LESSON SIX

TOO MUCH REGULATION?

LESSON DESCRIPTION
In this lesson, students first read an excerpt from *The Jungle*, written by Upton Sinclair in 1906. Then they learn about the numerous regulations that govern the production and sales of a hamburger today, and about some government regulatory offices and agencies. Finally, they consider the question: How much regulation is enough?

INTRODUCTION
Is there too much government regulation or too little? Who answers that question, and on what basis? Many critics have cited the total cost of government regulation and claimed that there is too much regulation. The U.S. Office of Management and Budget recently provided a report to Congress on the overall costs and benefits of federal regulations suggesting that the critics have failed to accurately consider all of the benefits resulting from regulation. The report goes on to emphasize the importance of applying cost-benefit analysis when making changes in regulatory policy – in other words comparing the expected costs of a new policy or a change in an existing policy to the expected benefits.

CONTENT STANDARDS
Costs of government policies sometimes exceed benefits. This may occur because of incentives facing voters, government officials, and government employees, because of actions by special interest groups that can impose costs on the general public, or because social goals other than economic efficiency are being pursued.

Effective decision-making requires comparing the additional costs of alternatives with the additional benefits. Most choices involve doing a little more or a little less of something; few choices are all-or-nothing decisions.

BENCHMARKS
A government policy to correct a market imperfection is not justified economically if its expected costs exceed its expected benefits.

To determine the optimal level of a public policy program, voters and government officials must compare the marginal benefits and marginal costs of providing a little more or a little less of the program’s services.

OBJECTIVES
Students will:
- Define costs, benefits, marginal cost, marginal benefit, and opportunity cost.
- Explain that there are costs and benefits of government regulations.
- Apply cost-benefit analysis to review policy decisions.

TIME REQUIRED
One class period
LESSON SIX

MATERIALS
• Visual 1: Federal Regulatory Agencies
• Visual 2: Big Brother Is Watching Your Hamburger
• Visual 3: The Price of Life
• Activity 1: Making Sausage in 1906, one copy per student
• Activity 2: Flow Chart, two copies for each group of 4-5 students, and one transparency of the activity
• Activity 3: Problem Cards, cut apart to provide one card for each group of 4-5 students

PROCEDURES
1. Explain that students will read a passage from *The Jungle*, written by Upton Sinclair in 1906. Sinclair describes the working conditions that existed in the meat packing plants of Chicago and the decidedly unappetizing and unhealthy way in which various meats were processed and prepared in these plants.

2. Distribute a copy of Activity 1 to each student. Discuss the following:

   A. Would eating sausage that was prepared as described in the reading make people sick? (*probably*)

   B. If you suspected sausage and other meat were being prepared this way, what would you do? (*Stop buying sausage and other meat, ask government to intervene, or both.*)

   C. In recent years, have you heard about cases of people who became sick from eating meat? (*Answers will vary. However, students may have heard about local cases of food poisoning. They may have heard about people who became sick or died from meat that contained e. coli bacteria. They may have heard about mad cow disease or wasting disease in deer and other animals.*)

3. Explain that the images that Sinclair portrayed were so awful that President Theodore Roosevelt ordered an independent investigation to determine whether what the book portrayed was accurate. The federal investigation, the Neill-Reynolds Report, confirmed that both the working conditions and the meat preparation were as hideous as Sinclair described. For additional information, visit [www.boondocksnet.com/editions/jungle/](http://www.boondocksnet.com/editions/jungle/). The public was so outraged that the book is given major credit for passage of the Meat Inspection Act and the Pure Food and Drug Act of 1906. This act led to the establishment of the Food and Drug Administration – the FDA.

4. Point out that new regulatory agencies and new regulatory laws in the United States are often the outgrowth of crises. Discuss the following:

   • In the 1950s, a European drug called thalidomide was sold as a sleeping pill. When pregnant women took the drug, it produced horrible birth defects in some babies. As a result, Congress quickly increased the FDA’s authority to control the entry of new drugs onto the market.

   • In 1965, Ralph Nadar wrote a best-seller, *Unsafe at Any Speed*. This book was an attack on a General Motors product, the Chevrolet Corvair. Nadar argued that the flaws in the car’s design made it a death trap, and his book is often credited for federal legislation that established the National Highway and Traffic Safety Administration (NHTSA), which led to a number of automobile safety regulations. Point out that later NHTSA conducted a two-year study of the Corvair.
1972, NHTSA concluded, “The handling and stability performance of the 1960-1963 Corvair does not result in an abnormal potential for loss of control or rollover and it is at least as good as the performance of some contemporary vehicles both foreign and domestic. The last Corvair was built in 1969, so the results of the study were too late to help save the line. For additional information visit www.nhtsa.dot.gov.

