



2025

# NOVEMBER - DECEMBER



# NHEG EDGUIDE

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## Thought for the Month



With the holidays approaching,  
we hope your heart is filled with  
love and grace.

May you enjoy cherished family mo-  
ments and embrace thankfulness.

Pamela Clark  
Founder/ Executive Director of  
The New Heights Educational  
Group, Inc.  
Resource and Literacy Center  
[Info@NewHeightsEducation.org](mailto:Info@NewHeightsEducation.org)  
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**NEW HEIGHTS  
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**PROMOTES LITERACY FOR CHILDREN AND ADULTS**

*One NonProfit's Journey to Success*  
by Sarveer Singh  
New Heights Educational Group

*UNRAVELING READING*  
by Daniela Silva

**NEW ISSUE**  
E.A.S.Y. TOONS COMIC BOOK  
AVAILABLE SEPTEMBER 5, 2021  
[www.newheightseducation.org/Book/newheightseducation](http://www.newheightseducation.org/Book/newheightseducation)

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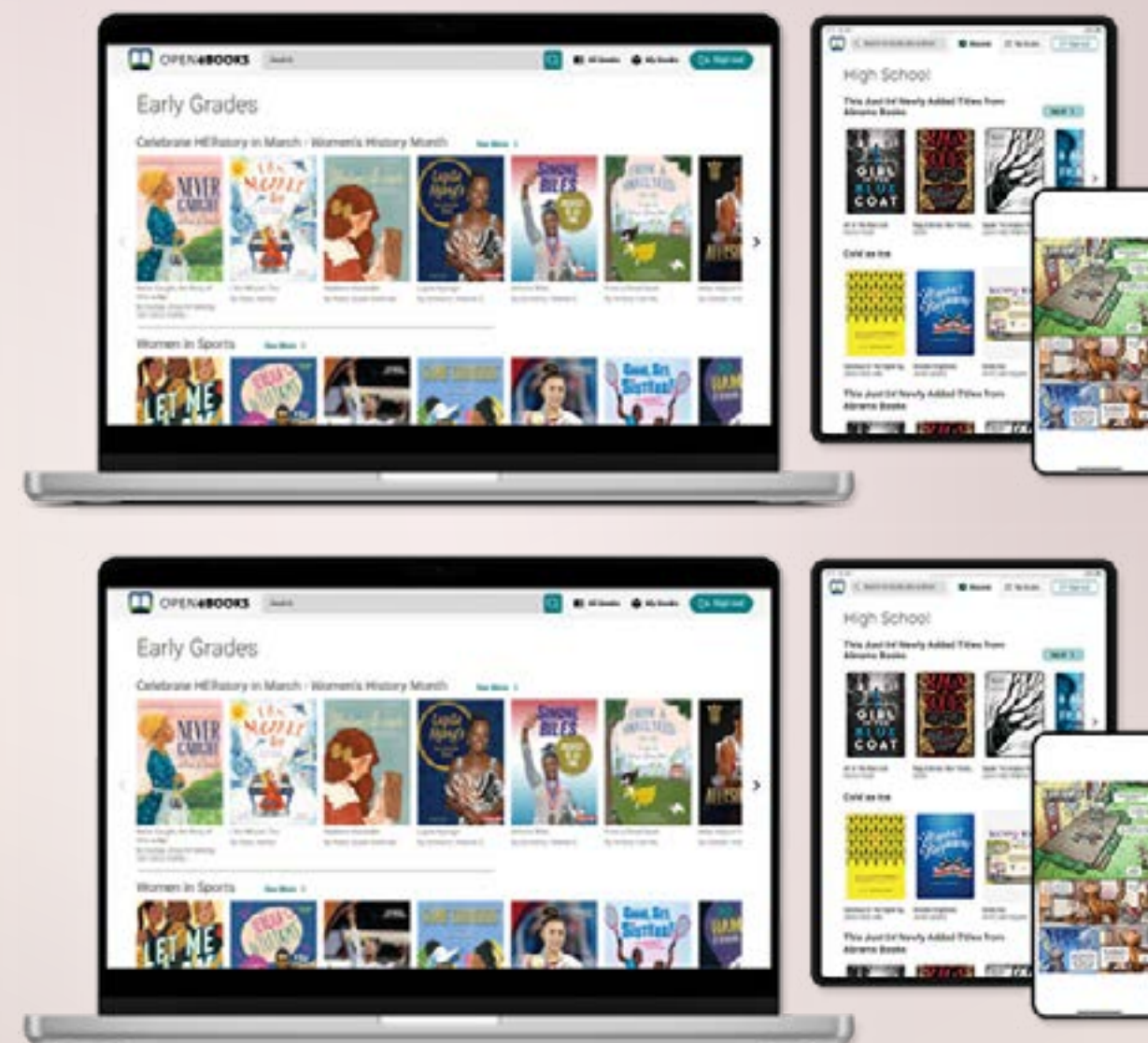


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**Books for free.  
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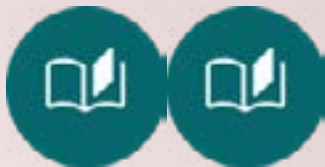
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It includes instructions on how to access Open eBooks (via the free

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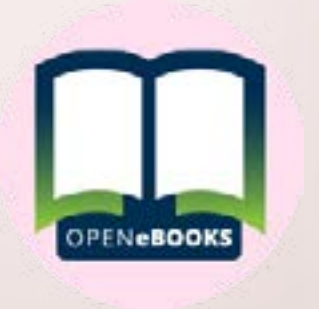




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Open eBooks was created to provide free ebooks to children and families from communities where physical books may be scarce. First Book is a non-profit that provides affordable—and sometimes free—books and resources (like Open eBooks) to its growing member network of over 500,000 educators and program leaders working in under-served communities across the country. Per our agreement with the publishers who generously donated titles for Open eBooks, you must be a First Book member to order access codes/PINs for your students. [Learn more about becoming a First Book member](#)—signing up is FREE and takes about 5 minutes!

### What are the technical requirements for Open eBooks?

The Open eBooks mobile app is available for download on both iOS and Android platforms. The app requires a *minimum* of iOS 10 or Android 6. Android devices that have a version lower than Android 6 may not be able to see Open eBooks in the Google Play Store.

Open eBooks on Web ([www.openebooks.org](http://www.openebooks.org)) can be accessed via Chromebooks, laptops, or desktop computers, and on other devices where you can't download a mobile app. Open eBooks on Web is fully supported on Safari, Google Chrome, and Firefox. For any browser, users should use Standard Mode; Developer and Dark/Night Mode are not supported at this time.

### Do you need internet access to use Open eBooks?

Using Open eBooks on Web requires internet access. When using the app, browsing available titles and checking out a book from a collection requires internet access. However, Open eBooks titles can be downloaded and read from the app while offline. When using the app while connected to your mobile network, standard data rates apply.

### I haven't received my follow up email with my access codes/PINs. What do I do?

Please allow a few hours to receive your email with access codes/PINs (especially for large orders) and be sure to double check your junk/spam folder in case the email landed there. You can also view your Open eBooks access codes/PINs under the Orders screen in your First Book Account Dashboard. If you do not receive your access codes/PINs within 72 hours (be sure to double check your junk/spam folder), please contact us at [help@firstbook.org](mailto:help@firstbook.org) or by phone at 866-732-3669.

### How many Open eBooks access codes/PINs can I order at once?

First Book members are limited to 500 Open eBooks access codes/PINs per order. If you serve more than 500 students, you're welcome to place multiple orders.

### Does Open eBooks collect or share any data from students?

We take student privacy seriously. First Book and Open eBooks do not collect or share any data from users of the Open eBooks app. The access codes/PINs used to log in to the app are anonymous. For more information, refer to [First Book's Privacy Policy](#) and [Open eBooks' Privacy Policy](#).

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### Do Open eBooks access codes/PINs expire?

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Yes, each eBook will be available for 30 days before it must be renewed. The Open eBooks app allows users to check out up to 30 eBooks at a time.

### Can I search for specific titles within the app?

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### As an educator, can I order an Open eBooks access code/PIN for myself?

Yes! If you'd like to browse the rotating Open eBooks catalog of titles before sharing access codes/PINs with students and families, you're welcome to place an order for yourself so you can log into the app and look around.

### Do Open eBooks access codes/PINs work for different collections?

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Have additional questions?

Check out the [Open eBooks FAQs page](#) or [contact](#) the Open eBooks team!



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New Heights Educational Group

We are now part of the First Book Network!

If your Child or Student lacks access to quality books, NHEG can help provide you with a high quality, online library through First Book.



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Members of the First Book Network have 24-hour, year-round access to an award-winning repository of affordable and new books, educational resources, and basic necessities curated for kids in need ages 0-18.

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CONTACT US







## Dear Friends of New Heights Educational Group

Hello! My name is Heather Ruggiero. In 2017, I began working with the organization as a tutor and course developer. I'm excited to be joining the Board of Directors and contributing to the organization as the Assistant Virtual Development Director of Education.

### vision

I envision an evolution in education, where we compassionately walk alongside our students on the learning journey. Instead of manufacturing them to a set of standards, we nurture their creativity, curiosity, and innate love for learning.



### background

“Education is not the filling of a pail, but the lighting of a fire.”

### personal notes

With a warm cup of tea, favorite blanket, and our fluffy Shiba Inu, my (almost) five-year old daughter and I relish a good story book.

It's my pleasure to support the growth and efforts of the New Heights Educational Group and to create meaningful resources for the community.

MASTERS OF ARTS,  
ELEMENTARY EDUCATION



TEACHER, TUTOR, CURRICULUM  
DEVELOPER, CONTENT CREATOR

BACHELORS OF SCIENCE, BUSINESS  
MANAGEMENT



DIRECTOR, ADMINISTRATOR,  
COORDINATOR, CONSULTANT



*Heather Ruggiero*



# Uplifting Memoir UNPREDICTABLE Chronicles Abuse Recovery, Courage

Through Faith

SUBHEAD: Palmetto Publishing unveils stellar, inspirational autobiography on overcoming lifelong trauma

CHARLESTON, SC, November 9, 2023 (GLOBE NEWSWIRE) –

Honey Kasper is an overcomer. After beating cancer, surviving eighty-nine surgeries, and processing a childhood filled with every kind of abuse, she has built a successful and deeply fulfilling life. Her true story is recounted in her memoir, Unpredictable: The walk in and out of darkness, a brand new title launched this fall by Palmetto Publishing. Kasper’s website contains additional information.

The book was written to reach those who have faced chronic illness, other serious health conditions, domestic violence, and childhood trauma. Kasper believes sharing her story candidly will help readers experience a sense of camaraderie in their journeys. More than anything, she believes she was able to heal as a result of her faith. Kasper describes her story as “the hand of God steering my life away from tragedy,” and she adds that “overcoming with grace and faith in God can change a life.”

The book itself is deeply emotional, showing how trauma can affect a person’s mindset for a lifetime—but also demonstrating how perseverance and taking back control of one’s choices can help survivors to recover. The title also features a collection of poems and a list of song titles that the author has found inspirational.

Reviewers have called the book “an insightful, honest, and inspirational tale of a battle survivor,” and a story that “gives hope to readers . . . from dysfunctionalfamilies.” Kasper, who writes under a pseudonym, invites readers to embark on the incredible journey of healing, and to “build a life of purpose and love.” Kasper can be found on Twitter (@KasperHoney) Facebook and LinkedIn for readers who wish to stay connected.

UNPREDICTABLE: THE WALK IN AND OUT OF DARKNESS is available for purchase online at Amazon.com and Barnes and Noble.com.

