

THE PRINCIPLES OF SCHOOL CHOICE:

As the debate for educational freedom grows, it is important to know the facts about how school choice could benefit New Hampshire.

SCHOOL CHOICE: BECAUSE EVERY CHILD SHOULD HAVE THE FREEDOM TO SUCCEED!



School Choice Improves K-12 Education, But Only If It's Properly Structured

School choice has tremendous power to improve academic performance. By liberating us from monopoly and restrictions, it makes it possible for everyone to choose the right options for each child's individual needs. And by harnessing incentives, school choice ensures that we get better services. That's why a large body of empirical studies has shown that school choice improves the performance of public schools - with competition, schools have to teach children successfully or risk losing them.

But there's no magic power that ensures that every program called "school choice" actually creates a free market in education. Competition through school choice only happens when students, schools, dollars and consequences are set free from monopolistic regulation.

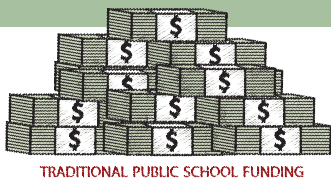
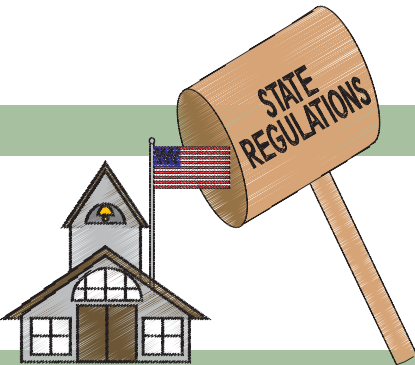


Don't limit students - markets need lots of customers

You don't have a market if you don't have enough customers. Public schools won't bother to improve and innovate if only a handful of kids can actually leave with school choice; you have to empower a large enough number of families for their collective voices to be heard. School choice programs should offer choice for all students, not just some.

Don't hammer schools with regulations - markets need diverse providers

You don't have a market if all providers must provide the same service in the same way; that's just another form of monopoly. Regulations covering things like health and safety, fiscal soundness and color-blind admissions at participating schools are reasonable. But other than that, school choice programs should let parents and the public or private schools they choose decide what educational policies are best.



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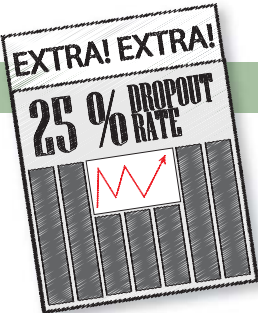
Don't reduce dollars - in the market, money is power

You don't have a market if customers don't have enough funds to buy needed services, or if they aren't allowed to spend more to buy better services. Every additional dollar provided by school choice increases parents' ability to buy a better education from the public or private school of their choice. School choice programs should give parents the same money public schools get, and should allow them to supplement the scholarship with their own money.



Don't insulate public schools - markets need consequences for failure

You don't have a market if providers don't lose money when they provide inadequate services. Unlike other school choice programs, research shows that the Washington D.C. voucher program isn't improving D.C. schools - because the school system doesn't lose a dime no matter how many students leave with vouchers. School choice programs should tie dollars to students so that good schools are rewarded and bad schools are not.



School choice makes public schools better — the evidence shows that public schools improve when exposed to competition from school choice!

For more information on how school choice works download this link containing data from researchers at Harvard, Princeton and Johns Hopkins.

https://www.schoolchoicenh.org/seven_scientificallly_valid_analyses

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School Choice: because every child should have the freedom to succeed!

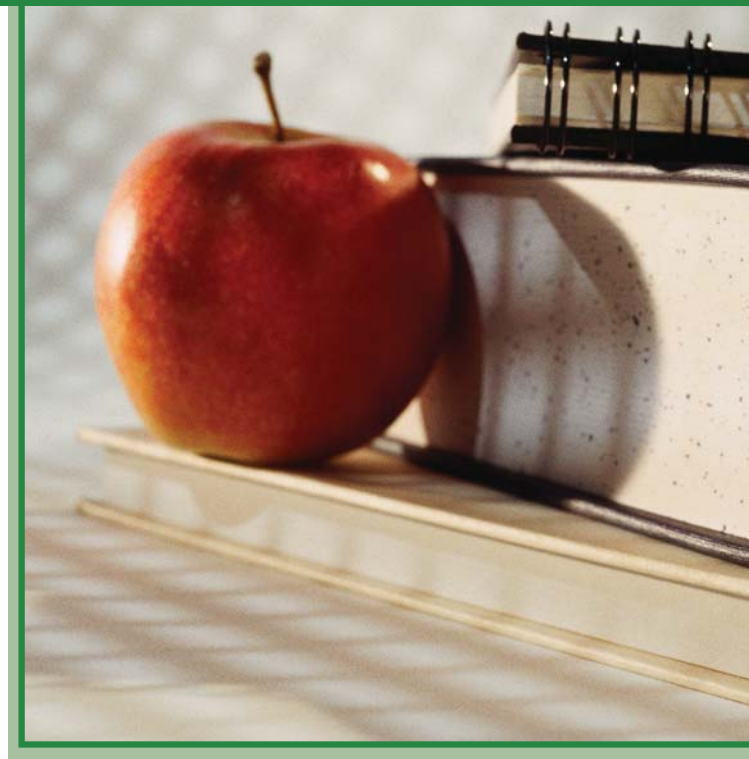
Did you know that there are now **22** school choice programs in **12** states?