- Cases of children sleeping in flammable pajamas and of children eating paint chips that contained lead brought about additional legislation. This legislation led to the establishment of the Consumer Product Safety Commission (CPSC). In two well-known cases, the CPSC introduced regulations regarding maximum widths for slats on baby cribs and the number of wheels on ATV’s.

5. Display Visual 1. Explain that this is a list of some of the major regulatory agencies of the federal government. Explain that when tax dollars are used to operate these agencies and to enforce the various regulations established, the tax dollars can’t be used to provide other goods and services.

6. Ask students the following two questions:

A. How many of you ate a fast-food hamburger during the previous week? (Answers will vary.)

B. Government regulations govern the production and sales of fast-food hamburgers. How many regulations do you think there are? (Answers will vary.)

7. Display Visual 2. Point out that these are just some of the regulations related to the production and sale of fast-food hamburgers in the United States. Most consumers are shocked to learn that there are some 41,000 regulations that govern the production and sale of a fast-food hamburger in the United States today. These laws and regulations add to the cost of producing hamburgers and, therefore, to the price consumers pay for hamburgers. On the other hand, they reduce – but do not eliminate – the risk of sickness or even death from consuming the hamburgers. Given the price students pay for hamburgers, ask them to discuss whether the costs of these regulations is justified by the benefits. They are likely to say yes, but push the discussion to have students consider what would happen if there were no regulations. Would people stop buying hamburgers, or would they just shop more carefully, at businesses that were clean and maintained their reputations for selling clean, healthy, and tasty food? In other words, would market forces alone be enough to insure that the level of product safety would be as high, or almost as high, as it is with all of the regulations and regulatory costs we pay for today?

8. Note that most other products are also subject to some regulation, and in some cases very extensive regulation. Ask the following questions, and discuss students’ answers:

A. Give some examples of regulations that affect you. (speed limits, requirement to wear seatbelts, requirement to attend school, and so on)

B. Give examples of other products you consume that are in some way regulated. (gasoline, eggs, milk, packaged food, medications, and so on)
C. How do regulations regarding the additives in gasoline affect the price people pay for gasoline? (makes the price of gasoline higher)

D. How do special packaging requirements for over-the-counter medication affect the price people pay for the medications? (makes the prices higher)

9. Point out that, as with fast-food hamburgers, gasoline, and medication, regulations generally cause the prices consumers pay for these products to increase, because the regulations result in higher production costs.

10. Many people argue that the overall costs of regulation are very high, with estimates of the cost for the establishment and enforcement of government regulations at the federal, state, and local levels running as high as $1.1 trillion a year, or approximately $4,000 per man, woman, and child in the United States. Other estimates suggest that federal expenditures on regulatory activity have increased 2.7 times faster than the overall growth in the U.S. economy since 1960. For more information, see: http://mwhodges.home.att.net/regulation_a.htm.

11. Point out that this all sounds pretty shocking, and that this type of information might be used to try to eliminate all government regulation. Is that what we really want? A purely emotional response to this data isn’t very helpful when people try to decide whether to implement a specific new regulatory policy, or whether to expand or contract an existing regulatory policy.

12. Explain that there are both costs and benefits of regulation, as with any kind of economic choice. The costs are all of the things that have to be sacrificed or given up when a policy is implemented or a choice is made. Benefits are any improvements that make people more satisfied when a policy is implemented or a choice is made. Costs are negative; benefits are positive – but you don’t get benefits unless you pay some costs. The idea is not to pay too many costs for too few benefits.

13. Explain that when deciding whether to adopt a new regulation, or to expand or contract existing regulatory policies, economists and policy makers apply cost-benefit analysis. What that means is that they consider the marginal costs of implementing or changing a policy, compared to the marginal benefits. Marginal costs are the extra or additional costs of implementing a policy or of making a choice to do a little more or a little less of something. Marginal benefits are the extra or additional benefits of implementing a policy or of making a choice to do a little more or a little less of something.