About the Author:

Honey Kasper is an overcomer whose life shows how grace and faith in God can transform a life. Having survived many years of abuse, trauma, severe malnutrition, over eighty-nine surgeries, and cancer, Kasper writes to help people find freedom from their struggles.

About the Book:

Title: Unpredictable: The walk in and out of darkness

Author: Honey Kasper

Publisher: Palmetto Publishing

Publication date: November 2023

ISBN-13: 979-8-8229-3211-1

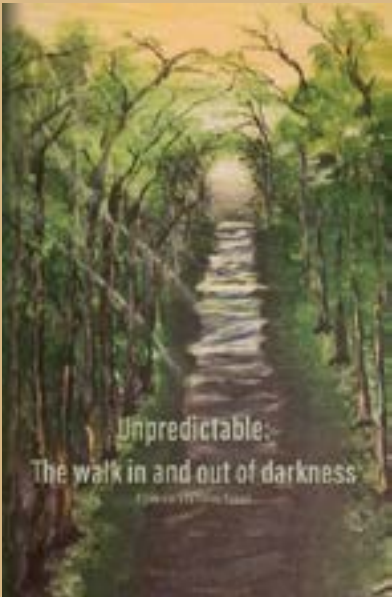
Media Contact:

Honey Kasper

Email: unpredictablethewalk@yahoo.com

Available for interviews: Author, Honey Kasper





Related Images




## FROM DARKNESS TO TRIUMPH: A TALE OF FAITH AND RESILIENCE

Step into Honey Kasper's world as she navigates life's cruelest challenges. In *Unpredictable: The Walk in and Out of Darkness*, Honey shares her tale of survival against malnutrition, surgeries, abuse, and cancer. Fueled by faith and resilience, this is a story of triumph over trauma. Be inspired. Find hope.

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### 2024 INTERNATIONAL IMPACT BOOK AWARDS

- WINNER -


AWARDED TO

## Honey Kasper

Unpredictable: the walk in and out of  
darkness

Inspirational & Religious Autobiographies

Presented by Go All In Media, May , 2024









HONEY  
KASPER,  
AUTHOR

<https://UnpredictableTheWalk.com/>  
[UnpredictableTheWalk@yahoo.com](mailto:UnpredictableTheWalk@yahoo.com)  
NW Ohio



**DEADLINE:** Uplifting Memoir UNPREDICTABLE Chronicles Abuse Recovery, Courage Through Faith.  
**SUBHEAD:** Unpredictable: the walk in and out of darkness, just became a bestseller. Palmetto Publishing unveiled this stellar, inspirational autobiography on overcoming lifelong trauma in November 2023.

NW Ohio Author October 4, 2024 -

Honey Kasper is an overcomer. Two battles with cancer, surviving ninety-three surgeries, and processing a childhood filled with every kind of abuse, she has built a successful and deeply fulfilling life. Her true story is recounted in her memoir, Unpredictable: The walk in and out of darkness, her work became a bestseller on

October 4, 2024. The Kindle e-book scored Best Sellers Rank: #317 Free in Kindle Store

#1 in Two-Hour Biography & Memoir Short Reads

#2 in Survival Biographies & Memoirs

The book was written to reach those who have faced chronic illness, other serious health conditions, domestic violence, and childhood trauma. Kasper believes sharing her story candidly will help readers experience a sense of camaraderie in their journeys. More than anything, she believes she was able to heal as a result of her faith. Kasper describes her story as "the hand of God steering my life away from tragedy," and she adds that "overcoming with grace and faith in God can change a life."

The book itself is deeply emotional, showing how trauma can affect a person's mindset for a lifetime—but also demonstrating how perseverance and taking back control of one's choices can help survivors to recover. The title also features a collection of poems and a list of song titles that the author has found inspirational.

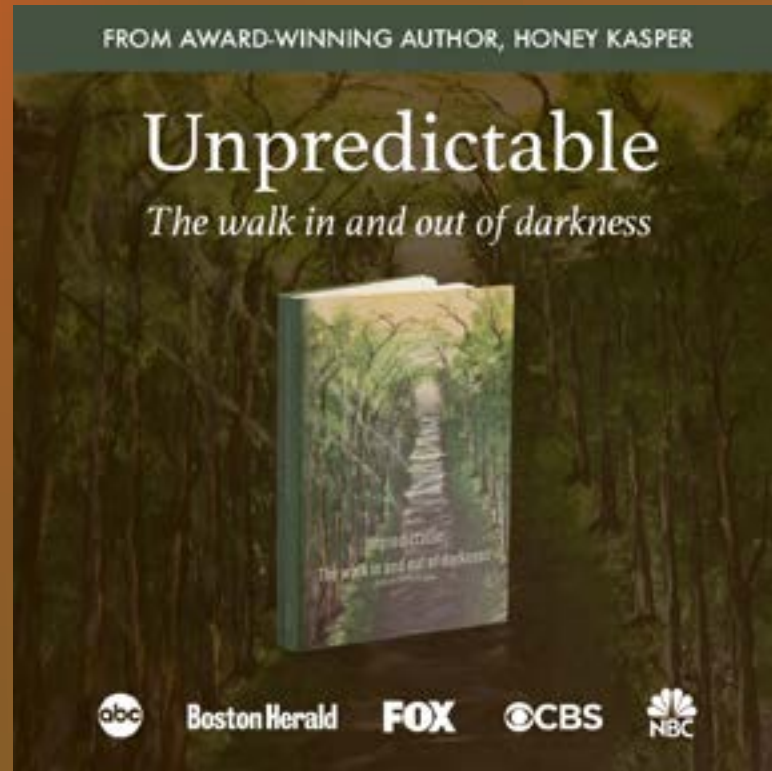


NW Ohio Author

<https://UnpredictableTheWalk.com/>

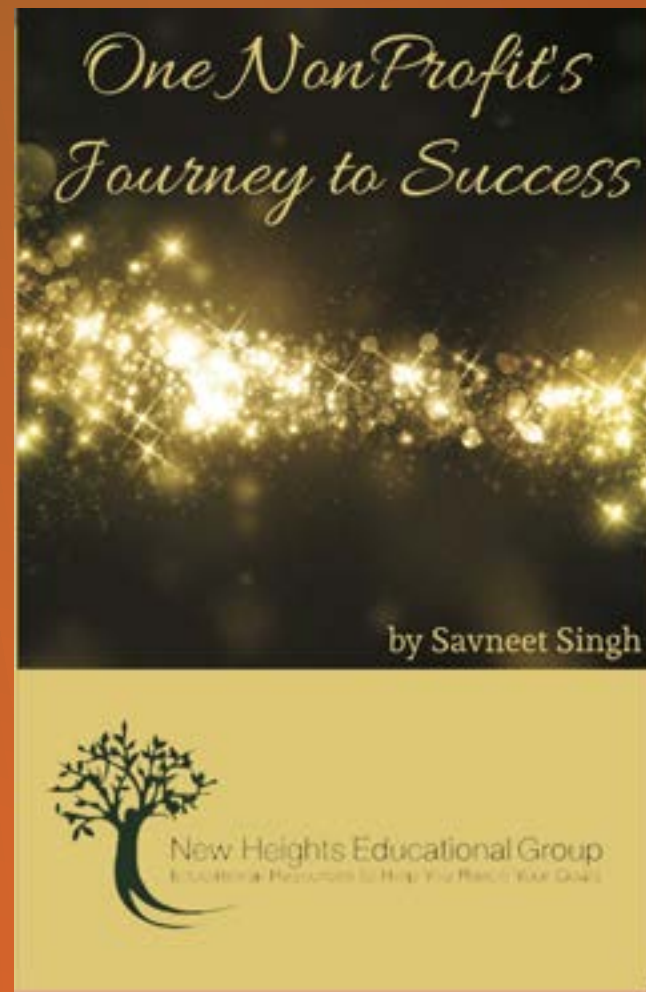






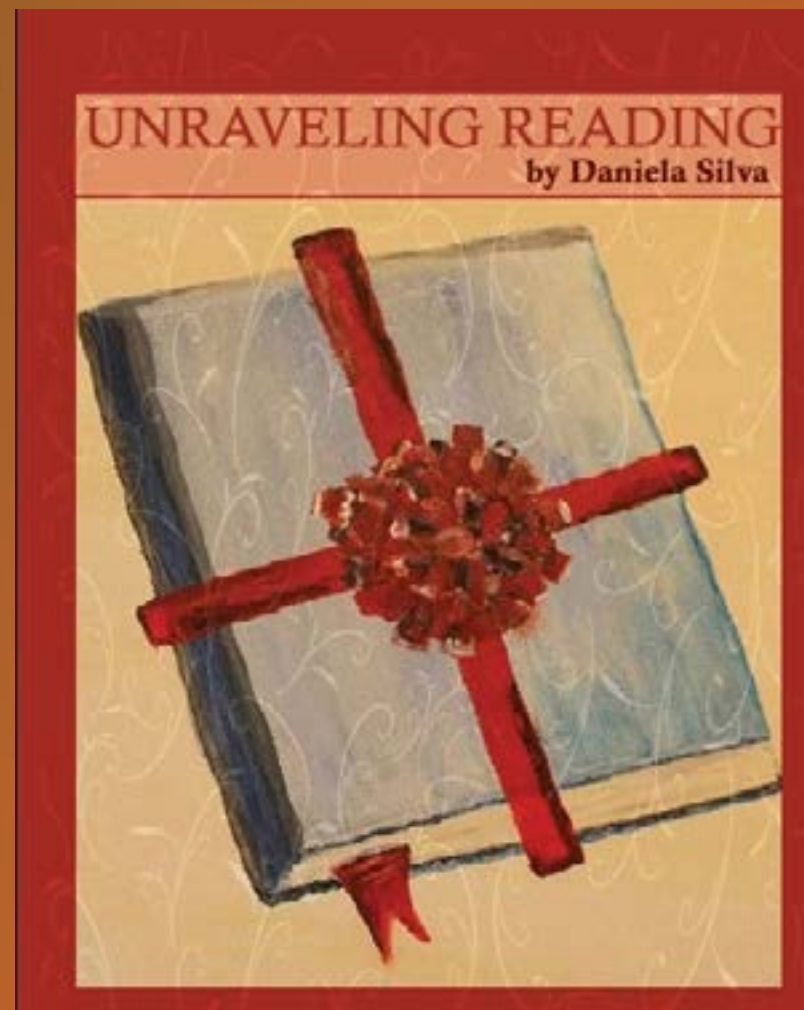


# One Nonprofit's Journey to Success





# Unraveling Reading





## One Nonprofit's Journey to Success - NHEG's New Book

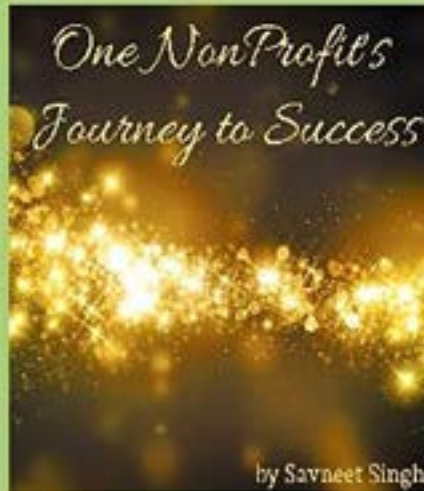
Savneet Singh, MS, M.Ed., M.Sc.

### About Our Writer

Savneet discovered the world of freelance writing 9 years back and she is currently exploring the endless possibilities associated with it.

She had the pleasure to work on several projects as a writer, instructional designer and social media specialist.

She has a strong inclination for spirituality, and practices meditation and yoga every morning during the sunrise.

