

division of wealth ultimately serves the public good, which is to reward the disciplined and let the undisciplined be forced to learn discipline or struggle.

GOVERNMENT. Social programs are immoral. By giving people things they haven't earned, social programs remove the incentive to be disciplined, which is necessary for both morality and prosperity. Social programs should be eliminated. Anything that could be done by the private sphere should be. Government does have certain proper roles: to protect the lives and the private property of Americans, to make profit-seeking as easy as possible for worthy Americans (the disciplined ones), and to promote conservative morality (strict father morality), along with conservative social culture and religion.

EDUCATION. Since preserving and extending conservative morality is the highest goal, education should serve that goal. Schools should teach conservative values. Conservatives should gain control of school boards to guarantee this. Teachers should be strict, not nurturant, in the example they set for students and in the content they teach. Education should therefore promote discipline, and undisciplined students should face punishment. Unruly students should face physical punishment (for instance, paddling), and intellectually undisciplined students should not be coddled but should be shamed and punished by not being promoted. Uniform testing should test the level of discipline. There are right and wrong answers, and they should be tested for. Testing defines fairness: Those who pass are rewarded; those not disciplined enough to pass are punished.

Because immoral, undisciplined children can lead moral, disciplined children astray, parents should be able to choose to which schools they send their children. Government funding should be taken from public schools and given to parents in the form of vouchers. This will help wealthier (more disciplined and moral) citizens send their children to private or religious schools that teach conservative values and impose appropriate discipline. The vouchers given to poorer (less disciplined and less worthy) people will not be sufficient to allow them to get their children into the better private and religious schools. Schools will thus come to reflect the natural divisions