Consumers, businesses, and government agencies all face these kinds of decisions. For example, at a fast-food restaurant, a consumer’s decision to super-size a meal involves weighing the extra or additional cost, in dollars and cents but also extra calories (especially for someone on a diet), compared to the extra benefits of the additional food. Notice that some days the extra benefits may exceed the extra costs, but on other days they may not. It just depends on how hungry a person is on any given day.

14. Explain that when using cost-benefit analysis, it is important to consider the broad idea of opportunity cost, not just direct dollar measures of expenditures. Opportunity cost is the highest-valued alternative forgone when a choice is made, and that often means that someone must
consider nonmonetary costs. For example, in the example above, even if a salad costs more than a hamburger and fries, a person on a diet may well choose to buy a salad, even if they think the hamburger and fries taste better. Applying that idea to government regulations, when resources are used to provide and enforce additional regulations in some area, those resources can’t be used in another way. As a result, society gives up or forgoes those things the resources would have been used to produce, which might have been more spending for schools or national defense, or lowering taxes so that individual consumers would have more money to purchase food, clothing, and other items. But it is also important to consider the expected benefits of regulations, not just the costs.

15. Explain that the economic way of thinking assumes that people’s actions as individuals and as policymakers for business and government are based upon a comparison of costs and benefits. (Remember that economists do not claim that money or material goods are the only costs and benefits that people care about.) People choose to do more of an activity or undertake new activities and implement new policies as long as the marginal (additional) benefits of the activity or policy exceed the marginal (additional) costs. People choose to do less of activity or not implement a new policy if the marginal benefits are less than the marginal costs. The optimal level for any activity occurs when the marginal benefits of doing more of the activity are equal to the marginal costs of doing more.

16. Point out that even though there are many rules and regulations regarding safety for automobiles, such as padded dashboards, seat belts, collapsible steering columns, antilock brakes, air bags and so forth, there are still many, many automobile accidents with serious injuries. Suppose a congressperson from the new state of Confusion has proposed a solution to this problem: reducing the speed limit to zero. Display a transparency of Activity 2 and discuss the following.

A. What are the marginal benefits of a zero speed limit? (many fewer deaths and injuries due to automobile accidents) Enter this into box 1a on the flow chart.

B. What are marginal costs of a zero speed limit policy? (people can’t travel via car to work, school, or for enjoyment; people can’t move goods via trucks) Enter these into boxes 2a and 3a of the flow chart.

C. If people can’t travel via car to work, school, or for enjoyment, what might happen? (people would spend much more time traveling to and from work, people wouldn’t take as many trips) Add two boxes below 2a on the diagram. Write one of these results in each of the two boxes. The completed example is shown.

D. If people can’t move goods on the highways, what will happen to the cost of moving goods. (the costs will increase a lot) Add a box below box 3a on the diagram. Write this information in the box. The completed example is shown.
17. Continue adding boxes to the flow chart as needed. When students have added as many results to the chart as they want to, tell them to consider which of these results are benefits of the policy and which are costs.

18. Point out that many lives might be saved and fewer people would suffer serious injury as a result of this policy; that is, the benefits of this policy are great. Ask students if they and others would support such a policy? (No.) Why? (The costs are also great and the expected costs exceed the expected benefits.)

19. Ask the students if they think that this means people put a dollar value on life. (Answers will vary.) Explain that people do place a dollar value on life. Although this seems controversial, it is inevitable. If the value of life is infinite, then society would have to put all of its resources into saving one life whenever possible. Obviously, this isn’t done. People also accept risks every day in eating unhealthy foods, drinking unhealthy beverages, smoking, driving, biking, and even walking. The fact that people take these risks indicates that individuals do not put an infinite value on their own lives, so why should regulatory agencies? Also, if the price of life were infinite, people and nations would not engage in war for any reason, or fireworks displays, space exploration, air or automobile travel, and many other ordinary as well as daring endeavors.

20. Display Visual 3. Explain that this table shows the value of life applied in various studies. (Actuaries calculate risks and life expectancies to set insurance premiums.) The table demonstrates that it is necessary to determine the value of life for a variety of purposes, e.g., determining the value of life lost as a result of unsafe working conditions or unsafe vehicles.

21. Point out that the zero speed limit suggestion is an extreme example used to illustrate the notion that it is benefits relative to costs that must be considered when making policy decisions. Discuss the following:

A. The FDA allows up to 30% of ground coffee to consist of unripe,
moldy beans, gravel, or other noncoffee impurities. Why is this allowed? *It isn’t possible to eliminate all of the unwanted things when the coffee is ground. The extra cost of eliminating all of the impurities is too great relative to the extra benefits.*

B. The FDA allows a certain amount—many parts per million—of rodent hair, rat droppings, and insect parts in candy bars. Why is this allowed? *The extra cost of having zero pollutants is too high relative to the extra benefits.* Source: *Wall Street Journal*, November 19, 2002.