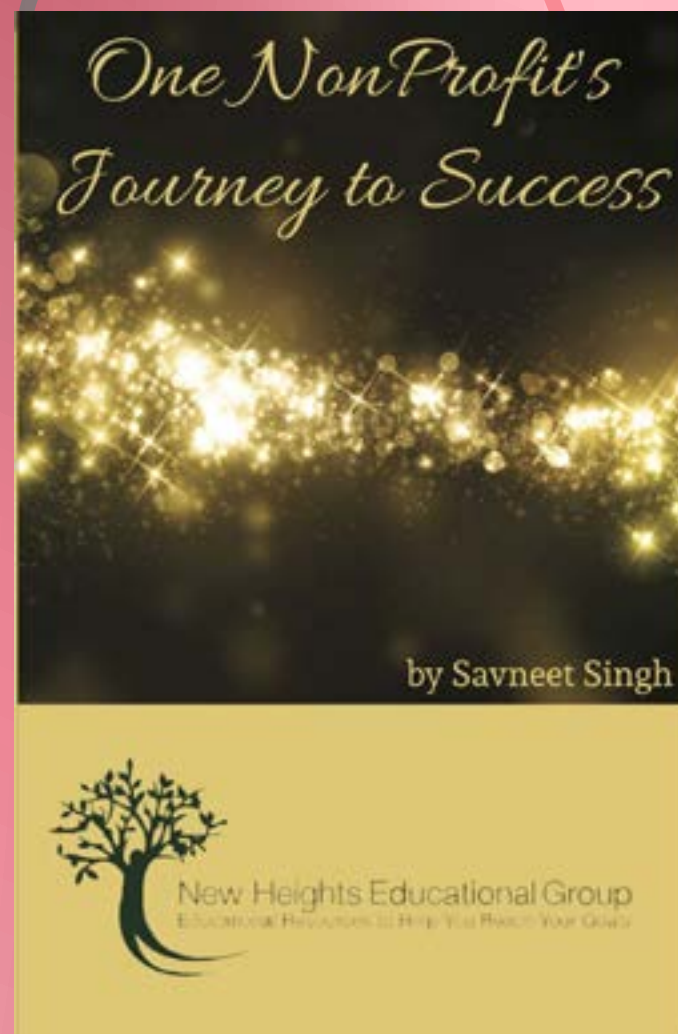


### Book Summary

This book will make people believe that there's a natural power dynamic that comes along with personal experience and willingness to serve others. Parents, nonprofit stakeholders or just someone who wants to learn more about educational services and opportunities - everyone will find this book helpful. Many readers will find Ms. Clark's good work, perseverance and Christian faith inspirational.



Order Your Copy on Amazon Today!



New Heights Educational Group  
Educational Resources to Help You Reach Your Goals



# International Adult Literacy Facts

ProLiteracy's work to improve adult literacy rates worldwide directly aligns with the UN Sustainable Development Goal on education to ensure all youth and a substantial number of adults—both men and women—achieve literacy and numeracy by 2030.<sup>1</sup>

**763 Million**  
adults worldwide do not have basic literacy skills.

## The Global State of Literacy

Despite the steady rise in literacy rates over the past 50 years, United Nations Educational, Scientific, and Cultural Organization (UNESCO) data shows that in 2020, 763 million adults worldwide still don't have basic literacy skills.

While more adults are literate today, it is largely because more went to school when they were young—**not because they were given a second chance to learn as adults.**<sup>2</sup>

### Low Literacy Rates by Region<sup>4</sup>



## The Cost of Low Literacy

### Economic

**\$1 Trillion**

Low literacy costs the global economy more than **\$1 trillion** each year.<sup>5</sup>

**30%-42% less earnings**

Adults with low literacy earn **30%-42% less** than their literate peers.<sup>6</sup>

### Social

**50% more likely**

In developing countries, a child born to a mother who can read is **50% more likely to survive** past age 5.<sup>7</sup>

If all adults completed secondary school, the global poverty rate would be more than halved.<sup>8</sup>

## Women's Literacy

**2/3** of adults with low literacy skills are women.<sup>9</sup>



**More than half** of all disadvantaged rural women in developing countries lack basic literacy skills.<sup>11</sup>

Of the 99 million illiterate youth, **56% are girls.**<sup>12</sup>



## The Digital Divide



**No Internet Access**

**53% of people in developing countries** do not have access to the internet compared to 13% in the rest of the world.

Globally, only **40%** of primary, **50%** of intermediate, and **65%** of high school-level schools have internet access.

Almost 9% of the global population—and more than **70%** of people in rural sub-Saharan Africa—**lack access to electricity.**<sup>10</sup>

ProLiteracy

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# US Adult Literacy Facts

## US Facts

**48 Million**

Approximately 48 million adults in the United States cannot read above a third-grade level.<sup>1</sup>

## Member Services



51% of ProLiteracy member programs put students on a waiting list due to demand exceeding program capacity.<sup>2</sup>



29% of adult basic literacy students enter a program reading at or below a third-grade level.<sup>3</sup>

## The Cost of Low Literacy

**\$2.2 Trillion**

Bringing all adults to the equivalent of a sixth-grade reading level would generate an additional \$2.2 trillion in annual income for the country.<sup>1</sup>

**\$106-238 Billion**

It is estimated between \$106-\$238 billion in health care costs a year are linked to low adult literacy skills.<sup>4</sup>

## English Language Learners

**50.6 Million**

The US has the world's largest immigrant population. Immigrants comprise 15% of the US population.<sup>6</sup>

**53% Proficient**

Among immigrants only half (53%) are proficient English speakers.<sup>7</sup>

**3X The Earnings**

Workers who have less education than a high school diploma have the lowest median weekly earnings (\$592), three times less than the highest level of education.<sup>5</sup>

**One-in-Six**

The US immigrant population is projected to grow to 69 million by 2060, or to about one in six people living in the US.<sup>8</sup>

## Incarceration



**75% of state incarcerated individuals did not complete high school** or can be classified as low literate.<sup>10</sup>



Incarcerated individuals who participate in correctional education programs are **43% less likely to recidivate** than inmates who do not.<sup>11</sup>

## Family Literacy



**A mother's reading skill** is the greatest determinant of her children's future academic success, outweighing other factors, such as neighborhood and family income.<sup>9</sup>

ProLiteracy

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# THE NEW HEIGHTS EDUCATIONAL GROUP

19<sup>TH</sup>  
ANNIVERSARY

The New Heights Educational Group will be celebrating its 19th anniversary on June 1, 2025. Join us in commemorating this milestone by sharing in our story with your friends and family.



**DONATE NOW**







# ATTENTION!

**WE WANT TO HEAR YOUR  
THOUGHTS ABOUT  
SUBSTANCE USE! COMPLETE  
THIS QUICK SURVEY FOR A  
CHANCE TO WIN AN  
AMAZON GIFT CARD!**



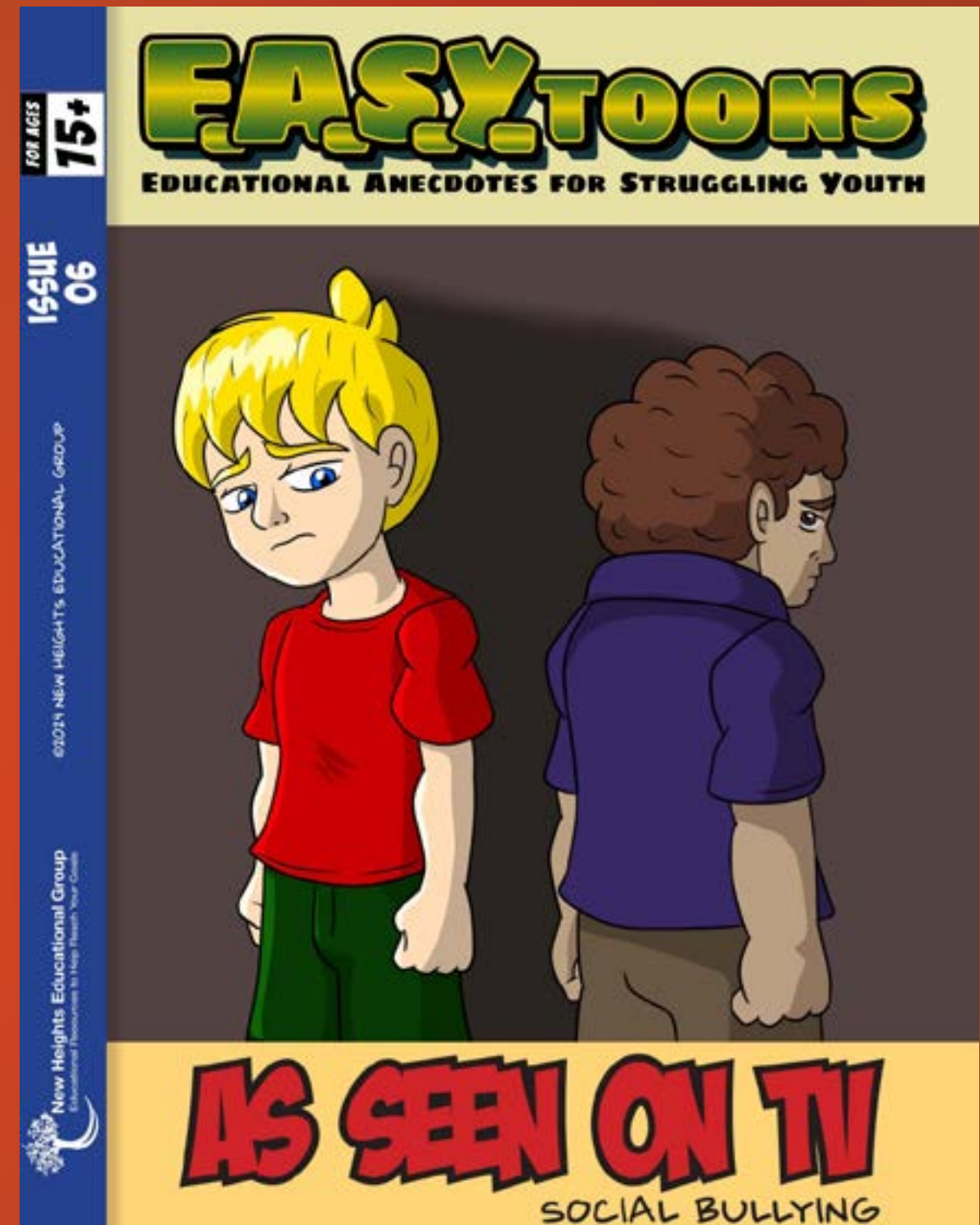
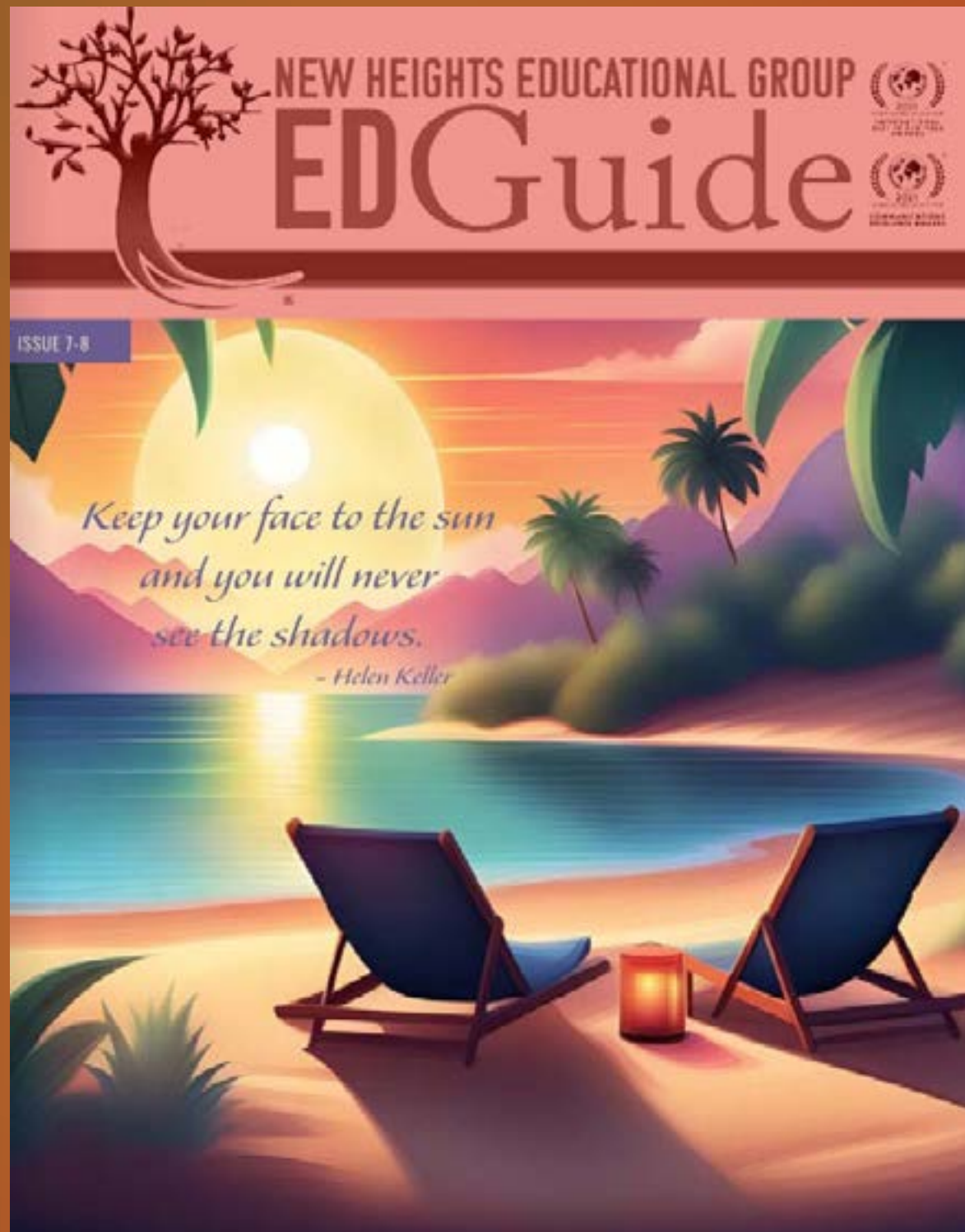
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# YUMPU & OUR PUBLICATIONS



