

MEMBERS PRESENT: Chairman Craddock  
Vice Chairman Foley  
Mr. Coulter  
Mrs. Hayes  
Mr. Horn  
Mr. Malone  
Mr. Rackley  
Mr. Vergiels

MEMBERS ABSENT: Mr. Beyer (excused)

STAFF PRESENT: Don Rhodes, Chief Deputy Research Director

GUESTS PRESENT: Please see attached guest lists.

Chairman Craddock called the meeting to order at 3:15 p.m.

SCR 15 Recommends that public schools offer courses in fire prevention and control.

Chairman Craddock noted that Fred Welden, Senior Research Analyst, was here to testify for Senator Jacobsen on this resolution.

Mr. Welden noted that this resolution was a result of an interim study on fire services in the state. He said it was one of a package of bills. This resolution recommends integrating fire prevention and control information into existing courses. It recommends the "Learn not to Burn" curriculum be considered as a source for that information. He said it is an awareness program, not an add-on course.

Vice Chairman Foley asked how this could be taught through a math course. Mr. Welden replied that through the "Learn not to Burn" curriculum, this awareness can be integrated into almost every type of course: math, physical education, art, etc.

Mr. Coulter noted that he was concerned about adding one more mandated program to what is already being taught. He asked how the school districts felt about this approach.

Mr. Welden responded that the interim committee specifically wanted the measure to stipulate integration into existing courses.

Mr. Vergiels noted concern with the word "recommendation." He said it does not mean that the school districts have to do anything with this measure.

Mr. Bernard Sease, Carson City Fire Department and Past President of Fire Chief Association of the State of Nevada, said his groups support the measure. He feels it only opens the door and it is up to the local fire districts to contact the school boards to work on curriculum.

Vice Chairman Foley asked how many classroom hours should be used for this instruction. Mr. Sease replied that it does not require extra hours, but rather provides replacement lessons to integrate

into the regular curriculum. He gave examples of math: if a fire truck travels 15 miles in 30 minutes, how fast is it going; and teaching "drop and roll" in physical education. He reiterated it is an awareness teaching program, and that the "Learn not to Burn" curriculum actually does part of the job for the teacher. The teacher just needs to select the lessons they wish to use.

Tom Huddleston, State Fire Marshall, said that he is fully in support of the measure. He said any way they can raise the level of awareness in any individual is certainly to their advantage.

Chuck Neely, Clark County School District, said that he sees no problem with this approach, as long as it is integrated into the existing courses and not added on. He said they teach the youngest children to draw a fire engine, teach math from fire statistics, and on up through the science and physical education courses.

Ted Sanders, State Superintendent of Public Instruction, spoke from the audience that he was not familiar with the specific curriculum but he saw no problem with this approach.

AB 396 Requires instruction in American system of free enterprise.

Fred Davis, Greater Reno-Sparks Chamber of Commerce, also a member of the Nevada Council on Economic Education, supports this bill. He said he believes this is a reasonable bill and is happy to see its introduction. He said they do not want the bill to mandate what the curriculum will be so that this is left up to the individual school districts, but they are glad that the amount of hours taught is included.

Mr. Coulter again noted that he does not like to see extra programs mandated at this point. Mr. Davis said that there are ways of the private enterprise or profit system being integrated into what is already being taught, and that is why they did not want to mandate specific curriculum.

Assemblyman Rusk, prime sponsor of this bill, testified from prepared notes, attached as EXHIBIT A. In addition, he noted that the Reno Rotary Club is working on a career information program. The intent of this program is an effort to provide young people with accurate and comprehensive career guidance. He said that many businessmen would be willing to come to classes and discuss aspects of their business, that this does not necessarily have to be taught by teachers. He said that high school students must be at least exposed to what the free enterprise, free market system is all about.

Mrs. Hayes said that she felt the bill was too general, that specific areas should be mentioned such as consumerism, so that when someone goes out to buy a car, he knows exactly how much interest he will be paying. She noted concern that it will be interpreted by one teacher to teach the history of the system, and by another, careers.

Mr. Rusk replied that the intent was to leave it general so that they have the flexibility to address historical and practical use of the system.