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Why School Choice Today?



Before New Hampshire's citizens and elected leaders can engage in an informed debate about school choice, they need to have the facts. This newsletter is a joint venture between the Josiah Bartlett Center for Public Policy and the Milton and Rose D. Friedman Foundation in an effort to fully explain what it means to provide the best education possible for our children.

We believe parents should be empowered to make a free choice of the school that they deem best suited to serve the individual needs and interests of their child. Others



believe that the status quo system of assigning children to a school based solely on where they live is the best way. It is our sincere hope that the information contained in this and other issues of School Choice Today will enlighten that debate.

www.friedmanfoundation.org

www.jbartlett.org

The Role of Government in Education

by Milton Friedman

Education is today largely paid for and almost entirely administered by governmental bodies or non-profit institutions. This situation has developed gradually and is now taken so much for granted that little explicit attention is any longer directed to the reasons for the special treatment of education even in countries that are predominantly free enterprise in organization and philosophy. The result has been an indiscriminate extension of governmental responsibility.

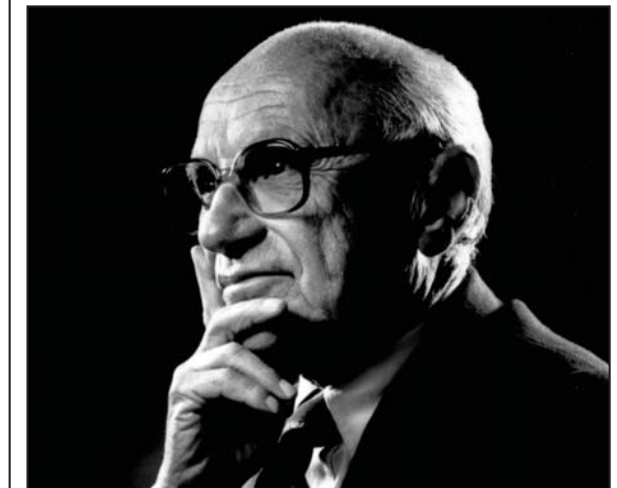
The role assigned to government in any particular field depends, of course, on the principles accepted for the organization of society in general. In what follows, I shall assume a society that takes freedom of the individual, or more realistically the family, as its ultimate objective, and seeks to further this objective by relying primarily on voluntary exchange among individuals for the organization of economic activity. In such a free private enterprise exchange economy, government's primary role is to preserve the rules of the game by enforcing contracts, preventing coercion, and keeping markets free. Beyond this, there are only three major grounds on which government intervention is to be justified.

One is "natural monopoly" or similar market imperfection which makes effective competition (and therefore thoroughly voluntary exchange) impossible. A second is the existence of substantial "neighborhood effects," i.e., the action of one individual imposes significant costs on other individuals for which it is not feasible to make him compensate them or yields significant gains to them for which it is not feasible to make them compensate him—circumstances that again make voluntary exchange impossible. The third derives from an ambiguity in the ultimate objective rather than from the difficulty of achieving it by voluntary exchange, namely, paternalistic concern for children and other irresponsible individuals. The belief in freedom is for "responsible" units, among whom we include neither children nor insane people. In general, this problem is avoided by regarding the family as the basic unit and therefore parents as responsible for their children; in considerable measure, however, such a procedure rests on expediency rather than principle. The problem of drawing a reasonable line between action justified on these paternalistic grounds and action that conflicts with the freedom

of responsible individuals is clearly one to which no satisfactory answer can be given...

This re-examination of the role of government in education suggests that the growth of governmental responsibility in this area has been unbalanced. Government has appropriately financed general education for citizenship, but in the process it has been led also to administer most of the schools that provide such education. Yet, as we have seen, the administration of schools is neither required by the financing of education, nor justifiable in its own right in a predominantly free enterprise society. Government has appropriately been concerned with widening the opportunity of young men and women to get professional and technical training, but it has sought to further this objective by the inappropriate means of subsidizing such education, largely in the form of making it available free or at a low price at governmentally operated

FRIEDMAN VISION



Since Dr. Friedman's innovative proposal, government schooling has continued to be the dominant force in American education, and the results have been mixed at best. Some children receive a decent education, but many, particularly those in urban areas, receive a very poor education. School choice can transform the way education is provided in New Hampshire and America.

schools.

The lack of balance in governmental activity reflects primarily the failure to separate sharply the question what activities it is appropriate for government to finance from the question what activities it is appropriate for government to administer — a distinction that is important in other areas of government activity as well.

This text is taken from Milton Friedman's landmark 1955 article that launched the modern school choice movement.