**Due to costs, our magazine and comic book will be moving from Yumpu to their own web page.**

**The NHEG EDGuide and E.A.S.Y.Toons can be found by visiting**  
**<https://Publications.NewHeightseEducation.org/>**

**Check it out and give a like, and subscribe, share and follow us.**



# SEAL-OF-TRANSPARENCY

Bronze  
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**2024**

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Silver  
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**2024**

**Candid.**

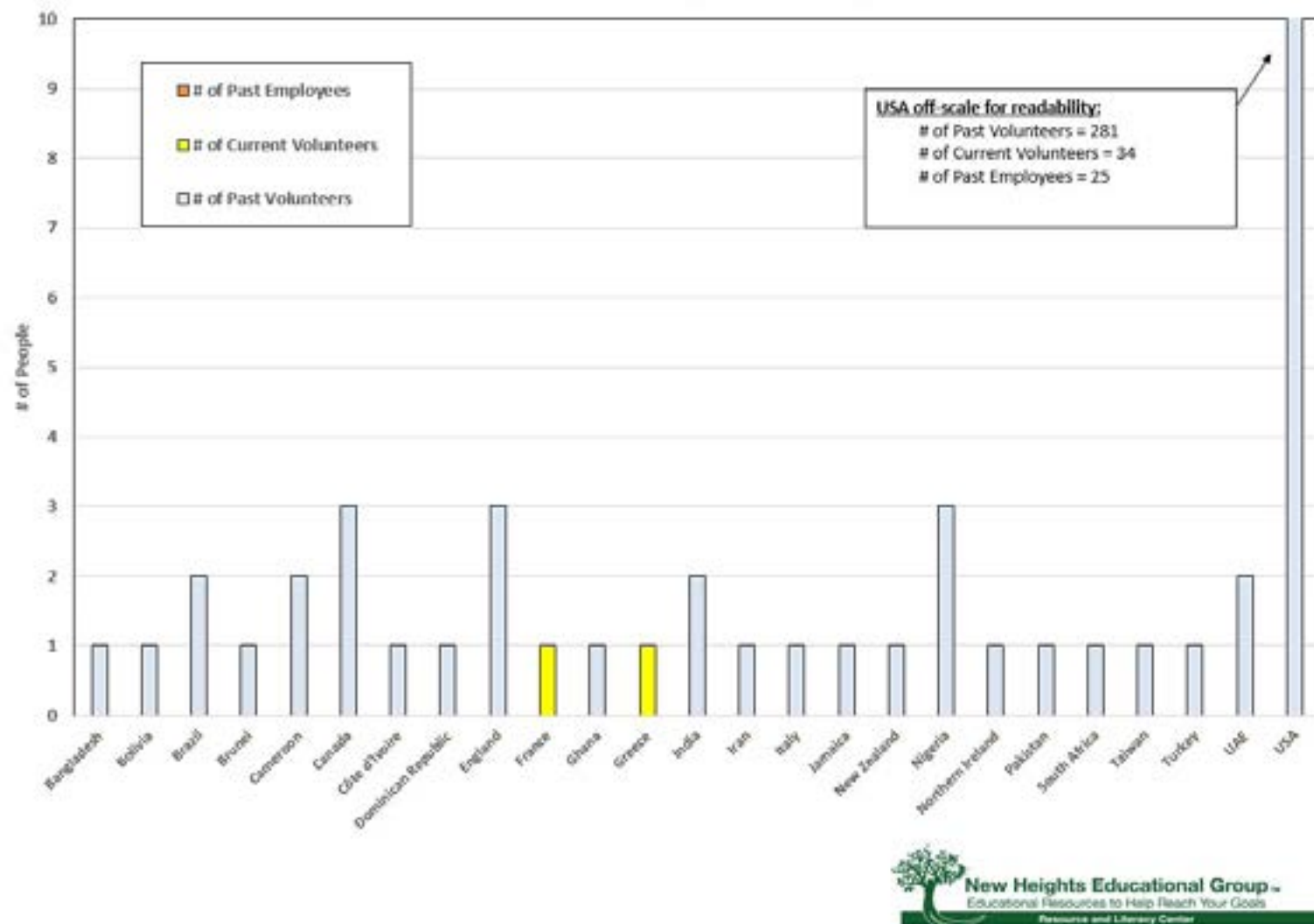
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**2024**

**Candid.**

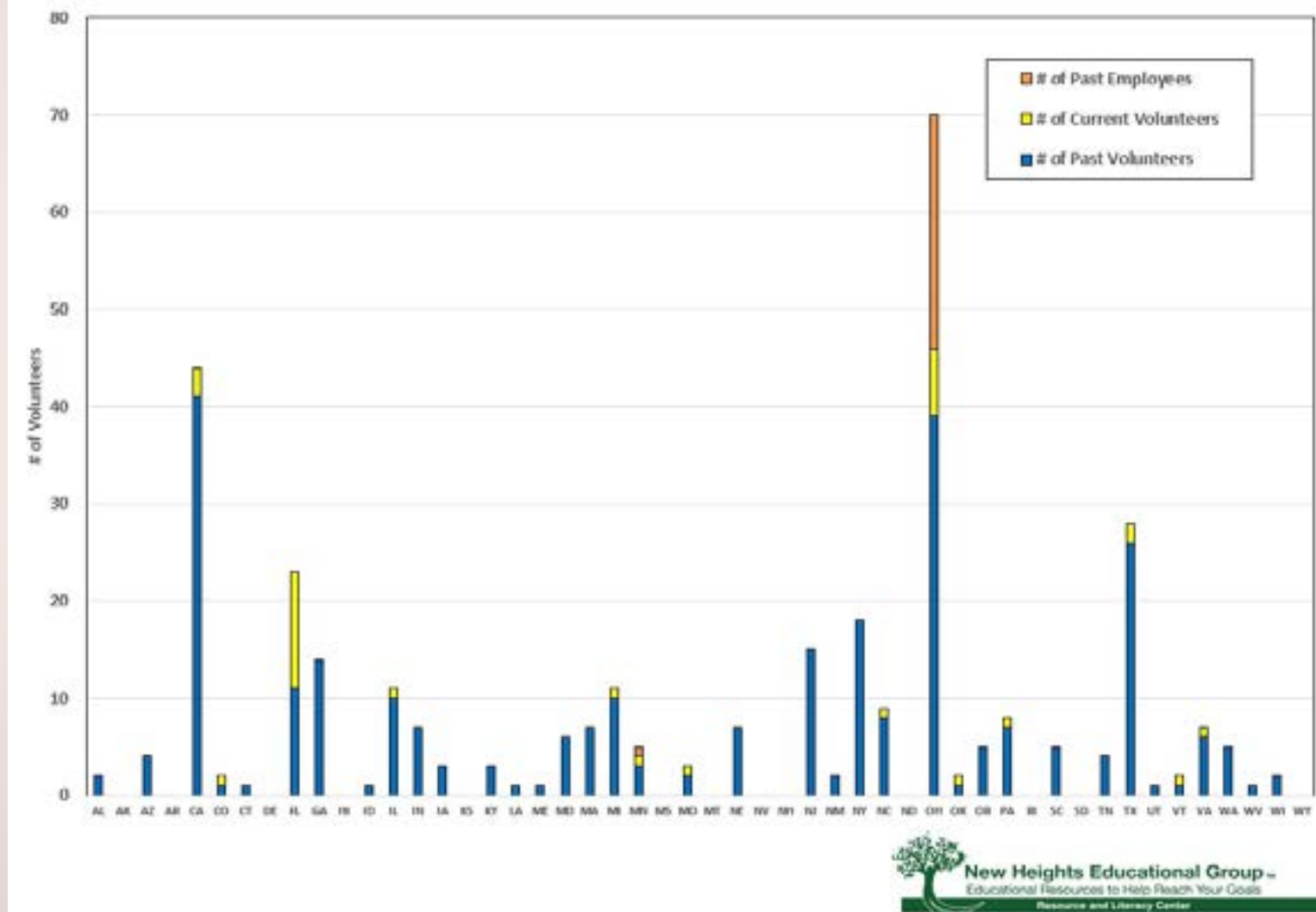


# New Volunteer Stats

NHEG Volunteers and Employees by Country



NHEG Volunteers and Employees by State



Organized/Created by Gary Stevens



# NHEG Advertising Packages

## New Heights Show on Education Radio Spots now available

The New Heights Educational Group is now offering the opportunity for the public or businesses that promote education to purchase sponsor advertisements on our internet radio show. All products, business and service advertisements will need to be reviewed by our research department and must be approved by NHEG home office.

All advertisements must be family friendly. Those interested in purchasing packages can choose for our host to read the advertisement on their show or supply their own pre-recorded advertisement. If interested, please visit our website for more details.

[Radio.NewHeightsEducation.org](http://Radio.NewHeightsEducation.org)

The below is the choice of available packages available now.

Online Radio	Seconds	Slots per month (SPM)	Total Cost	1 Year Cost	1 Year Cost with 10% discount
15s Slot	15	4	\$ 20.00	\$ 240.00	\$ 216.00
30s Slot	30	4	\$ 37.50	\$ 450.00	\$ 405.00

Any questions or concerns should be shared with NHEG directly.