Fred Davis added that he had contacted the Superintendent of Washoe County Schools and he indicated there was no problem administratively with this bill. Mr. Davis said he would like to see competency testing added to the bill.

Mike Brown, Chairman of the Board of the Leadership Seminar, a non-profit Nevada corporation, said he is 100% in favor of the bill and that his group just completed teaching 48 hours of private enterprise over the last weekend. He said the problem with teaching this subject is that there is no cause to make people aware of it in the high schools. He said some of the students that attend his seminars, and these are "outstanding" students, ask, "What is interest? Why do we receive and why do we pay interest?" He said it is virtually terrifying what the rest of the class could be thinking. He said the 20 hours was minimal, they just completed 48 hours in one weekend. He said these 48 hours were taught by volunteers, coming from all over the state, so he saw no problem with these people coming to the local high schools to help teach this subject.

Mr. Coulter asked what Mr. Brown thought about mandating this instruction instead of thrift or environmental education, for instance. Mr. Brown responded that it was more important to teach them about private enterprise and what built the country, and maybe the other programs could be merged into another curriculum.

Mr. Coulter asked if the curriculum should be specific such as how to open a bank account and what interest is. Mr. Brown said that there is such a vacuum in this area now, anything would help. He said it might be best to start with a general approach until each school district could develop specific curriculum.

Carole Vilardo, Citizens for Private Enterprise, said her group totally supports the concept of the bill. She said it is a very sorry state of affairs that so many people do not understand the economics which make up the private enterprise system, who consider profit a dirty word, who don't understand interest; especially in light of elective courses being taught such as in hypnosis. She said she teaches a course at the community college level and some of the misconceptions are horrendous, and this comes from students just out of high school who want to go into the business world. She said this study of economics could be integrated into other classes.

Mr. Vergiels stated concern about two fiscal notes being attached to the bill, and said if this bill passes, no money will be attached to it.

Mr. Ted Sanders said that he is not here today to speak in favor of or against this bill. He said the cost of the bill is not a dollar cost, but a cost of time, taking away from items that may or may not be as important in the secondary curriculum. He said

that if the bill is passed, it should contain more specific language as social science teachers will interpret it the way it is written as a comparative study of various economic systems rather than consumerism, as Mrs. Hayes had mentioned. He said if you went into the secondary schools of the state, you would find they are already devoting some time to the whole notion of free enterprise and consumer economics as a result of the statute that concerns personal thrift. He said the state is already requiring course work for recertification of every teacher, not just social science teachers, in the area of economics education. He also noted the labor movement has asked for equal time when the private enterprise system is discussed.

Mr. Coulter asked if courses in thrift were now specifically being taught. Mr. Sanders replied that not specifically, but matters related to money management that meets the requirements of that statute are being taught.

Mr. Doug Byington, Legislative Representative of the Nevada Association of School Administrators, said he was taking the opposite side of the fence in that the bill was usurping the power of the board and stepping into local authority. He said the bill was concerned with an important subject, but he must agree with Mr. Coulter that they were adding to an already crowded schedule. He said that he suggests that this is already being taught in the civics and American government courses. The Administrators Association does not support this bill, he said, although they understand the importance of knowing about the free enterprise system.

Mr. Vergiels said that a creative teacher could teach the free enterprise system a hundred different ways. He said this is not adding to the curriculum, it should already be there, but apparently it is not that evident that Mr. Rusk can find it. He said you cannot just set aside 20 hours and say now we are going to teach it, it is merged into a variety of courses.

Through discussion with Mr. Byington, Mr. Horn pointed out that through instruction of capitalism versus communism versus socialism, banking, Federal Reserve System, the business cycle and profit motive, this was already being taught in the secondary schools. Mr. Byington added that consumerism is also being taught through the Home Economics classes.

Mr. Coulter said it was a trade-off situation. He would rather see something on the free enterprise system in the law than the 'vague' area of thrift education. Mr. Byington said this would be much more palatable than just adding to the law.

Mr. Rusk agreed with Mr. Coulter in that the area of thrift could be reworked to be more specific.

