

*“It is an affront to treat falsehood with complacency.”* Thomas Paine

# CAMPUS REPORT

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## TAXATION: COMPULSIVE FAILURE

*By: Sarah Carlsruh*

Taxing a behavior creates a disincentive to engage in such behavior, and, conversely, providing a tax break encourages behavior.

Leslie Carbone spoke on October 15th at Accuracy in Academia’s Author’s Night on her book *Slaying Leviathan: The Moral Case for Tax Reform*.

Her book, she began, discusses “how the federal government is uncritically, if not compulsively, making things worse through its wealth-spreading fiscal policies.”

Referring to the Constitution, Carbone stated that the main purpose of a government is to ensure peoples’ rights and that progressive taxation—taking a person’s money “simply because they have acquired more than another”—violates those rights. Such policy, she said, is an “affront to justice.”

Her book outlined the “pedigree of fiscal issues as moral issues.”

In other words, it addresses the moral hazards of U.S. tax policies, arguing that U.S. fiscal policy discourages good behavior by taxing it. “It unintentionally steers behavior away from virtue,” said Carbone. As an example of the moral repercussions of taxes, she said that marriage taxes create a financial disincentive to get legally married, thus encouraging cohabitation and even divorce. She told of a couple “who got divorced at the end of every year so that they could claim single status on their taxes, and then got married again the next year and used the money they [saved] to take a vacation...that is the kind of behavior that our tax system encourages.”



**Crowd at author's night**

The government is aware that taxes affect behavior, claimed Carbone. Taxing a behavior creates a disincentive to engage in such behavior, and, conversely, providing a tax break encourages behavior. The mortgage deduc-

*continues on page 2*

*Continued from front page*

tions were intended to encourage home ownership, but at the “cost of encouraging debt,” she said, adding that Americans have since seen the consequences.

The federal government is inserting itself into individual and family decision-making processes, Carbone claimed, arguing that the government is intruding on moral ground. The government’s role should primarily be to protect its people, she asserted, rather than attempting to expand prosperity and instead “making things worse.” She claimed that this book should help to “counter the ridiculous notion that [the U.S.] cannot afford tax cuts.”

Carbone quoted George Bernard Shaw as saying “those who rob Peter to pay Paul can always count on the support of Paul,” and then argued that that is true

only “if Paul is not man enough to be offended by big brother’s paternalism.”

“Our federal government has only recently become the intrusive behemoth that it is,” Carbone said, adding that her book “opens with a vision for fiscal reform.”

Hearteningly, she claimed that there is a rising popular outrage, revealing the “moral fiber of the American spirit.” Referring to the TEA parties and the September 12th rally, she said that many Americans are becoming politically active for the first time.

*Sarah Carlsruh is an intern at the American Journalism Center, a training program run by Accuracy in Media and Accuracy in Academia.*

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## EDUCATING FOR FAILURE

*by Malcolm A. Kline*



government solutions to education just don’t work.

“Between 1960 and 1990, spending on elementary and secondary education jumped from \$50 billion to nearly \$190 billion in inflation adjusted dollars,” Leslie Carbone writes in *Slaying Leviathan: The Moral Case For Tax Reform*. “During the same period, per student spending more than tripled—from \$1,454 to \$4,622.”

“Between 1973 and 1993, public school spending increased by 47 percent while per pupil spending increased by 62 percent.” A former executive director of Accuracy in Academia, Carbone has worked as a tax policy analyst for the Family Research Council. This varied background and her natural gifts enable her to

Every chief executive in the past 20 years has vowed to be, as one of them put it, “the education president.” All have failed for the same reason: as with most aspects of life, top-down

connect the dots on the failure of government programs and education to a degree that few who cover either have been able to.

“At the same time, the total number of teachers increased by only 17 percent while non-teaching positions mushroomed by 40 percent,” Carbone writes. “Despite all the spending, student performance on the SATs declined from 1960 to 1990.”

“As the ranks of ill-prepared high school graduates swelled and they entered college, U. S. university dropout rates climbed to among the highest in the industrialized world—37 percent.”