22. Divide students into groups of 4-5. Distribute two copies of Activity 2 and a problem card from Activity 3 to each group. Tell students to read the problem statement and identify two reasonable (not extreme) possible solutions to the problem. Then they should use the flow charts to analyze the costs and benefits of each of the solutions. They should be prepared to present the solution they think has the greatest net benefits.

23. Allow time for students to work on their problems. Tell members of each group to read the information on the group’s card to the class, identify the two solutions the group proposed, present the group’s choice to the class, and explain why the group decided this was the best choice between the two options. Discuss the following.

A. How easy was it to identify possible solutions to the problems presented? *(Answers will vary.)*

B. Did members of the group usually agree regarding the costs and benefits of the policy choices? *(Answers will vary.)*

C. Will your solution completely eliminate the problem identified? *(Probably not.) Why? *(The costs of completely eliminating the problem are too great relative to the benefits.)*

24. Explain that in the 1970s and 1980s, there were initiatives to deregulate various industries. These initiatives were developed in response to economic analysis that indicated problems with too much regulation in various industries. There are many examples, such as the airline industry, banking industry, trucking industry, and AT&T. This deregulation came about because economists and policymakers came to recognize that these industries were burdened by too much regulation and that some individual firms, through regulation, had acquired too much economic power. Point out that the predicted goals of deregulation were decentralization of economic power and, as a result of increased competition, a better allocation of resources, lower prices and higher quality for consumers.

25. Explain that advancements in telecommunication technology led to the development of new firms, products, systems, and hardware. In the late 1960s the Federal Communications Commission opened access to previously restricted telecommunications markets. AT&T saw this as a violation of its status as a natural monopoly. AT&T’s reaction to the competition led to antitrust discussions—in 1974, the Department of Justice brought an antitrust suit against the company. AT&T was the largest private telephone company in the world and it operated as a natural monopoly in both local and long distance telephone markets until January 1, 1984. At that time, it was dismantled and became 23 local (Bell) operating companies and a much smaller AT&T competing against other...
companies (such as MCI and GTE Sprint) selling long-distance calling services. Since then, many of the local Bell companies have merged or been taken over by other companies.

26. Explain that traditional regulatory policies involve government setting standards or mandating some required process or program. More recently, particularly in the case of environmental regulation, there has been a move toward market-based policies that provide greater flexibility. These include pollution permits or marine fishery permits that allow people to hold some volume and trade or sell what they hold or buy additional permits. For additional information on this topic, see Lesson 7 from this volume.

27. Point out that the movements toward market-based approaches have resulted in part from the cost-benefit analysis process applied by economists, from which they were able to demonstrate the net benefits of alternative approaches to traditional regulatory policy.

CLOSURE

Review the major points of the lesson by asking the following questions.

1. What is a cost? (everything sacrificed or given up when a policy is implemented or a choice is made)

2. What is a benefit? (Benefits are things gained when a policy is implemented or a choice is made.)

3. What are marginal costs? (The extra or additional costs associated with a decision to do a little more or a little less of something – whether buying one more cola or raising gas efficiency regulations on SUVs by one mile per gallon.)

4. What are marginal benefits? (The extra or additional benefits associated with a decision to do a little more or a little less of something.)

5. What is opportunity cost? (The highest forgone alternative when a choice is made.)

6. A school principal has $5,000 to spend. She is considering whether to add computers to the computer lab or to upgrade equipment for the drama department, such as lighting and sound equipment. What are some of the additional costs and benefits associated with each alternative? (Computer: costs – give up extra equipment for the drama department, more staff time required to regulate the use of computers by students, extra costs of hook-ups and connections; benefits – students will have access to additional computers for research and projects, more students can be in the lab using computers at one time. Sound and lighting equipment: costs – give up extra computers, additional installation costs; benefits – improved quality for performances.)

ASSESSMENT

1. Present the following problem to students. Ask them to identify a possible solution to the problem and to analyze the costs and benefits of their solution.

Many people are seriously injured in bicycle accidents each year. Members of the state medical association and other concerned citizens are lobbying state legislators for a law that would require all bicycle riders to wear helmets.