Don Rhodes, Chief Deputy Research Director, noted a legislative film that centers around modern money management, which was filmed at Washoe County High School. He said much of the wording is already there in the film. 215

Mr. Pete Kelly, representing the Nevada Retail Association, said he fully supports the bill. He said citizens of this country need to know more about the facts about how business and the private enterprise system works and he feels there is no better way to start than in the schools of this nation. They need to know where their tax dollars are going and what they can do about it. He said that if they follow Mr. Coulter's suggestion of incorporating this into an existing law that they encourage the schools to actively work with the public and private sector groups. He said in the State of Washington, for example, the business community puts on a very successful "Business Week" at the schools. Mr. Kelly distributed copies of an article entitled "Just What Is Free Enterprise?", attached as EXHIBIT B.

Chairman Craddock ended the discussion by appointing a subcommittee to study AB 396 consisting of Mr. Vergiels, Mr. Coulter, and Mr. Rusk.

AB 462 Extends commission on professional standards in education.

Clifford Lawrence, Superintendent of Schools for Carson City, noted he would like to testify in a different capacity today, as Vice Chairman of the Commission on Professional Standards in Education. He introduced Joyce Woodhouse, Nevada State Education Association and a member of this Commission. Mr. Lawrence said they were here to support refunding of the Commission. He said they would still like to have the Governor appoint the Commission members and not change this role to the State Board of Education. He said that they report to the State Board of Education and feel it would be a check and balance system to have members appointed by the Governor. He said they support deleting the part about having a monthly meeting. They would rather schedule the meetings as needed.

Ms. Woodhouse said the Nevada State Education Association also supports the Commission and they want the Governor to appoint the members. She said the number one goal of the Commission is to provide for quality professional standards in the education profession. The Commission is charged with making recommendations on certification and recertification of teachers, being an advisory body to the State Board of Education.

Vice Chairman Foley asked if the monthly meeting was taken out, how often they thought they would meet. Mr. Lawrence responded that it would depend on the budget; with some members being in the north and some in the south, travel is involved no matter where they meet. He said they had to miss their April meeting because they had run out of funds and he suggested once every other month would be reasonable. Ms. Woodhouse suggested that the money could be used more wisely by meeting less often but for a longer period of time.

Mrs. Hayes asked the amount of the budget. Mr. Lawrence said he was not sure, but it was about the same as before. Mrs. Hayes asked if eleven people were necessary. Mr. Lawrence said because of the makeup of the members of the Commission, he would like to **216**

keep eleven people and meet less often if necessary. Ms. Woodhouse agreed. Mrs. Hayes asked if they were planning to meet less often, was the Commission really necessary. Mr. Lawrence said he felt the Commission had accomplished a great deal and that they will continue to contribute to the education field and teacher certification in general. He said he felt the Commission was performing a valuable function.

Mrs. Hayes asked if there was a report on what had been accomplished. Ms. Woodhouse said there is a six-month report that is printed, and she would bring it to the committee.

Mr. Coulter asked if they were funded through the Governor's budget even though they were to sunset July 1st. Ms. Woodhouse said that both the bill and the budget were submitted at the same time hoping for joint approval.

AB 459 Establishes program of state aid to school districts for elementary school counseling.

Joe Fisher, Executive Director of the Nevada State Education Association, said the 5,800 members of his association support this bill. They believe elementary counseling can help young students become better adjusted to their educational environment. He said they feel elementary counselors can play an important role in working both with teachers and students to enhance their relationship. They can help younger students prepare for junior high and high school learning experiences, introducing them to counseling services at an earlier age. He continued, an increasing number of elementary students have severe emotional problems, including physical and sexual abuse. It is a difficult job for a young student to deal with the daily problems of learning without having to deal with the additional problems in life. He said teachers are not trained or experienced nor have the time to deal with these kinds of problems and therefore need special assistance.

Mr. Coulter asked what sort of chance they thought this bill had in terms of cutting budgets right now. Mr. Fisher said it will be a problem. His group supports financing the basic program first, but if by some magical chance adjustments can be made to include this program, they will support it as well.

