*

# WE NEED MONEY!

Why? . . . *Free Texas* . . . 1984 ballot drive . . . *Texas Libertarian* . . . State convention . . . Candidate workshops . . . Independence Pledge program . . . legal expenses . . . voter registration lists . . . outreach advertising . . . ballot drive coordinator . . . postage . . . fundraising expenses . . . party platform . . . educational literature . . . campaign support . . . telephone bills . . .

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Please make checks payable to the Libertarian Party of Texas. Clip and mail to: Libertarian Party of Texas, P.O. Box 2271, Dallas, Texas 75221.

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\* Federal law requires us to ask. Response optional.

**Meeks**

I have talked with Meeks' friends, his lawyer, and read the IRS' petition to the Supreme Court. On one hand we have a single man, who stands alone on principle; on the other, we have an unelected bureaucratic agency of the government that is backed by all the power and might of the federal judiciary.

I must conclude that George Meeks is, indeed, a most dangerous man. He is a quiet man — a minister of the Universal Life Church. When not in jail himself, he ministers to inmates at the Bexar County Jail. When these inmates are released they often turn to Meeks for help.

**Education**

which work well with some youngsters are miserable failures with others. When even the best teachers are forced to use one approved set of materials and methods, at least a large minority of children must suffer for it.

The American experience has been that when we want a quality product or service, we will most likely get it from a system of decentralized, competing producers. The various producers compete among one another to provide the best quality goods at the most reasonable prices; also, a wide variety of goods are made available for people of diverse tastes and needs.

Therefore, a private school system, run both for profit and as charities, presents

**From page 2**

and he assists them in finding jobs and getting back on their feet.

But this kind, gentle minister is also a man of unwavering principle who believes — oh, he *believes so intensely* — in freedom and the Constitution. That makes him much more dangerous than a murderer to those in authority who cherish power more than rights.

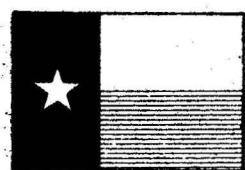
*Theresa Doyle is a candidate for the Libertarian Party nomination for Texas Railroad Commissioner and is a Region 2 Representative to the LPT Executive Committee. She lives and works in San Antonio.*

**From page 5**

itself as the answer to our educational quandry. Already, a wide variety of private schools are springing up, serving people of many different backgrounds and ranges of income, as parents desperately seek to save their children from being ruined by the government school system.

A decentralized education system will not only provide better education at a lower price, but will allow parents the right to instill their own values in their children, thus saving students from being the focus of vicious political battles.

We owe it to our children to remove the variety of regulatory and tax burdens inhibiting private education so that new generations will have the best chance at making the most of their lives.

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Libertarian Party at 817-536-5611**TOM OWENS**

Libertarian for U. S. Senator

**Send them a message****Send them a Libertarian**

- **TOM OWENS** is a professional management consultant based in Dallas. He is 40 this year, married with 4 children, and has a B.A. in economics from St. Mary's University and a M.B.A. from Pepperdine University.

- **TOM OWENS** is an experienced and persuasive Libertarian speaker and candidate. He is an active member of the Libertarian Party Speaker's Bureau. In 1982 he ran a part-time, low-budget campaign for State Representative, and still received 9.2% and 2605 votes.

- **TOM OWENS** will campaign hard all the way to November regardless of whom the other parties nominate. He is dedicated to reasonable but principled Libertarianism — not to political compromise.

- **TOM OWENS** needs your help to get on the ballot and to educate the voters about the principles of liberty. If you can help in the ballot drive, call your local Libertarian Party chair today. If you want to help or to find out more about the **TOM OWENS** campaign, write the address below. Paid for by:

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Libertarian for U. S. Senator



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Please send information on discount tickets to Six Flags Over Texas &  
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I'd like to share accommodations. Please match me with a  
roommate.

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