At an AIA author’s night on October 15, 2009, Carbone related the failure of the federal establishment to a fortune cookie she had recently seen. The fortune read, “Avoid compulsively making things worse.”

Lyndon Johnson, and most of his successors, in the last century and this one, would have done well to heed this advice. “Johnson steered at least sixty education laws through Congress,” Carbone writes.

# EDUCATING FOR FAILURE

*Continued from page 2*

“Johnson signed the Elementary and Secondary Education Act (ESEA) on April 11, 1965.”

“It provided for aid to poor children in slums and rural areas, created a five-year program for school libraries to buy textbooks and other instructional materials, established a five-year program of grants to the states to create supplemental education centers and services, provided for educational research and strengthened state departments of education.”

In this fashion, public schools no longer had to answer to parents with children in them but to bureaucrats prepared to give them money on the flimsiest of pretexts. It could be called mission creep, or doing what you ordinarily wouldn't do and were never cut out for to begin with.

“Operating in crisis mode, with no regard to long-term consequences, perpetuates crisis,” Carbone argues. “Creating policies in response to immediate concerns rather than according to transcendent principle saddles future generations with outdated and inappropriate policies that can do more

harm than good.”

Ultimately, those transcendent principles bring us back to a group of chaps who modern day movers and shakers overlook if they don't actually denigrate them outright—the Founding Fathers. Actually, the founders were remarkably prescient, even eerily so.

Carbone reproduces a quote from James Madison that could be applied verbatim today. See if this reminds you of any TEA parties you may have been to lately or any town hall meetings that you may have seen:



**Leslie Carbone describes her book at AIA author's night**

“It will be of little avail to the people that the laws are made by men of their own choice, if the laws be so voluminous that they cannot be read, or so incoherent that they cannot be understood; if they be repealed or revised before they are promulgated, or undergo such incessant changes that no man who knows what the law is today can guess what it is tomorrow.”

*Malcolm A. Kline is the executive director of Accuracy in Academia.*

## SQUEAKY CHALK

*by Deborah Lambert*



### BLEEP THE “MEEP”

There's one less four-letter word to contend with at a Massachusetts school these days. Danvers High School principal Thomas Murray recently announced that students who said the word “meep” on school premises would be subject to suspension — or possible police action.

“It's not about the word in particular,” Murray told the Salem Times, explaining that he made the decision only after students ignored “a reasonable request” not to use the word, and refused to “stop other

behaviors” as well.

Former Sesame Street viewers may recall that “meep” was the only word used by an orange-haired assistant named Beaker. It was also the word that generations of children used to identify the “Roadrunner” cartoon series.

What remains a mystery is why it was banned from the premises at Danvers High School — and why principal Murray sent an automated message to parents “warning students not to use the term.”

Although he stressed that the offensive word was not used in class to harass teachers or fellow students,

# SQUEAKY CHALK

Continued from page 3

Murray would not elaborate on the negative conduct that accompanied the word.

However, he did say that use of the word “meep” and other words to disrupt the school day were part of a larger “student plan brewing on Facebook to stage a major disruption on school grounds using the word “meep.”

Fortunately, that event was averted.



## ABSTINENCE COUNTER-CULTURE

There’s a new group at Harvard, calling for revolution, but this time it’s grounded in love, according to EducationNews.org.

In fact, members of True Love Revolution (TLR), a three-year-old pro-abstinence campus group, believe that the institution of marriage is so important that people should save themselves for it.

TLR was launched on Valentine’s Day 2007 when a chocolate appeared in every female freshman’s mailbox with a heart-shaped card, reading: “Why wait? Because you’re worth it.”

Campus feminists were predictably outraged, accusing TLR of “promoting a retrograde view of sex and relationships.” And a recent TLR statement that “choosing abstinence is ‘true feminism’” sent them into a renewed frenzy.

After all, wasn’t it part of the liberated women’s credo to just say “yes?”

In the 2008 book *Sex and the Soul*, author Donna Freitas, a visiting religion scholar at Boston University, noted that today’s hook-up culture discourages college students from saying that they want relation-

ships with some of the old fashioned frills like “courtship, romance and yes, chocolates — without drawing the derision of their peers and even their professors.”