# NHEG Advertising Packages

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The New Heights Educational Group is now offering the opportunity for the public or businesses that promote education to purchase sponsor advertisements in our magazine. All products, business and service advertisements will need to be reviewed by our research department and must be approved by NHEG home office.

All advertisements must be family friendly.

Those interested in purchasing packages can choose from the below packages and costs.

If interested please visit our website for more details. [Publications.NewHeightsEducation.org](http://Publications.NewHeightsEducation.org)

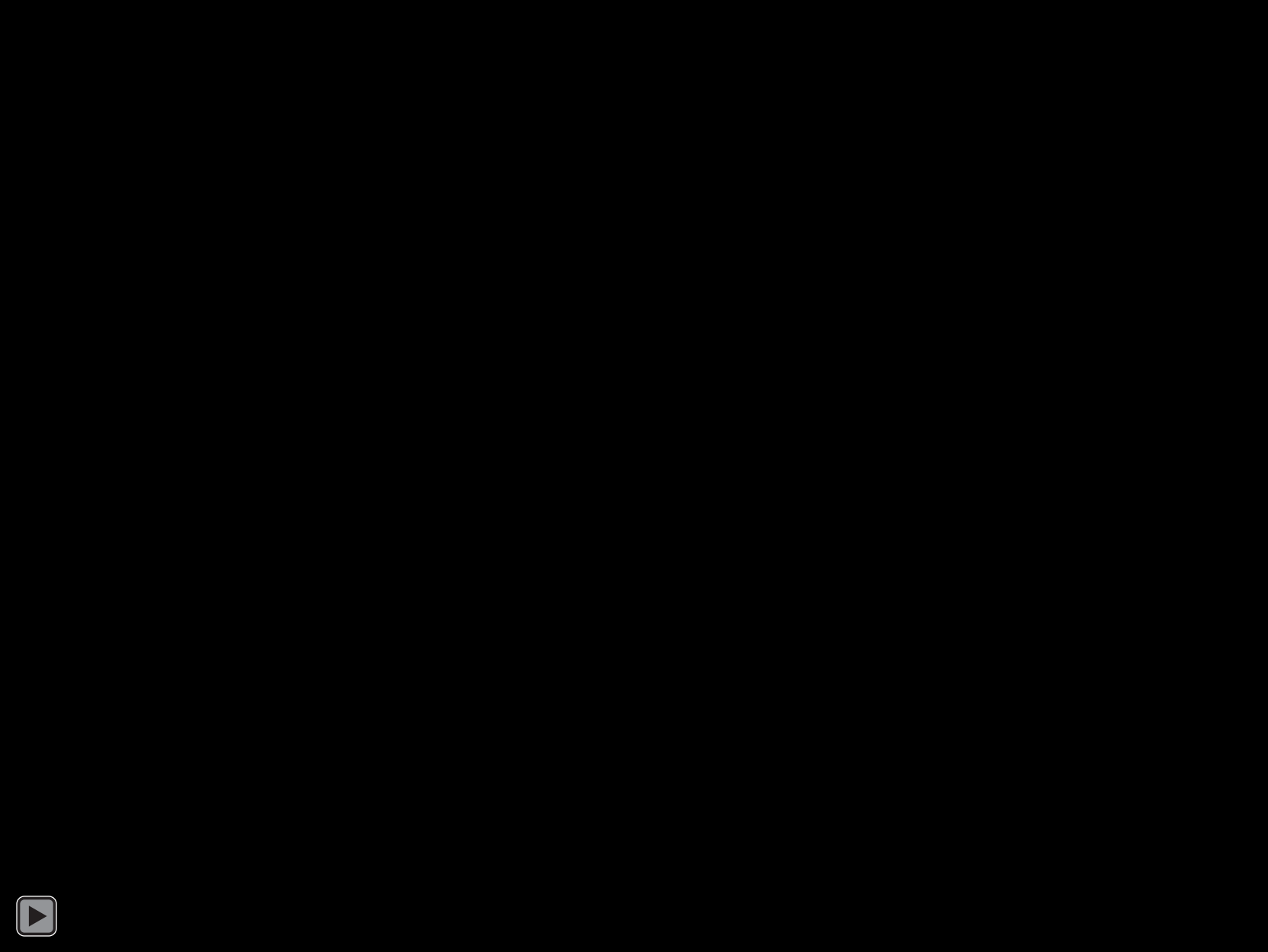
The below is the choice of available packages available now.

Magazine	Number of Issues per year	Cost per issue		Total Cost	
½ Page	2	\$	20.00	\$	40.00
Full Page	2	\$	25.00	\$	50.00
½ Page	4	\$	35.00	\$	140.00
Full Page	4	\$	40.00	\$	160.00
½ Page	6	\$	45.00	\$	270.00
Full Page	6	\$	55.00	\$	330.00

Any questions or concerns should be shared with NHEG directly.



# NHEG PITCH DECK





# Help us fulfill the NHEG dream

NHEG fall/winter fundraiser will provide much needed funds to keep our services, NHEG created courses and website(s) free and available to all those looking to improve their lives.

Donate via Paypal or Zeffy or send a check to:  
**NHEG**  
11809 US Route 127  
Sherwood, Ohio 43556



**New Heights Educational Group**  
Educational Resources to Help Reach Your Goals

Scan QR code to donate



Zeffy



PayPal

[www.NewHeightsEducation.org](http://www.NewHeightsEducation.org)

419-786-0247

[Info@NewHeightsEducation.org](mailto:Info@NewHeightsEducation.org)





**New Heights Educational Group**  
Educational Resources to Help Reach Your Goals

## LITERACY FOR CHILDREN AND ADULTS



NEW HEIGHTS EDUCATIONAL GROUP  
**EDGuide**



[www.NewHeightsEducation.org](http://www.NewHeightsEducation.org)

419-786-0247

[Info@NewHeightsEducation.org](mailto:Info@NewHeightsEducation.org)

## The Growing Impact of NHEG Media

Each year, NHEG touches the lives of hundreds of thousands of individuals and families through the enchanting waves of NHEG Radio and its captivating publications.

**EASYTOONS**  
EDUCATIONAL ANECDOTES FOR STRUGGLING YOUTH



**Reading for a Reason**



**New Heights Educational Group**  
Educational Resources to Help Reach Your Goals  
Resource and Literacy Center

### A HISTORY OF SERVICE AT N H E G

NEW HEIGHTS EDUCATIONAL GROUP

478  
PEOPLE & FAMILIES  
SERVED



2006  
NHEG  
FOUNDED

NEW PEOPLE & FAMILIES SERVED BY NHEG-THE FIRST 9 YEARS



NEW PEOPLE & FAMILIES SERVED BY NHEG-THE LAST 18 YEARS



THAT'S A GRAND TOTAL OF 851,891  
PEOPLE & FAMILIES SERVED OVER 18 YEARS!





**New Heights Educational Group**  
Educational Resources to Help Reach Your Goals

# QR CODES



NHEG Website



NHEG Learning Annex



NHEG Publications



Donate to NHEG



NHEG Volunteer



NHEG Awards



NHEG Show on Education

**CAN YOUR **TEEN** DO THIS IN  
30 SECONDS OR LESS?**

$$1 \frac{5}{6} + 2 \frac{7}{9} = \frac{83}{18} = 4 \frac{11}{18} = 4.61$$

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**FRACTIONS MADE EASY**  
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1934 - 2025

Remembering *Dr. Jane*

Scientist. Conservationist. Humanitarian.





# NEW HEIGHTS EDUCATIONAL GROUP COURSE CATALOG



# 2025-2026 School Year CATALOG



# Language Arts



FREE!

## WRITING

In this ten-lesson writing course, students will learn about basic writing patterns. The course includes warm-up exercises, detailed instructions and multiple examples for students to visualize writing movements. Students will also have the opportunity to practice writing strategies to develop functional handwriting. At the end of the course, students will be proficient in basic writing skills and able to compose words involving different types of letters.

## LEARN TO READ - YOUTH

FREE!

The NHEG Learn to Read online course aims to educate parents/tutors/teachers/guides on how to help their student practice reading skills and fluency, cultivate strategies for reading, broaden vocabulary, increase spelling ability and conquer reading anxieties. Proven exercises and fun tips are provided to keep the student motivated and engaged throughout the process. The course takes the student and their selected reading guide through easy-to-follow stages – Expectations & Tips for Success, Prepare, Read in a Relaxed Setting, After Reading, Daily Practice and Practice Tips – creating a foundation of literacy on which they can build over time.

This course is for younger students from first grade to seventh grade. Note: This class works as a complement to the lessons in Natural Speller, which are available, for free, on NHEG's website.



FREE!

## LEARN TO READ - ADULTS

The NHEG Learn to Read: Adult Literacy online course gives teachers/tutors/reading guides strategies for helping older students acquire literacy skills and provides methods for consistent, repeated practice. The course demonstrates the reputable and proven Laubach method, and provides resources for continuing practice beyond the course: Preparing for the Course, Reading the Laubach Charts, Reading the Laubach Stories, Writing the Laubach Lessons, Continuing Your Practice – creating a foundation of literacy on which they can build through consistent, repeated practice.

NHEG recommends the Laubach Learning System for middle school, high school and adult reading students. An online course for younger students is also available.

## NATURAL SPELLER

FREE!

The NHEG Learn to Read online course aims to educate parents/tutors/teachers/guides on how to help their student practice reading skills and fluency, cultivate strategies for reading, broaden vocabulary, increase spelling ability and conquer reading anxieties. Proven exercises and fun tips are provided to keep the student motivated and engaged throughout the process. The course takes the student and her or his selected reading guide through easy-to-follow stages – Expectations & Tips for Success, Prepare, Read in a Relaxed Setting, After Reading, Daily Practice and Practice Tips – creating a foundation of literacy on which they can build over time.

Even though this course can be taken by a student of any age, we suggest the Laubach Learning System for middle school, high school and adult reading students. The course for using the Laubach Learning System is coming soon, so you will be able to choose which course is best for your student.

Note: This class works as a complement to the lessons in Natural Speller, which are available, for free, on NHEG's website.





# Virtual Reading Five-Tier Program



## ONE TIER



Is a virtual reading program designed for young children to read books along with 6-year-old Rishaan Gupta on special occasions. (Pre-school – 1st grade students)

## TWO TIER



In partnership with 2nd & 7 Foundation and our Reading Ambassador Rhone-Ann Huang, we have implemented a virtual reading program for children. As part of 2nd & 7's "Tackling Illiteracy" program, and with the help of Zoom video conferencing, student-athletes will read with second-grade students and discuss why reading and staying on top of schoolwork is essential.

This school year, the volunteer readers are student-athletes from Dartmouth University. The "Hog Mollies" books were written by 2nd & 7. Each book is 30 pages and contains a different lesson and moral. There are 13 "Hog Mollies" books, and we have now read all of them. Don't worry "Hog Mollies" is releasing another book this summer. Check back for updates. All second-graders are welcome to listen.

All virtual readings are available from our site.



## THREE TIER

Rhone-Ann Huang is reading 9th- to 12th-grade and young adult books weekly.

## FOUR TIER



Rhone-Ann Huang reading time for students from 2nd to 5th grade.



## FIVE TIER

Rhone-Ann Huang reading time for students from 6th – 8th grade.



# First Book Network



If your children or students lack access to quality books, NHEG can help provide them with a high quality, online library through the First Book Network. Members have 24-hour, year-round access to an award-winning repository of new and affordable books, educational resources and basic necessities curated for kids and young adults up to 18 years of age.

To claim access to these free books, contact us at [Info@NewHeightsEducation.org](mailto:Info@NewHeightsEducation.org) and send us the name, email address and age for each child you would like access for. We will send you an email with sign-up information (check your spam folder if you don't see this email in your inbox).

