Onward and Upward!

“The foundation of Simon’s optimism was a conviction that markets will spur human beings to increase the supplies of resources that grow scarce or develop substitutes that are cheaper and more plentiful.”

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EXHIBIT 2

Benefits Gap Growing

Today’s working Americans are receiving a larger part of their incomes in the form of benefits—such as health care and retirement plans. Non-wage earnings rose from 19 percent of wages in 1951 to 44 percent in 2015. Including these benefits provides the best gauge of the rewards from each hour of work.

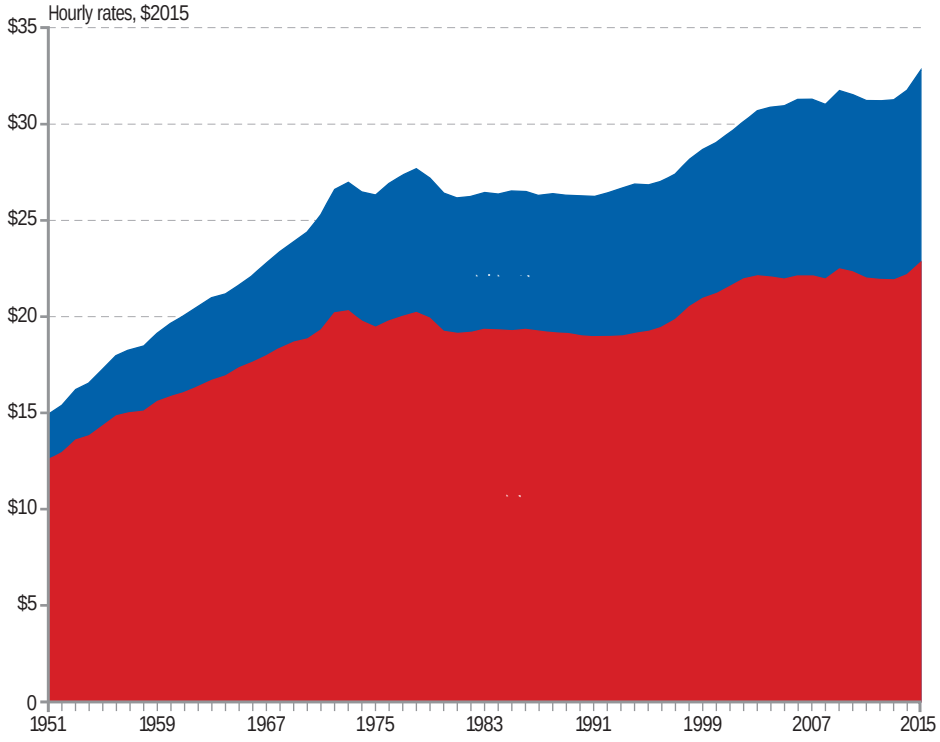


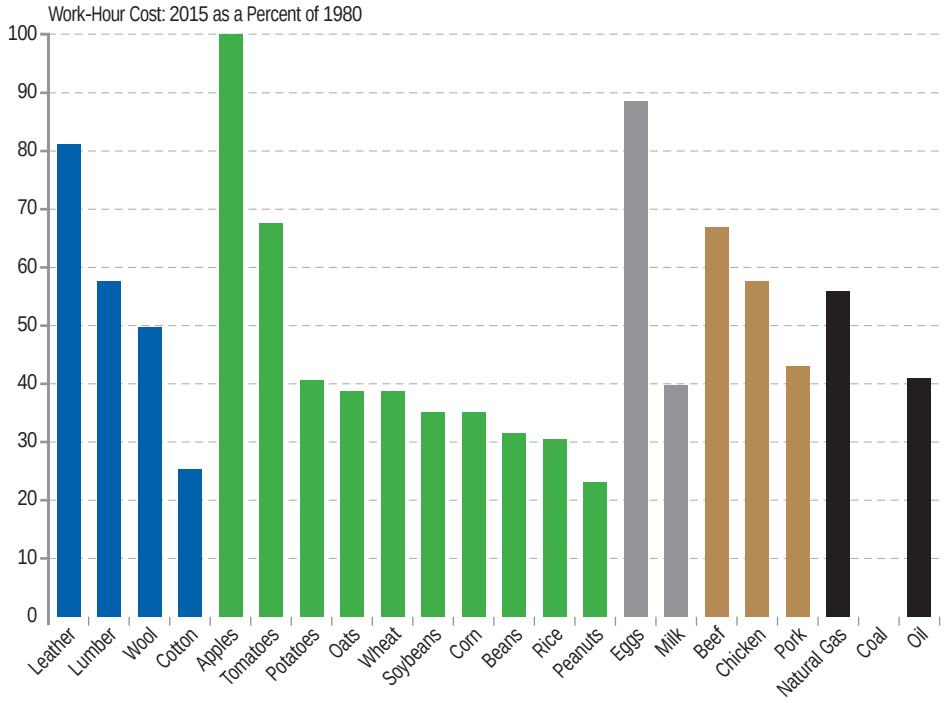
EXHIBIT 3

‘The Bet’ in Work-Hour Prices

Using work-hour prices for the five metals, Simon would win every year since The Bet began in 1980. Despite spikes in 2007 and 2011, work-hour prices declined by almost 42 percent over those 35 years (,). Continuing the wager on its original terms would result in a real price decline of 22 percent (, *i* ,).