And according to Fordham University theologian Christine Firer Hinze, choosing abstinence over instant gratification implies that there is a religious component to personal fulfillment.

However, these views are still at odds with the majority of Harvard’s female students.

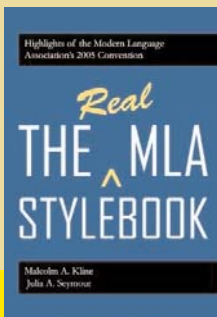
“To say that a consensual sexual act is degrading to you is the complete opposite of feminism,” according to computer science major Silpa Kowali, who said that “for women to take control of the sex act can be an incredibly empowering experience.”



## MASCOT POWER

If you believe that the key to winning sports teams is only what you see on the field, think again. Folks at the Wall Street Journal’s “The Count” did a statistical analysis of the major sports mascot categories and asked what type of mascot was most successful. The results: “Inanimate objects, a 17-team group that includes the Akron Zips (named after the popular rubber shoes in the 1920s) and the Ohio State Buckeyes (a type of nut) has a collective .550 winning percentage over the past 10 years. The “Indians” group, which includes the Atlanta Braves and the Kansas City Chiefs,” has a record of .516.

As for the more widely used cats and dogs categories, the “Dogs,” led by the “Georgia Bulldogs, edged out the competition — including tigers, cougars



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# SQUEAKY CHALK

Continued from page 4

and lions — by .008.

However, the “religious figures” category “plummeted, thanks to the Duke football team’s mascot with horns, and couldn’t recover, despite the “noble efforts of the Los Angeles Angels and the New Jersey Devils.”



## STUDENT AID

If you think that today’s college students never lift a finger, Georgetown University sophomore Charley Cooper will gladly provide you with another side of the story.

In fact, according to press reports, the 19-year-old student realized that what with a part-time job and a full load of course work, he was so stressed out that he decided to hire a personal assistant to lighten his load.

According to Cooper’s ad on the student employment website, the tasks of his assistant-to-be include giving him rides to and from work, and other chores — on a flexible schedule of 3-7 hours per week. For this, the assistant will earn \$10 to \$12 per hour.

Cooper is quick to say that his ad was not a joke, adding that if he didn’t have a job, he might respond to the job that he posted himself.



## SEX DISCRIMINATION?

Not too long ago, feminist headliners like Andrea

Dworkin claimed that all sex was rape.

Remnants of this mindset may still prevail at some of our nation’s campuses. For example, Inside Higher Education recently disclosed that the University of California–Davis had been misreporting campus sexual assaults to the government for at least three consecutive years.

Although the numbers of forcible sexual offenses reported from 2005 through 2007 ranged from 48 to 69, the actual numbers ranged from 21 to 33.

Was this just a case of sloppy record keeping?

Apparently not.

In fact, S. Daniel Carter, director of the non-profit group Security on Campus, said this was the first time he could recall where “you’re talking about 100 percent — to almost 200 percent — more crimes of a certain kind being reported to the government than is actually true.”

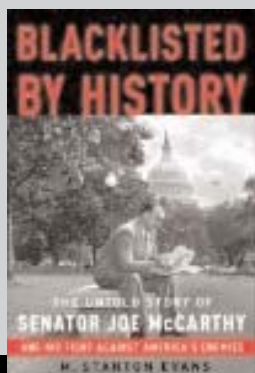
But this situation, originally called to public attention by a Fox News report, is far from over.

It seems that misreporting crime statistics could deal a financial blow to U.C. Davis, since the Department of Education could impose a hefty \$2.96 million fine on the school for providing inaccurate information to the government.



## DO RADICALS RULE THE NEA ROOST?

Saul Alinsky and Company clearly enjoys top billing on the National Education Association (NEA) website these days. Not only is the Alinsky handbook



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# SQUEAKY CHALK

*Continued from page 5*

*Rules for Radicals* on the suggested reading list — It is one of the top three recommended books.

Describing Alinsky as a “labor and civil rights activist,” NEA book reviewers say that the fact that he was “hated and defamed by powerful enemies was proof that his tactics worked.”