## New Heights Educational Group

We are now part of the First Book Network!

If your Child or Student lacks access to quality books, NHEG can help provide you with a high quality, online library through First Book.

**FIRST BOOK** 

Eliminating Barriers. Inspiring Young Minds.

### Need Books?

Members of the First Book Network have 24-hour, year-round access to an award-winning repository of affordable and new books, educational resources, and basic necessities curated for kids in need ages 0-18.

WE CAN HELP  
YOUR STUDENT  
GAIN ACCESS TO  
FREE, HIGH  
QUALITY READING  
MATERIAL!

CONTACT US





# Foreign Languages



## CHINESE

The 10-week course will take place for one hour twice a week and will be open for middle school to adult students who wish to learn to speak and write Chinese.

The pre-recorded course will include greetings, essential dialogues, useful words and phrases and basic grammar. This course will also teach students basic writing. For those students who don't have a Chinese name, this course will assist students in getting theirs! Throughout the process, students will learn about Chinese cultures and etiquette. This class is a great beginning course for anyone who wants to learn Mandarin Chinese but doesn't know where to start.

The course will introduce the Chinese writing system, both pinyin and the romanization system. It will have step-by-step guides on how to write Chinese characters and is great for a self-motivated beginner student who wants to learn to speak, read and write in Chinese. The course will provide beginner students of Chinese with a good basic knowledge of the language and build a great foundation for future learning.

FREE!





# Science & Math

## CHEMISTRY

In the NHEG Chemistry online course, we will provide you a better understanding of chemistry and how it is used.

We will discuss a variety of topics, from chemical bonds and reactions to electronegativity trends in the periodic table and atomic structure. It's important to complete all your assignments on time and on your own (and to have fun, too!).

FREE!



FREE!

## GENEALOGY & DNA

NHEG is launching a Genealogy and Education course and a DNA and Education course. These courses will help students begin to explore their ancestry and are a precursor to a potential genealogy program that will help youth explore their roots.

These classes are for middle- and high school-level students and adults. In this course, students will explore the history of genealogy and be inspired to learn about their family history and its connection to their community.

Course topics:

- History of genealogy
- Family history and its ties to their environment
- Significance of learning about family history
- Steps to researching family history
- Sites to help organize a family tree
- Steps to downloading and transferring family tree data

## ALGEBRA 1

Algebra 1 is a high-school level course that is typically taken in the 9th grade. It prepares students for more advanced mathematics. In this course, students will be introduced to the concepts of variables, negative numbers and advanced mathematical operations and use them to write, solve and graph linear and quadratic equations.

Students should have a strong foundation in basic mathematical operations and will develop the analytical and critical-thinking skills needed to model real-life application word problems. The tutor uses "Teaching Textbooks" to teach this course.

FREE!



FREE!

## PRECALCULUS

Pre-Calculus with Chinmay Arvind Chapter 1-7 and Meghna Kilaparthi teaches chapter 8 to the end of the book.

Learn Function Basics, Polynomial Functions, Rational Functions, Exponential and Logarithmic Functions, Radical Functions, Power Functions, Triangle Trigonometry, Trigonometric Functions, Trigonometric Identities, Vectors and Polar Coordinates, Systems, Matrices, and Determinants, Analytic Geometry, Sequences, Probability, and Statistics, Introduction to Calculus, and many more topics. All of which will prepare you for the Calculus course.

Sign up now free with members to our Learning Annex.

## PRE-ALGEBRA

Pre-Algebra course is taught by Meghna Kilaparthi. It is an online course with recorded lectures that will help you strengthen your mathematic and, more specifically, algebraic skills. This course will encompass topics such as adding, subtracting, multiplying and dividing whole numbers, fractions and decimals as well as discussing percentages, powers, roots, measuring the area and volume, negative numbers and solving algebraic equations with and without variables.

PRE-ALGEBRA COURSE LAYOUT:

- Topic 1 - Adding, Subtracting, Multiplying and Dividing Whole Numbers (Chapter 1 and 2)
- Topic 2 - Fractions (Chapter 3, 4, and 5)
- Topic 3 - Decimals (Chapter 6)
- Topic 4 - Percents (Chapter 7)
- Topic 5 - Measuring Length, Area and Volume (Chapter 8 and 9)
- Topic 6 - Simple Algebra Equation (Chapter 10)
- Topic 7 - Negative Numbers (Chapter 11)
- Topic 8 - Longer Equations (Chapter 12)
- Topic 9 - Combining x's and Fractions with x's (Chapter 13 and 14)
- Topic 10 - Powers and Roots (Chapter 15)

FREE!





# Electives



**FREE!**

## VIOLIN VISION with Satya Vedula

The Violin Vision course covers all content regarding how to play the violin and sight reading violin music. The course is divided from beginner to advanced content, even including easy-to-remember tips and tricks.

### Goals:

- Identify & interpret basic musical symbols
- Understand parts of a single line of music
- Start to understand basic note-reading
- Identify parts of the violin and the bow
- Learn about 2 main violin-holding positions



**FREE!**

## MUSIC COURSE

NHEG Music Program will offer many musical opportunities, including Music Theory, History of Music, Famous Composers, Famous Musicians, individual classes, instrumental lessons and much more. These lessons will range in price from free to low-cost.

## FINANCIAL LITERACY

**FREE!**



NHEG Financial Literacy course is a self-taught class that helps you build a better understanding of your finances. This high school- and adult-level class covers topics such as financial responsibility, income sources, deductions, financial institutions, purchasing decisions, taxes, credit, debits, assets, risk management, protection laws and budgeting.



**FREE!**

## ORPHAN TRAIN

The Orphan Train Movement was a supervised welfare program that transported orphaned and homeless children from crowded eastern cities of the United States to foster homes located largely in rural areas of the Midwest. The orphan trains operated between 1854 and 1929, relocating about 200,000 orphaned, abandoned or homeless children. Charles Loring Brace, founder of the Children's Aid Society, decided the best way to help these children would be to take them out of the crowded eastern cities and instead put them in farming families in the Midwest.

He believed by removing them from poverty, he would be able to change the fates of the children and allow them to be able to make something of their lives. Children would be transported by train from the east to the Midwest where they lived and worked with farming families for free. On the route west, the orphan trains stopped in 45 states across the country. This program helped over 120,000 children and led to reforms in child labor policies, adoption and foster care policies, health care and public education.

## HOW TO BE AN INTERNET RADIO HOST

**FREE!**



Ever dream of being heard in many places at one time? Are you often told that you have a voice that sounds "made for the radio"? We have an opportunity that you won't want to miss! Our professionals will teach you how to become an internet host or hostess! You will learn the requirements of the job, how to market a show, how to use the software and how to manage guests and hold roundtable discussions. And this is just the tip of the iceberg!





FREE!

## HOLIDAYS AROUND THE WORLD

The Holidays Around the World courses will explore cultures, foods, history and beginnings of holidays from all over the world. Each course will take a unique look at these holidays and will feature six classes. Parents are encouraged to review courses before sharing with their children, and many classes are aimed at middle school, high school, college-level and adult students.

### WORLD HOLIDAYS 1

#### CHRISTMAS

In this course you will learn about the history of Christmas and its origins, religious connections, comparisons between Christmas and Hanukkah, foods, cultures, beliefs, Santa Claus and so much more.

#### CHINESE NEW YEAR

In this course you will learn about the history of the Chinese New Year and its origins, traditions, foods, symbols and greetings and so much more.

#### EASTER

In this course you will learn about the history of Easter and its origins, persecution, religious beliefs, a comparison between Easter and Passover, foods, Christianity, Judaism, biblical references, Easter in America, eggs, rabbits, Babylonian heritage, Ishtar, festivals, cultures that celebrate it, fertility, folk customs, Palm Sunday, Easter Tuesday, Easter Parades and so much more.

#### HALLOWEEN

In this course you will learn about the history of Halloween and its origins, signs and symbols, saints, martyrs, Christianity, Samhain and Celtic roots, foods, bonfires, harvest times, beliefs regarding the boundary of this world and the underworld, costumes, games, fortunes, dreams, altars and candles, the holiday's evolution to modern times in America and beyond, cultures that celebrate it and how they celebrate, All Hallows' Eve and so much more.

#### HANUKKAH

In this course you will learn about the history of Hanukkah and its origins, Jewish roots, the revolt, menorah candles and the lighting of them, errors in lighting the candles, Judaism, the Torah, foods and the use of oil, blessings, songs, the population of Jews and where they live.

#### PASSOVER

In this course you will learn about the history of Passover and its origins, Jewish and Christian roots, Tribes of Israel, the Death Angel, Egypt and escape from it, biblical references, foods, a comparison between Passover and Easter, references to Jesus Christ, early Christians, Galatians, Easter taking over Passover throughout time, churches and how they celebrate, Pesach, Seder, Jewish practices, breads, unleavened bread, wine, genealogy/family roots, cultures that celebrate it and how they celebrate it and so much more.

### WORLD HOLIDAYS 2

All holidays covered explore its origins, traditions, foods, symbols, greetings and much more:

- DIWALI
- FATHER'S DAY
- GROUNDHOG DAY
- MOTHER'S DAY
- ST. PATRICK'S DAY
- VALENTINE'S DAY



FREE!

## INTERVIEW SKILLS

This class will instruct students on how to apply for a job and what is expected of them during the hiring process.



# Partners & Affiliates

## PARTNERS AND AFFILIATES INCLUDE:

Homeschooler Today



Hillsdale College



HILLSDALE COLLEGE

Home School Legal Defense Online Academy



Learn Play Connect

LEARN... PLAY... CONNECT... WITH MATH

Lima Symphony Orchestra



Chamber Theatre Productions



CHAMBER THEATRE PRODUCTIONS

Natural Born Leaders



National CSI



Fiverr



Personal & Professional Development Coaching -  
Georgia Woodbine

Personal Development Coaching - Buffle Williams

Civic Theatre of Fort Wayne  
(aka United Arts and Education)



The Animation Course



THE DRAWING COURSE

Izzit



FEE - Foundation for Economic Education

**FEE** FOUNDATION for  
ECONOMIC EDUCATION

The Hip Hop Healthy Heart Program for Children™



Touch-type Read & Spell



CollegeXpress







## Contact:

[www.NewHeightsEducation.org](http://www.NewHeightsEducation.org)

[Info@NewHeightsEducation.org](mailto:Info@NewHeightsEducation.org)

(419) 786-0247



**New Heights Educational Group™**

Educational Resources to Help Reach Your Goals

Resource and Literacy Center

New Heights Educational Group, Inc.  
Learning Annex [www.School.NewHeightsEducation.org](http://www.School.NewHeightsEducation.org)  
Donate to NHEG [paypal.me/NHEG](https://paypal.me/NHEG)  
Stay up-to-date with educational news  
with the NHEG Magazine  
[www.Publications.NewHeightsEducation.org](http://www.Publications.NewHeightsEducation.org)  
and [www.Radio.NewHeightsEducation.org](http://www.Radio.NewHeightsEducation.org)

## OUR ACHIEVEMENTS

New Heights Educational Group is an Award-Winning Organization.  
Scan Here to View the Full List!





## Student and Adult Leadership Opportunities

NHEG national groups promote leadership, providing student internship opportunities to serve in our organization and earn relevant experience. The Adult Advisory Group is for parents and others in the community who want a voice in education, and alongside these, NHEG offers various support groups for students and citizens.



## Other Programs and Services Include:

- A free online 5-tier reading program
- Publications - E.A.S.Ytoons Comic Book and the NHEG EDGuide Magazine
- Internet Radio Program - New Heights Show on Education



Our magazine: **EDGuide**

Our comic: **EASytoons**

## Our Achievements

Scan QR code to see our awards!