Bigger Basket of Metals

Through 2015, Simon wins the original bet for the five metals in work-hour prices. Adding 15 metals provides a broader test of whether supplies have grown scarcer or more abundant at work-hour prices (, , , ,). Twenty metals doesn't change the outcome—Simon still wins at work-hour prices


Work-Hour Cost: 2015 as a Percent of 1980
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Apples
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Potatoes
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Wheat
Soybeans
Corn
Beans
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Milk
Beef
Chicken
Pork
Natural Gas
Coal
Oil

Consuming Interest

Money prices for consumer goods move steadily upward (

BOX 2

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EXHIBIT 7

Still Making Progress

Declining work-hour prices contribute to higher living standards. Indicators show positive trends in consumption and wealth; health, safety and security; and conditions in the workplace (,). As products become more affordable in work time, they spread from a few wealthy consumers to a larger and larger share of households (/).

CONSUMPTION AND WEALTH

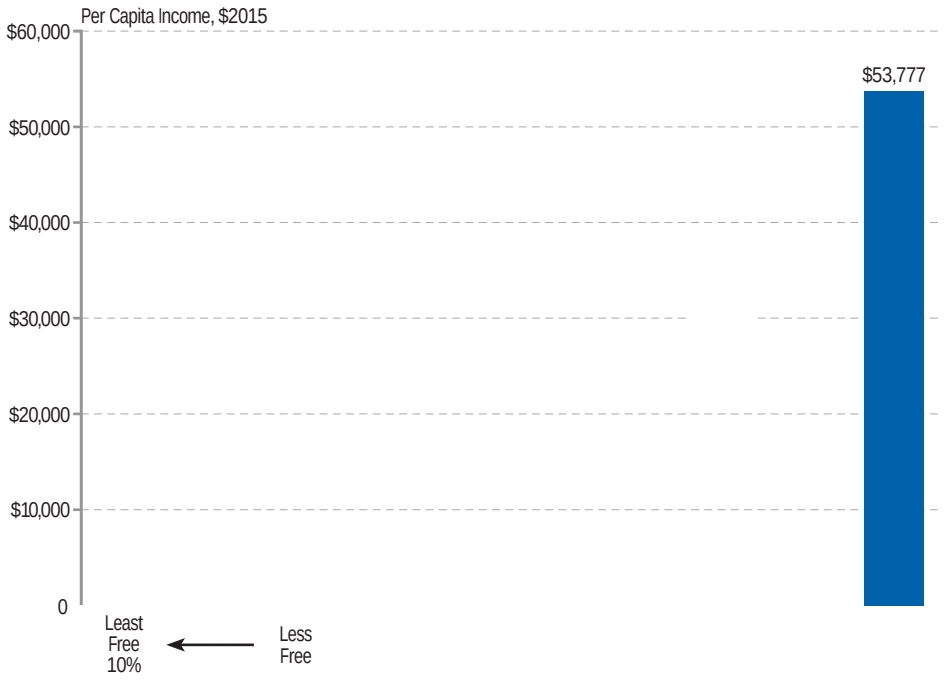
Consumption per capita (2015 $)
Share of household budget spent on:
Food, clothing, shelter and utilities
Entertainment and recreation
Adults owning a smart phone
Average size of a new home (square feet)
New homes equipped with central heat and air
Households with computers
Households with 3+ internet-connected devices
Households with two or more vehicles
Work hours required for 1,000 miles of air travel

385 Adults per capita (2015 $) 1 w homegasoweekTJIndex:utilit1980 = 40n Ms)TjETEMC /Span #Lang (en-US)/M5S 048 221.

EXHIBIT 8

Reason for Optimism

A nation's economic freedom capital stock measures how well it maintains policies that favor private initiative over government control. Looking at more than 150 countries, those that embrace capitalism see positive outcomes, including higher per capita incomes. As countries turn away from economic freedom, the results become progressively more pessimistic.