2. Some things are recycled at a very high rate. Some things are recycled at lower rates. Some things aren’t recycled at all. Aluminum cans are recycled at a very high
rate. Disposable diapers contain several parts that are recyclable; however, disposable diapers aren’t recycled. Explain why.

EXTENSION


3. Have students select one of the regulatory agencies listed on Visual 1 of this lesson. Tell them to conduct research to identify when the agency was established and why, and what type of products or services the agency regulates. Instruct students to select one product or service that the agency regulates and analyze the impact of the agency’s regulations on consumers and producers of the good or service.

4. Have students read the following quote and respond to questions A through D.

“Nobody in the United States is forced to buy fast food. The first step toward meaningful change is by far the easiest: stop buying it. The executives who run the fast food industry are not bad men. They are businessmen. They will sell free-range, organic, grass-fed hamburgers if you demand it. They will sell whatever sells at a profit. The usefulness of the market, its effectiveness as a tool, cuts both ways. The real power of the American consumer has not yet been unleashed. The heads of Burger King, KFC, and McDonald’s should feel daunted; they’re outnumbered. There are three of them and almost three hundred million of you. A good boycott, a refusal to buy, can speak much louder than words. Sometimes the most irresistible force is the most mundane.”


A. How could consumers use their economic power to create healthier food? (Stop buying the high-cholesterol foods currently served.)

B. Why don’t consumers stop buying the fast foods that are so unhealthy? (Many consumers prefer the taste of salty and fatty foods.)

C. Do consumers have all of the information they need to make decisions about fast food? (Maybe, or maybe not – especially debatable for young consumers.)

D. What could government do to help consumers have the information they need? (Mandate full disclosure of information regarding the ingredients found in fast food and the ingredients used to cook/prepare fast food.)
### Visual 1
Federal Regulatory Agencies

<table>
<thead>
<tr>
<th>Animal and Plant Health Inspection Service</th>
<th>Food Safety and Inspection Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atomic Energy Commission</td>
<td>Immigration and Naturalization Service</td>
</tr>
<tr>
<td>Bureau of Alcohol, Tobacco, and Firearms</td>
<td>Interstate Commerce Commission</td>
</tr>
<tr>
<td>Consumer Product Safety Commission</td>
<td>National Labor Relations Board</td>
</tr>
<tr>
<td>Defense Nuclear Facilities Safety Board</td>
<td>National Transportation Safety Board</td>
</tr>
<tr>
<td>Department of Energy</td>
<td>Nuclear Regulatory Commission</td>
</tr>
<tr>
<td>Employment Standards Administration</td>
<td>Occupational Safety and Health Administration</td>
</tr>
<tr>
<td>Environmental Protection Agency</td>
<td>Securities Exchange Commission</td>
</tr>
<tr>
<td>Equal Employment Opportunity Commission</td>
<td>Small Business Administration</td>
</tr>
<tr>
<td>Federal Aviation Administration</td>
<td>U.S. International Trade Commission</td>
</tr>
<tr>
<td>Federal Communications Commission</td>
<td></td>
</tr>
<tr>
<td>Federal Mine Safety and Health</td>
<td></td>
</tr>
<tr>
<td>Federal Trade Commission</td>
<td></td>
</tr>
<tr>
<td>Fish and Wildlife Service</td>
<td></td>
</tr>
<tr>
<td>Food and Drug Administration</td>
<td></td>
</tr>
</tbody>
</table>
Cattle are often given growth-stimulating drugs. Use of these drugs must stop at least two weeks before the cattle are slaughtered. The burger must be made from fresh or frozen chopped beef and not contain added water, binders or extenders. There cannot be more than 30 percent fat content in the burger.

Lettuce – The lettuce must be fresh, not soft, overgrown, burst, or “ribby.”

Pickles – Slices must be between 1/8 and 3/8 inches thick.

Tomatoes – The tomato must be mature but not overripe or soft.

Cheese – The cheese must contain at least 50 percent milk fat and, if made with milk that is not pasteurized, must be cured for 50 or more days at a temperature of at least 35 degrees Fahrenheit.

Bun – The bun must be enriched with thiamin, riboflavin, and iron.

Mayonnaise – The mayonnaise may be seasoned or flavored as long as the substances do not color it to look like egg yolk.

Ketchup – To be considered Grade A fancy, the ketchup must flow no more than 9 centimeters in 30 seconds at 69 degrees Fahrenheit.