Mr. Ted Sanders addressed AB 459 and said that when they developed their principalship improvement program, the principals said that they needed additional help in the areas of drug abuse, suicide, juvenile delinquency, student disruptions, etc. Drug and alcohol abuse is a significant problem in the schools today and suicide has increased among teenage males around 260% since 1950. He continued to quote figures: juvenile delinquency and crime accounts for 45% of all arrests for serious crimes, even though children ages 10-17 comprise only about 16% of our national population. He said 45% of all marriages today end in divorce, 55% of the current student population will live sometime in a single parent household, and nationwide, one out of five families relocate every year. Mr. Sanders said that elementary counselors cannot solve all of these problems but can have a definite effect on them, in a preventative manner. 217

Mr. Sanders continued that the elementary school counselor is in a very different role than the secondary school counselor. He assists parents in parenting skills, assists teachers in dealing with students, and assists children with certain learning problems and through group guidance in the classroom.

Mr. Sanders said that in 1979 they attempted to budget money for counseling supplies and this time are asking for money for a minimum of one half-time counselor per elementary school. He noted that on line 4 that they are asking for money to establish and maintain programs. Some schools have begun programs and need money to continue them. On line 12, beginning with the word "specifically," he would like to see all of the language through line 20 deleted. Mr. Sanders said this would allow them to not give the option of purchasing materials instead of hiring a counselor.

Mrs. Hayes asked if this language was deleted, wouldn't that let the schools use the money any way they wanted. Mr. Sanders responded that if the language is left in, it would require school districts to establish additional programs, not maintain programs, or if the enrollment was insufficient to support a full-time program, then they could work on a part-time basis or just purchase materials.

Nancy Carlson, representing the Nevada Personnel and Guidance Association, and being a credentialed and licensed counselor for Kindergarten through twelfth grade, said she has been a professional counselor for eighteen years, twelve in elementary guidance in another state. Her Association has been deeply concerned for many years for elementary guidance programs and has been supportive of elementary counselors in the schools. She said they would urge support of the bill and asked that the bill be considered very carefully. She said counselors are trained to cope with the "multiple interferences" with education today and can help elementary children have a positive learning experience.

Ann Lynch, President of the Nevada State PTA, said that this is the third Legislative Session that the Nevada State PTA has come forth to request an elementary counseling program. She said her group sees this program as putting money into the iron lung or into the Salk Vaccine. She said the cost of an elementary school counselor and what they can do in a preventive way is minimal versus the cost of rehabilitation which can continue on for a lifetime. She said her group feels the elementary school counselor is a basic education function and urged favorable consideration of this bill.

Mr. Vergiels moved DO PASS and re-refer to the Committee on Ways and Means so that the supporters could work on funding of the elementary school counselor program. Mr. Malone seconded and the vote was unanimous with Mr. Beyer absent.

AB 472 Permits participation in special education programs at earlier and later ages.

Manuel Wedge, Administrator of the Washoe Association for Retarded Citizens, and also representing the Nevada Association for Retarded

Citizens, said his groups have no problem with lines 1 through 4 of the bill. However, on page 2, line 20 and on down to line 37, they question why mentally retarded is deleted when aurally and visually handicapped are left in. He would suggest the bill refer to all physically and mentally handicapped, and mention separately academically handicapped, or leave the bill the way it is now.

Mr. Ted Sanders said that the concern that has been expressed relative to this language is that the laws already on the books and if this bill is passed, would allow school districts to serve handicapped youngsters down to age zero. With all other handicapped areas, it is permissive to serve them beginning with age three. He said the language change was to allow aurally and visually handicapped children to be served from birth, with all others beginning at age 3.

Mr. Wedge said that these various age stipulations are discriminatory and felt this issue might end up in court if passed. He suggested a subcommittee might be in order. Mr. Sanders said that if the language is discriminatory after passage of the bill, it is also discriminatory now. Mr. Wedge said that was true, but that this bill was not correcting the situation, but adding to it.

Mr. Vergiels noted that the language in this bill still leaves it permissive to serve these children, not mandatory. Mr. Sanders said that was correct.