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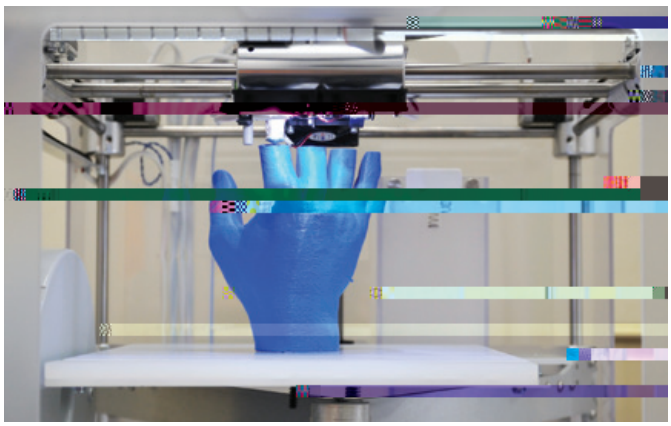
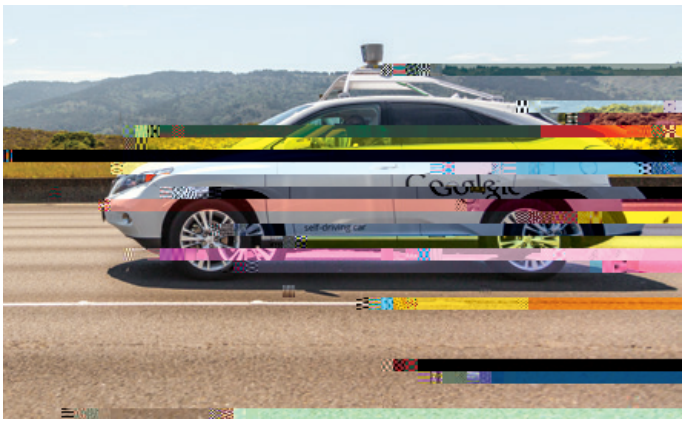
Artificial intelligence



3-D printing

2008-09.

Commercial drones



Self-driving cars

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In setting up the Teaching Free Enterprise in Texas program, the O'Neil Center needed someone who knew the ins and outs of high school education. It found the right person in Daniel Serralde. He's a former Texas high school teacher and an educational scholar, with a master's degree in educational leadership from the University of North Texas. He brings to the table years of experience in working with the state's educational establishment, including the Texas Education Agency.

Serralde joined the O'Neil Center in May as economic education coordinator, with primary responsibility for Teaching Free Enterprise. He had worked on the program from the beginning as North Texas field director for the Libre Institute, the O'Neil Center's partner in running pilot events in Dallas and Houston.

Q: What's the goal of Teaching Free Enterprise in Texas?

A: Texas leads all states in economic growth and job creation because it lets free enterprise work. To keep a good thing going, the next generation of Texans needs to understand the importance of such core concepts as creative destruction, economic freedom, free trade and the catalysts for economic progress. A few years ago, Texas lawmakers mandated the teaching of free enterprise and its benefits—so we're right on target.

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Q: Why teach teachers?

A: Teachers have a multiplier effect. When you change teachers’ hearts and minds, you impact every student those teachers encounter in the classroom. In just one year, a high-school teacher typically reaches 200 or more students; the next year, the teacher will reach another 200, with 200 every year after that.

Through our program, teachers will develop the knowledge and skills they need to make economics a more compelling subject in their schools. When students are more economically literate, they will make better choices in their lives as workers, consumers, investors and voters.

Q: How will the O’Neil Center’s program teach about free enterprise?

A: We’re focused on teaching economics as a subject of daily life. We want to provide course outlines and classroom materials that stimulate the interest of Texas students by teaching them economics as an active, involved and life-changing discipline. We hope to spark a total rethinking of the state’s economics curriculum, which has typically been dull and boring, focused too much on theoretical economics and very little on real-life application of economic concepts.

We’re clearing up misconceptions about free enterprise and teaching that it isn’t something to be feared or scorned. In school and outside it, students are going to encounter a lot of critics of the system that produced the world’s most successful economy. We want to give the teachers and students the information they need to intelligently evaluate these messages.

Q: What are the teachers saying about the program?

A: The comment that gave me the greatest satisfaction came from a former colleague from a high school I taught at in South Dallas. He’s currently in his 11th year of teaching, and he told me, “This is the best professional development program I’ve ever been to in my life!”

Our partners in the state’s Education Service Centers and school districts’ Professional Development Departments are also raving about the program, calling it world-class, eye-opening and amazing. I guess this comes from designing a program with the student and teacher at the center of the educational experience. We’re seeing an immediate adoption rate in excess of 35 percent, which is extremely high in the education world, so we got off on the right foot. We’ll be looking for ways to improve as we move forward. We’ll add more professors, more courses and more events in all parts of the state.

Brooke Rollins

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