Alinsky, who dreamed of replacing capitalism with socialism, wrote that frustration with the current system may not inspire people to “act for change, but [they] won’t strongly oppose those who do. The time is then ripe for revolution.”

WorldNetDaily reported that in a 1972 document designed for training teachers, NEA consultant J. Michael Arisman stated that among the components crucial to the success of educator/activists were building a strategy around conflict, and using the guerrilla tactics of knowing and dividing the enemy, a couple of ideas that have particular resonance in the current political environment.



## STIMULUS HIDE AND SEEK

As debate over the effective use of stimulus funds continues, it appears that the President’s home state is having some difficulty getting its stories straight about how the money is being allocated.

“More than \$4.7 million in federal stimulus aid has so far been funneled to schools in North Chicago, and state and federal officials say that money has saved the jobs of 473 teachers,” according to Chicago Tribune reporters Bob Secter and Erika Sife, who

added that the “problem is, the district employs only 290 teachers.”

“That other number, I don’t know where that came from,” said Lauri Hakanen, superintendent of North Chicago Community Unit Schools District 198.”

While administration figures showed that \$1.25 billion in stimulus funds allocated to Illinois schools “helped save or create 14,330 school jobs,” an analysis by Tribune staff revealed that there were more questions than answers about how the money was really spent.

Although the stimulus reportedly saved 166 jobs in Wilmette Public School District 39, School Superintendent Raymond Lechner “said the number should be zero.”

And Dolton-Riverdale School District 148, where stimulus funds supposedly saved “the equivalent of 382 teaching jobs,” only has 142 teaching jobs.

Freedom of Information (FOIA) inquiries underscored the problem — Results showed that instead of expanding educational opportunities, most of the funds were used to prevent layoffs, “with the equivalent of just 222 full-time jobs added to payrolls.”

So who — or what — benefitted the most from an injection of stimulus funds? So far, the answer seems to be the state treasury — where they “replaced general aid payments owed to the districts by the state. . . [and] gave Illinois Governor Pat Quinn some breathing room” in his struggle to rein in the state’s budget deficit of more than \$10 billion.



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# DIRECTOR'S CORNER

By Malcolm A. Kline



December, 2009

Dear Reader,

Merry Christmas! Accuracy in Academia's first textbook, *Voodoo Anyone? How to Understand Economics Without Really Trying*, by the late Christopher T. Warden, is out. Moreover, at \$9.99, we dare say it is quite the bargain.

Sarah Palin told Sean Hannity, in their interview broadcast on November 18, 2009, that she thought that, not predicting the calumnies that would be leveled against her, the opposition researchers who descended upon Alaska in 2008 would unearth her deep, dark secret—that she got a D in Macroeconomics. It should cause a firestorm but not for the reasons it probably will, namely, that it says more about the way the subject is taught than it does about the lady's qualifications. When I was an undergraduate, we were taught such nuggets as: "Republican presidents like high unemployment and low inflation. Democrats like low unemployment and high inflation." Try as I might, I have never been able to find either concept in the respective political parties' platforms.

Contrast this with the approach taken by Professor Warden. "Unions have always argued for higher minimum wages," Professor Warden noted. "Not because their members are making the minimum (the average union wage in 2006 was more than \$21.50 an hour), but because the higher unemployment that results from a minimum wage hike means less competition for jobs that union members hold."

Similarly, his treatment of inflation is startling in its simplicity but staggering in its sophistication. "In short, government creates money," he noted. "How much it creates and how fast determines how much inflation is in the economy."

"A bumper sticker definition of inflation still sums it up nicely: 'Inflation is the result of too much money chasing too few goods.'" We will be sponsoring a discussion of the book at a Capitol Hill event featuring veteran journalist M. Stanton Evans.

The forum will be made possible, like the rest of AIA's **Frank A. Fusco Foundation Conservative University Lecture Series**, by a generous grant from the Fusco Foundation.

All the best,

A handwritten signature in black ink, appearing to read "Mal Kline".

**Mal Kline**  
Executive Director

# Voodoo Anyone?

How to Understand Economics Without Really Trying



by

**Christopher T. Warden**

Forewords by M. Stanton Evans & Malcolm A. Kline



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