## Contact Us

Info@NewHeightsEducation.org  
www.NewHeightsEducation.org

www.School.NewHeightsEducation.org  
www.Publications.NewHeightsEducation.org  
www.Radio.NewHeightsEducation.org

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A Public Charity 501(c)(3)  
Nonprofit Organization

## Education frustration? Confusion? Feeling overwhelmed?

We understand and we care.

We know how to help you.



## Mission Statement

New Heights Educational Group, Inc., promotes literacy for children and adults by offering a range of educational support services. Such services include the following: assisting families in the selection of schools; organization of educational activities; and acquisition of materials.

We promote a healthy learning environment and various enrichment programs for families of preschool and school-age children, including children with special needs.

## Student Services

NHEG offers resources for students who are homeschooled or attending charter schools or public schools in Ohio. This includes students from pre-k to adults of all ages. Resources include:

- Over 1,200 free and discounted courses
- Student leadership opportunities
- Access to free scholarship searches via our website
- Online affordable student assessments and placement tests
- Student lesson planning
- Diploma and transcript preparation

## Learning Annex

NHEG is providing students discounted and free online classes that they can take in their free time or incorporate into their current studies. This includes students who are homeschooled or attending a charter, private, or public school. Also, NHEG has partnered with HSLDA Academy, so you will receive a discount when you use our code in one of their classes.

Scan QR code to visit the Learning Annex



## Discounted and Online Classes

NHEG provides discounted and free online classes for home school, charter, public and private school students. Classes can be used to fulfill curriculum requirements (this only pertains to homeschool students) or to supplement current studies. NHEG has also formed a partnership with HSLDA which allows us to offer a discount to NHEG students taking HSLDA classes. Courses range from core subjects to hard-to-find subject matter, such as mathematics, economics, and even theology.

## Parent & Teacher Services

NHEG offers training courses and information for parents of homeschool, charter school, public school, and special-needs students concerning schooling, resources, and education available to them. Likewise, NHEG also provides various resources to teachers such as classroom and training resources and educational technologies.





NATIONAL CENTER FOR  
**MISSING &  
EXPLOITED**  
CHILDREN

**CALL 911 OR**  
**1-800-843-5678 (1-800-THE-LOST®)**


Madison County Sheriff's Office (Ohio) 1-740-852-1212


## MISSING CHILD




Zaine Barrows

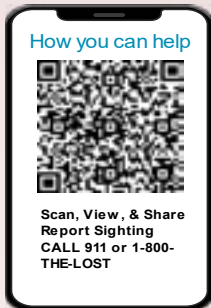
NCIC# M358676195

 Missing Since: October 26, 2025

 Mansfield, OH

 Age Now: 16 Years Old

 Male

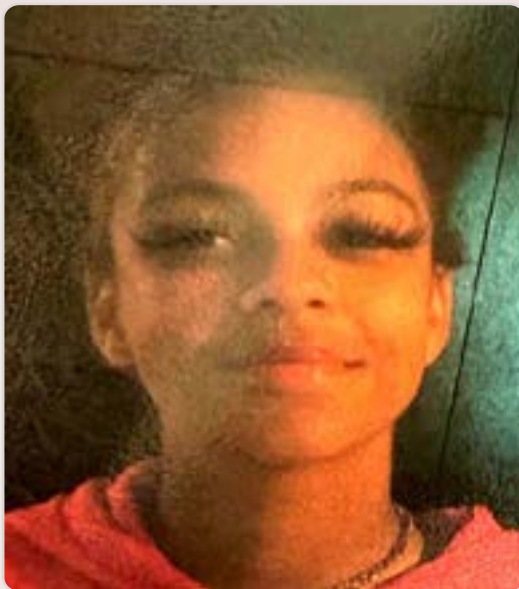


Richland County  
Sheriff's Office (Ohio)  
1-419-524-2412

Zaine may still be in the local area.





## MISSING CHILD





Roze Zariah Ohwfahworaye

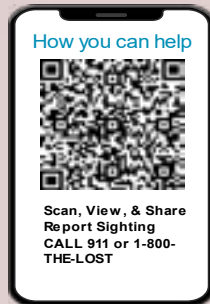
NCIC# M488715612

 Missing Since: October 23, 2025

 Trotwood, OH

 Age Now: 15 Years Old

 Female



Trotwood Police  
Department (Ohio) 1-  
937-837-7777

Roze was last seen on October 23, 2025.





## MISSING CHILD




Sharif Wright

NCIC# M398615912

 Missing Since: September 23, 2025

 Cincinnati, OH

 Age Now: 14 Years Old

 Male



Delhi Township Police  
Department (Ohio) 1-  
513-922-0062

Sharif was last seen September 23, 2025.




## MISSING CHILD





Melody Anderson

NCIC# M648611989

 Missing Since: October 9, 2025

 Dayton, OH

 Age Now: 15 Years Old

 Female

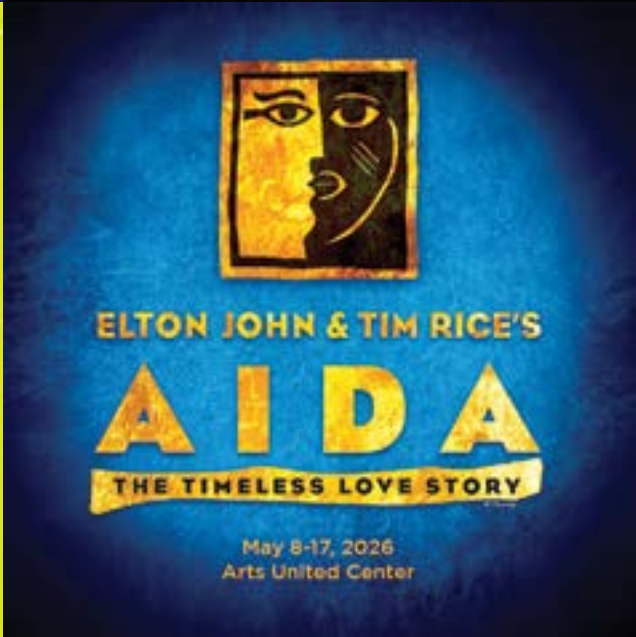
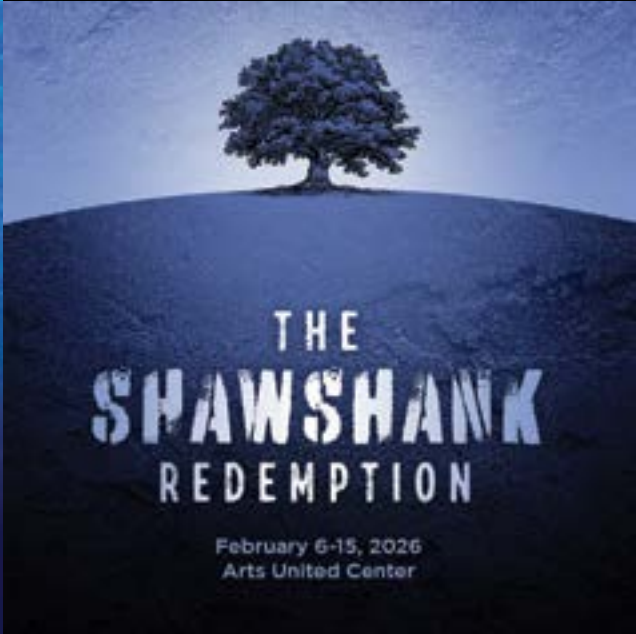
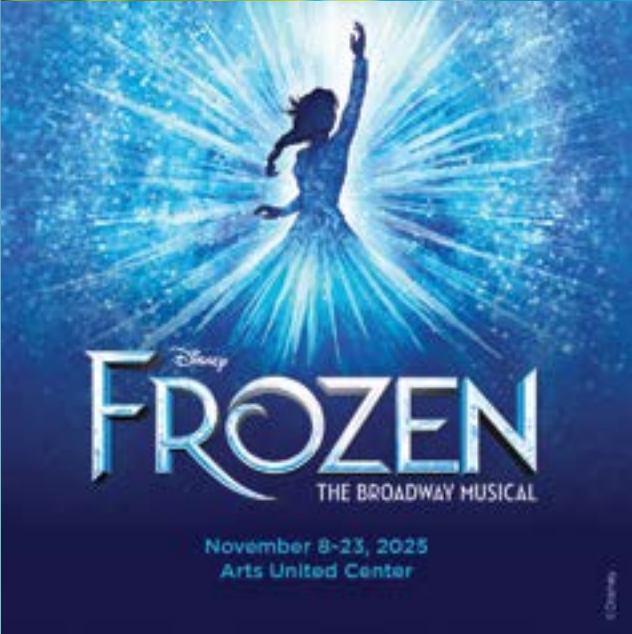
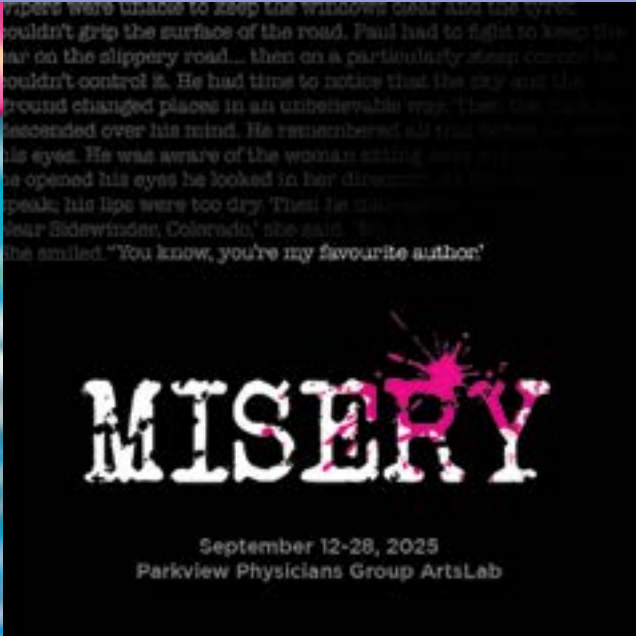



Dayton Police  
Department (Ohio) 1-  
937-333-2677

Melody was last seen October 9, 2025.










# New Heights Educational Group™

Educational Resources to Help Reach Your Goals

Resource and Literacy Center

## We are now part of the First Book Network!



**FIRST BOOK**

Eliminating Barriers. Inspiring Young Minds.

### Need Books?

Members of the First Book Network have 24-hour, year-round access to an award-winning repository of affordable and new books, educational resources, and basic necessities curated for kids in need ages 0-18.

**WE CAN HELP YOUR STUDENT GAIN ACCESS TO FREE, HIGH QUALITY READING MATERIAL!**

If your Child or Student lacks access to quality books, NHEG can help provide you with a high quality, online library through First Book.

**CONTACT US ON OUR WEBSITE AT**  
**NEWHEIGHTSEducation.ORG**


**\*First Book is for U.S. residents only**

Also, our **5-Tier Virtual Reading Program**

is **FREE** for all students

**Preschool-12th grade**

at **NewHeightsEducation.Org**







Have professional  
genealogy research  
done for only

**\$65** per hr

Genealogy costs cover the genealogist's time and there may be extra charges for expenses that include photocopies, travel, website fees (Ancestry, MyHeritage, and public library fees) and postage if necessary.

For more information, please visit <https://School.NewHeightsEducation.org/affordable-genealogy/>  
To sign up: <https://NHEG.MemberHub.com/store/items/838457>

New Heights Educational Group is now offering pre-recorded

# Genealogy and DNA courses

## Genealogy & Education

In this free course, students will explore the history of genealogy and be inspired to learn about their family history and its connection to their community.