Meat Processing Inspections – As many as six inspections can occur under the Federal Meat Inspection Act. The meat is checked before and after slaughter and at boning, grinding, fabrication, and packaging stages.

Visual 3
The Price of Life

<table>
<thead>
<tr>
<th>Author/Year</th>
<th>Risk Variable Calculated by</th>
<th>Implicit Value of Life ($ millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith (1976)</td>
<td>Bureau of Labor Statistics (BLS)</td>
<td>4.0</td>
</tr>
<tr>
<td>Thaler and Rosen (1976)</td>
<td>Society of Actuaries</td>
<td>0.7</td>
</tr>
<tr>
<td>Viscusi (1979)</td>
<td>BLS</td>
<td>3.6</td>
</tr>
<tr>
<td>Arnould and Nichols (1981)</td>
<td>Society of Actuaries</td>
<td>5.7</td>
</tr>
<tr>
<td>Dillingham (1985)</td>
<td>U.S. Department of Labor</td>
<td>5.9</td>
</tr>
</tbody>
</table>

It was only when the whole ham was spoiled that it came into the department of Elzbieta. Cut up by the two-thousand-revolutions-a-minute flyers, and mixed with half a ton of other meat, no odor that ever was in a ham could make any difference. There was never the least attention paid to what was cut up for sausage; there would come all the way back from Europe old sausage that had been rejected, and that was moldy and white – it would be dosed with borax and glycerine, and dumped into the hoppers, and made over again for home consumption. There would be meat that had tumbled out on the floor, in the dirt and sawdust, where the workers had tramped and spit uncounted billions of consumption germs. There would be meat stored in great piles in rooms; and the water from leaky roofs would drip over it, and thousands of rats would race about on it. It was too dark in these storage places to see well, but a man could run his hand over these piles of meat and sweep off handfuls of the dried dung of rats. These rats were nuisances, and the packers would put poisoned bread out for them, they would die, and then rats, bread, and meat would go into the hoppers together. This is no fairy story and no joke; the meat would be shoveled into carts, and the man who did the shoveling would not trouble to lift out a rat even when he saw one – there were things that went into the sausage in comparison with which a poisoned rat was a tidbit. There was no place for the men to wash their hands before they ate their dinner, and so they made a practice of washing them in the water that was to be ladled into the sausage. There were the butt-ends of smoked meat, and the scraps of corned beef, and all the odds and ends of the waste of the plants, that would be dumped into old barrels in the cellar and left there. Under the system of rigid economy which the packers enforced, there were some jobs that it only paid to do once in a long time, and among these was the cleaning out of the waste barrels. Every spring they did it; and in the barrels would be dirt and rust and old nails and stale water – and cart load after cart load of it would be taken up and dumped into the hoppers with fresh meat, and sent out to the public’s breakfast. Some of it they would make into “smoked” sausage – but as the smoking took time, and was therefore expensive, they would call upon their chemistry department, and preserve it with borax and color it with gelatine to make it brown. All of their sausage came out of the same bowl, but when they came to wrap it they would stamp some of it “special,” and for this they would charge two cents more a pound.

Activity 2
Flow Chart
Activity 3
Problem Cards

Higher concentrations of harmful chemicals and residues such as lead are being found in the nations’ drinking water. Consumers and environmental groups are very concerned. Congress is considering possible policies to alleviate the problem. You’ve been asked to recommend solutions to this problem.

The national parks are becoming more and more crowded. As more people visit the parks, landmarks, trees, and other natural features are being damaged or destroyed. The National Parks Commission is considering possible policies to alleviate the problem. As members of the Commission, you’ve been asked to recommend solutions to this problem.

Although there are fines for littering in your community, the roadsides are covered with trash and debris. Citizens in the community are concerned because the trash is unsightly. They are also concerned that it creates an unhealthy environment. The city has established a committee to consider solutions. As members of the committee, recommend solutions to this problem.

The world’s oceans are being “overfished.” People from throughout the world are concerned that thousands of species will become extinct. Those who fish for a living are concerned that they will no longer be able to earn an adequate living. You are members of an international committee that is charged with recommending solutions to this problem.

Many members of your community are concerned about the number of teenage drivers who are involved in automobile accidents and the number of teenage drivers who receive two or more citations for driving violations, such as speeding, running red lights, failing to yield, and so on. The state has formed a committee to study this problem and recommend solutions. You are members of this committee.