Jack Middleton, representing the Division of Mental Hygiene and Mental Retardation, said he shares the concern of getting the needs of the mentally retarded recognized. He said he feels the needs of the mentally retarded are equal to the auditorily or visually handicapped and infant stimulation and early intervention programs are also necessary. He would like to see the age limit left in for mentally retarded, down to earlier age levels.

Chairman Craddock appointed a subcommittee to study AB 472 consisting of himself, Manuel Wedge, Ted Sanders, and Jack Middleton.

Mr. Ben Cowan, Clark County School District, said they are opposed to AB 472 in its entirety. He said Public Law 94-142 has had considerable impact on the financial standing of the Clark County School District. He said this law has caused new programs at a rate inconsistent with available funds and this new bill would cause further impact on the school district. Additionally, he said it would be a duplication of services to mandate preschool and post-secondary programs through the school district when these services are already available through other agencies in the community.

Marvin Picollo, wanted to disassociate with the State School Board and to testify as a psychologist, ex-educator and parent. He said that the additional students added by this bill are not many, maybe 10-15 in Washoe County, who are between the ages of 18 and 21. He said it is practical to continue for a few years after all the money that is spent up to age 18 as these pupils are just reaching the age of placement in industry at this point. 219



He said the bill is permissive, and if the program is already provided in a community such as through Community Bound in Washoe County, fine; and if not, one should be established through the schools. He said there is talk of additional money for busing and that not once in fifteen years did they extend a route for one of these children, they were already busing to those communities or the parents helped part way.

Mr. Vernon Rolley, Carson City School District, said they concur with the statement made by Mr. Cowan of Clark County. He said it would add six years to the educational requirement for these students and will increase costs by approximately 50%. He said if the bill extends the age of services to age 22, those beyond 22 might then request services as well. He said there will be a duplication of services and other agencies are better qualified to help those people who are adults rather than the local school district.

Robert Petroni, Clark County School District testified briefly regarding two bills to prevent him from having to make an extra trip for the next meeting.

AB 460 Extends permissible period of suspension of certificated employee of school district.

Mr. Petroni said the Clark County Board of Trustees supports this bill. This bill extends the suspension period from two to ten days and they had even asked for up to thirty days in their legislative package. He said as the law now reads, they can suspend for two days a year or dismiss; there is no middle ground. He said some cases warrant more than two days suspension but do not warrant dismissal. He said they would like the new bill to read up to ten days so that the suspension could be used more than once in a year if necessary.

AB 463 Provides for local determination of causes for suspensions and expulsions of pupils from public schools.

Mr. Petroni said some court cases have been lost due to school boards not notifying students and parents ahead of time reasons for suspension or expulsion. He said that this bill did not come out with the exact wording he was hoping for and he would like it to read, "Boards of trustees of each school district shall adopt reasons determining what constitutes cause for suspension or expulsion of a pupil." This way it would be mandatory that reasons are adopted ahead of time so that pupils and parents will have prior knowledge, and rules are not made up as they go along.

Mrs. Hayes questioned the use of the words expulsion, suspension and exclusion. Mr. Petroni said suspension is for a determined period of time, expulsion is permanent, and exclusion can mean either one. The word exclusion in the Clark County attendance policy means suspension because it is for a semester.

Chairman Craddock noted that nine of the ten bills scheduled for today would be continued to next Wednesday, April 22nd, excluding AB 459 which was voted DO PASS.

The meeting adjourned at 5:10 p.m.

Respectfully submitted,

Dorothy Mobley,  
Committee Secretary

ASSEMBLY

AGENDA FOR COMMITTEE ON..... EDUCATION.....

Date Wed. 4/15/81 Time 3:00 P.M. Room 214

Bills or Resolutions to be considered	Subject	Counsel requested*
AB 396	Requires instruction in American system of free enterprise.	
AB 458	Abolishes state textbook commission.	
AB 459	Establishes program of state aid to school districts for elementary school counseling.	
AB 460	Extends permissible period of suspension of certificated employee of school district.	
AB 462	Extends commission on professional standards in education.	
AB 463	Provides for local determination of causes for suspensions and expulsions of pupils from public schools.	
AB 472	Permits participation in special education programs at earlier and later ages.	
SB 333	Authorizes additional trustees for certain district libraries.	
SCR 15	Recommends that public schools offer courses in fire prevention and control.	
AJR 35	Calls on Congress to submit an amendment to the Constitution to eliminate school busing for integration.	