**Course topics:**

- History of genealogy
- Family history and its ties to their environment
- Significance of learning about family history
- Steps to researching family history
- Sites to help organize a family tree
- Steps to downloading and moving a family tree

## DNA & Education

In this free course, students will explore the world of genetics and DNA testing and be inspired to learn about their genetic makeup and their connection to others.

**Course topics:**

- Significance of learning about family history
- Introduction to genetic testing
- Overview of DNA
- DNA testing options
- Steps to take after DNA testing
- Value of adding DNA results to other websites
- Using Gedmatch
- Comparing DNA in multiple systems
- Comparing DNA relatives
- DNA results and social media

For more information, please visit <https://School.NewHeightEducation.org/online-courses/genealogy-dna-course/>

## Contact Us

419-786-0247

[NewHeightsEducation@yahoo.com](mailto:NewHeightsEducation@yahoo.com) • <http://www.NewHeightsEducation.org>



# Touch-type Read & Spell

An **award-winning, multi-sensory course** that teaches touch-typing, reading and spelling at the same time

**Sign Up**

<https://www.readandspell.com/home-course>

Discount: NHE10





**In the Wings:**

**Frozen- Nov. 6th 7:30pm**

**Footloose- March 5th 7:30pm**

**AIDA- May 7th 7:30pm**

**Following the link listed below will lead you to a step by step of how to redeem tickets.**

**Free tickets available while supplies last to see the following shows.**

**This can be directly requested by following the steps below.**

**Please make sure if you use request tickets that you use them.**

**Here are the steps to take: Project: Lights Up! and In the Wings available and linked on our website at: <https://www.fwcivic.org/plup>**

**These tickets are available while seats last for the designated performances. All performance dates can be found linked on the website, but are as follows:**

**The New Heights Educational Group asks that you reserve tickets for your family. All tickets using our code. "NHEG"**

**When redeeming, you must use the code given by our organization and has been given from the Fort Wayne Civic Theatre. If issues arise, please reach out to me at [Info@NewHeightsEducation.org](mailto:Info@NewHeightsEducation.org) for help.**

**By welcoming students and their families, guardians, or rides into our audience,**

**In the Wings helps remove barriers to arts participation and ensures that every student can attend live theatre. The inclusion of tickets for their rides reflects our belief that accessibility begins with removing logistical obstacles, making it easier for everyone to share the experience together. Please do not abuse the system by securing tickets for your friends who are not affiliated with your school.**

**HOW TO REDEEM: Tickets may be redeemed online with your organization's code "NHEG"**

**For redeeming Project: Lights Up! and In the Wings tickets, please follow the following instructions:**

**Click on the corresponding event link below. <https://www.fwcivic.org/plup>**

**Click on "Promotional Code" under the heading *AUC PRICING***

**Enter your organization's approved code provided by the Fort Wayne Civic Theatre.**

**Proceed to selecting your seats from the ticket map. For each ticket selected, click on the \$0.00 option when prompted.**

**When you have selected all of your seats for your party, click "Add to Order" and proceed to checkout.**

**At checkout, you will be prompted to create an account, you may do so, or hit continue.**

**Enter your information and then select how you would like to receive your tickets. They may be picked up for free at Will Call or emailed to you. If you would like to mail them, there will be a small fee.**

**Finally, review your order and click "Buy" to finalize your seats.**



# HEROES OF LIBERTY



<https://NewHeightsEducation.org/NHEG-news/heroes-of-liberty-partnership/>



WIN THE

**\$10,000**

**CARNEGIE DARTLET  
SCHOLARSHIP**

[https://www.collegexpress.com/reg/signup?campaign=10k&utm\\_campaign=NHEG&utm\\_medium=link&utm\\_source=NHEG](https://www.collegexpress.com/reg/signup?campaign=10k&utm_campaign=NHEG&utm_medium=link&utm_source=NHEG)

More Scholarship opportunities:

-<https://School.NewHeightsEducation.org/students/scholarship-opportunities/scholarship-search/>

- <https://School.NewHeightsEducation.org/students/scholarship-opportunities/>





New Heights Educational Group



**New Heights Educational Group™**  
Educational Resources to Help Reach Your Goals  
Resource and Literacy Center

Equal education for all those willing to work for it.



<https://www.zeffy.com/en-US/donation-form>



Save a little  
← of this!

**Keeping that extra car  
running is expensive**

**Donate your vehicle**

<https://careasy.org/nonprofit/NewHeightsEducationalGroup>

Call:

855-550-4483



Move &  
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Nature  
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Personalized  
Learning



Loving &  
Inclusive

give your child *Meraki*

**K-3 Fall 2024**

**Yukon,  
OK**



**Meraki  
Primary School**

[MerakiPrimarySchool.com](https://MerakiPrimarySchool.com)



Give your child...

- **small** class sizes (10 max)
- **support** from a *professional* teacher
- built-in **social** opportunities
- quality **curriculum**
- **flexible** options (hybrid/full-time)
- a **caring** community

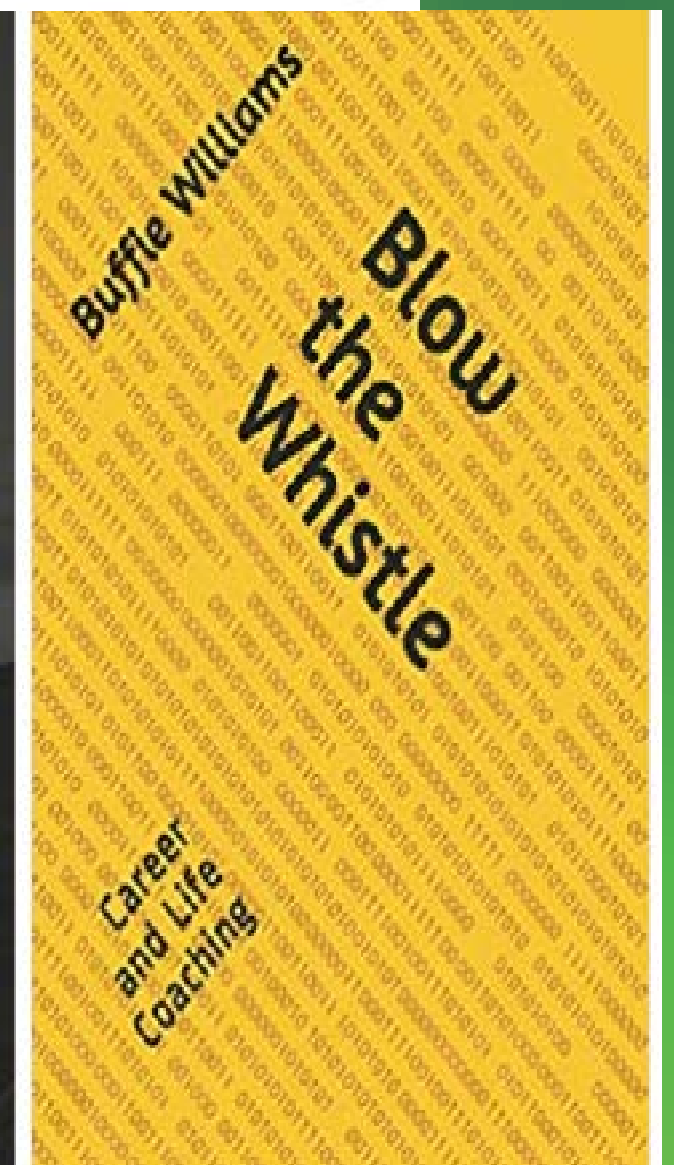


MERAKI PRIMARY SCHOOL





**BUFFIE WILLIAMS**  
**BOOKS BY BUFFIE WILLIAMS**

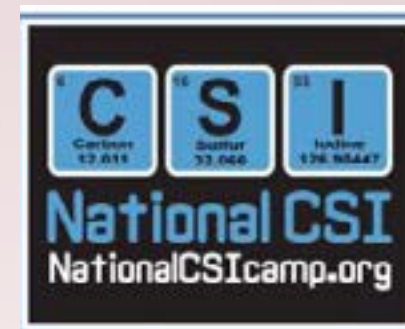


<https://School.NewHeightsEducation.org/online-courses/per-sonal-development-coaching-courses/>





<https://www.nshss.org/>



<https://School.NewHeightsEducation.org/membership/national-csi-classes/>

**Two FREE Math Gifts**

Use Code: **NHEG**

#1 - A/V book: "How and Why Homeschool Math can be vastly Superior to Public School Math."

#2 - A \$47 Gift of an Interactive Self-paced Online Math Program: "Learn to do Arithmetic Calculations with a TI30Xa Calculator - Quick and Easy!"

[www.VastlySuperiorMath.com](http://www.VastlySuperiorMath.com)

<https://School.NewHeightsEducation.org/online-courses/discounted-and-free-online-classes/>



<https://NewHeightsEducation.org/NHEG-educational-programs/virtual-reading-program/>







New Heights Educational Group (NHEG)

and  
Chamber Theatre Productions  
offer a unique virtual education experience

## Edgar Allan Poe: The Midnight Collection

A one-hour dramatic educational package  
based on the works of Poe, offering flexible  
one-week rental options for classroom or  
remote learning

To learn more about this unique opportunity, visit

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**Chamber Theatre Productions**

*America's Premiere Educational Theatre Company*



**New Heights Educational Group™**

Educational Resources to Help Reach Your Goals

Resource and Literacy Center

<https://www.NewHeightsEducation.org>



**Chamber Theatre Productions**

*America's Premiere Educational Theatre Company*



# VOLUNTEER PAGES

## NEW VOLUNTEERS

SRIVANI SURABHI -HR COORDINATOR  
YUSUF MUSIBAU 9/3/25  
RESEARCH COORDINATOR AND COMPILING  
EDUCATIONAL RESOURCES

## VOLUNTEERS OF THE MONTH

Marina Klimi  
Laura Casanova  
Heather Ruggiero  
Gary Stevens

Yusuf Musibau  
Manya Shukla  
Srivani Surabhi



THE INTERNET RADIO PROGRAM  
FROM NEW HEIGHTS EDUCATIONAL GROUP



# NEW HEIGHTS



SHOW ON EDUCATION





# New Heights Educational Group Launches Podcast

The New Heights Educational Group is excited to announce the launch of a new podcast titled “American Service Men and Women Tell Their Stories of Survival.” Hosted by Pamela Clark, this podcast will feature firsthand accounts from sailors who served aboard the USS Drexler, with plans to explore additional stories and branches of the military, as well.

This pre-recorded show will be available on our website [Radio.NewHeightsEducation.org](http://Radio.NewHeightsEducation.org) starting June 25, 2025. Homeschool families are encouraged to incorporate this resource into their American History studies.

*P.S. If anyone from the families would like to be interviewed on the show they can reach me at my email address.*

*([Info@NewHeightsEducation.org](mailto:Info@NewHeightsEducation.org))*

## Commercial for show

[https://www.canva.com/design/DAGVqZ9Ny2U/EZ8XuV0tHQU0URfQj07j9w/watch?utm\\_content=DAGVqZ9Ny2U&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=uniquelinks&utlId=ha977a70340](https://www.canva.com/design/DAGVqZ9Ny2U/EZ8XuV0tHQU0URfQj07j9w/watch?utm_content=DAGVqZ9Ny2U&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utlId=ha977a70340)



# NEW HEIGHTS

SHOW ON EDUCATION



## Interested in Broadcasting?



Attention Students interested in broadcasting or working in radio and television: NHEG offers unique opportunities for students to explore.

Positions are all volunteer based and offer hands on experience working on a syndicated show, "New Heights Show on Education" (currently only online)

### The Positions of Interest Include:

Internet Radio Host Assistant, Internet Radio Monitors, