First, the highly productive pupils -- and they are always a minority in school as well as in life -- would soon lose all incentive for producing. Why strive to make a high grade if part of it is taken from you by "authority" and given to someone else.?

Second, the less productive pupils -- a majority in school as elsewhere -- would, for a time, be relieved of the necessity to study or to produce. This socialist-communist system would continue until the high producers had sunk -- or had been driven down -- to the level of the low producers. At that point, in order for anyone to survive, the "authority" would have no alternative but to begin a system of compulsory labor and punishments against even the low producers. They, of course, would then complain bitterly, but without understanding.

Finally I return the discussion to the ideas of freedom and enterprise -- the market economy -- where each person has freedom of choice, and is responsible for his own decisions and welfare.

Gratifyingly enough, most of my pupils then understand what I mean when I explain that socialism -- even in a democracy -- will eventually result in a living death for all except the "authorities" and a few of their favorite lackeys.

**********

A letter from Thomas J. Shelly, teacher of economics and history, Yonkers High School, Yonkers 2, N. Y.

The Freeman

The Freeman, self-proclaimed "monthly journal of ideas on liberty," is now appearing in an attractive pocket-size format. By selection and slanting of information, it continues, in its new format, to cast suspicion on one of the unique forces that has given strength, unity and leadership to this country -- public education. The Freeman is published by the Foundation for Economic Education, Inc., Irvington-on-Hudson, N. Y.

References:

1. Part 8 of Hearing before the House Select Committee on Lobbying Activities, Eighty-first Congress, p. 9.

2. Read, Leonard E., Outlook for Freedom, Foundation for Economic Education, Inc., Irvington-on-Hudson, New York, 1951.

3. Ibid, p. 11.