THIS AGENDA SUPERSEDES AND CANCELS THE PREVIOUS AGENDA FOR THIS DATE.  
(AJR 35 added)

\*Please do not ask for counsel unless necessary.

61ST SESSION NEVADA LEGISLATURE

EDUCATION COMMITTEE

ATTACHED TO MINUTES OF April 15, 1981

ITEM AB 459 Establishes program of state aid to school districts for elementary school counseling.

MOTION: () DO PASS () AMEND () INDEFINITELY POSTPONE () RECONSIDER

Moved by Mr. Vergiels Seconded by Mr. Malone

AMENDMENT: \_\_\_\_\_

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_

AMENDMENT: \_\_\_\_\_

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_

VOTE:	MOTION		AMEND		AMEND	
	Yes	No	Yes	No	Yes	No
Beyer	Absent		_____	_____	_____	_____
Coulter	XX	_____	_____	_____	_____	_____
Foley	XX	_____	_____	_____	_____	_____
Hayes	XX	_____	_____	_____	_____	_____
Horn	XX	_____	_____	_____	_____	_____
Malone	XX	_____	_____	_____	_____	_____
Rackley	XX	_____	_____	_____	_____	_____
Vergiels	XX	_____	_____	_____	_____	_____
Craddock	XX	_____	_____	_____	_____	_____
TALLY:	8	_____	_____	_____	_____	_____

ORIGINAL MOTION: () Passed () Defeated () Withdrawn

AMENDMENT: () Passed () Defeated () Withdrawn

AMENDMENT: () Passed () Defeated () Withdrawn

\* Please Print

\*\*\*\*\* PLEASE LEAVE COPIES OF PREPARED COMMENTS WITH THE COMMITTEE SECRETARY \*\*\*\*\*

YOUR NAME -- PLEASE PRINT	WHO YOU REPRESENT - PLEASE PRINT	I WISH TO SPEAK:	
		AGAINST BILL NO.	FOR BILL NO.
DE			
✓ DOUG BYINGTON	Nev. Assn of Sch Admin	(396) 457	458, <del>459</del> , 460, 462, 463
✓ Joyce Woodhouse	Nevada State Educ Assoc	AB 460	AB 462 with amendments
✓ Joe Fisher	Nevada State Educ Assoc		(AB 459)
✓ BEN COWAN	Clark County School Dist	AB (472) <del>458-463</del>	
✓ Ken Anderson	Nev. Div. of Health	AB 463	
✓ Fred Walden	LCB staff		(SCR 15)
MIKE COOK	City of Las Vegas		SB 333
John Hawkins	Nev. State School Board	AB 460 - 463	
✓ BERNARD SEASE	Carson City F.D.		(SCR 15)
✓ STEVE MIHELIC	CARSON CITY F.D.		
✓ MIKE BROWN	NEVADA Leadership Seminar		(AB 396)
✓ MARVIN P. Carter State School Bd		460 - 463 - (472)	
✓ Fred Jones	Heater Newsports Cofc.		(AB 396)
✓ Tom Huddleston	State Fire Marshal		(SCR 15)
✓ MANUEL WEDGE	Washoe & NEVADA ACC.	AB (472) AS	
✓ Jack Mandelton	Div. of MS & MK	AB (472) written	
Paul Lynch			459



## BACKGROUND INFORMATION

Courses of study are found in Chapter 389 Title 34 of NRS.

The following is a list of courses that are currently required to be taught in public high schools:

1. American Government\*
2. American History\*
3. Physical training
4. Physicology and hygiene
5. Human reproduction, communicable diseases, sexual responsibility
6. Automobile driver education
- &. Environmental education
8. Instruction in thrift\*\*

\* under 389.035 of NRS, no pupil may receive a certification or diploma of graduation without having passed a course in American Government and American History.

\*\* This statute may have some value - it reads as follows:

389.080 Instruction in thrift All teachers in the public schools of this state shall teach, in their respective schools, lessons on the subject of thrift. The lessons shall emphasize:

1. The importance of industry, production, earning, wise spending, regular saving, safe investment, and government taxes.
2. The importance of thrift in time and material.  
(298:32 1956)

## POINTS OF ARGUMENTS

We live in a rapidly changing world. Changes in technology, in life style, in personal relations, in commerce. Americans today face the formidable problems of inflation, energy crisis, food shortage, high unemployment, and an ever-growing challenge to the system on which their country was founded. To deal with these changes and to understand the bewildering causes and effects of them on our daily lives requires much more knowledge now than was needed only a few decades ago.

Today's high school students know that the United States is the economic wonder of the world. They have been taught how its fertile farmlands and bustling factories brought forth unprecedented richness. They have learned that Americans enjoy a unique form of government that freedom-seeking people everywhere aspire to.

But are these same students aware of the vital connection between our democratic form of government? Do they understand the basic principles that shape and move our economy? Are these young people who will soon be voting age prepared to make the vital decisions that are essential to meet the social and economic challenges that will confront their generation?

The basic components of our private enterprise system are taken for granted by most of us, even though research shows that many adults do not have a clear understanding of the principles on which our economy functions. It is even more misunderstood by high school students whose knowledge of the business world may be narrowly defined or distorted.

The condition of the world both in terms of economics and politics calls for the need for some type of educational process whereby individuals can successfully meet the social, economical, and political hurdles that exist in today's world.

The Nevada Farm Bureau Federation 1981 policy states that a class in economics is a high priority proposal. "We believe a study unit on the economics of the free enterprise system should be a required part of all high school government classes."

The Chamber of Commerce of the United States has attempted to meet many of the problems of educating high school students on the merits of free enterprise by producing a multi-part audiovisual program entitled "Economics for Young Americans." The program consists of separate kits produced in large quantities by the Chamber, sold to business sponsors throughout the country, then distributed by the local chambers of Commerce and businesses to schools in their counties. The sponsoring business, working with local chambers,



trade associations, teachers and school boards arrange to have the kits made part of the economic and related-subject curriculum in the schools. This program is an excellent tool in the area of a teaching aid for a class in free enterprise. A fuller explanation of this program can be made if required.



# NEVADA RETAIL ASSOCIATION

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## Just what is Free Enterprise?

It has nothing to do with politics nor wealth nor class. It is a way of living in which you as an *individual* are important. Little things make up this way of living, but think what you would lose if you ever surrendered it:

- **Free Enterprise** is the right to open a gas station or grocery store or buy a farm, if you want to be your own boss, or change your job if you don't like the man you work for. (Under communism you work where you're told, and you live and die bossed by hard-fisted bureaucrats who tell you every move you dare make.)
- **Free Enterprise** is the right to lock your door at night. (In communist countries the dread secret police can break it down any time they like.)
- **Free Enterprise** is the right to argue. (In communist countries you humbly say "Yes" to whatever is told you.)
- **Free Enterprise** is the right to save money if you want, or blow it on a good time if that's what you prefer. (Under communism you'd never have the money to do either—back-breaking hours earn you only enough to keep alive.)
- **Free Enterprise** is looking on a policeman as someone to protect you, on a judge as a friend to help you. (In communist countries you had better be afraid of all police . . . and dread all judges and courts.)
- **Free Enterprise** is the right to raise your children as you think best. (Under communism the state decides what your child shall learn and do, where he or she shall go. Respect for parents, and family life, are held in contempt.)
- **Free Enterprise** is the right to speak freely about anything you wish. (In communist countries you can never know whether your best friend or your own child is an informer. You are told what opinions to have; you'd better not voice any others.)

Free enterprise has nothing to do with how much money you have or don't have, nor what your job is or is not. Free enterprise means the right to *be yourself* instead of some nameless number in a horde bossed by a few despots. Free enterprise is the sum of many little things—but how miserable you'd be if someone stole it from you!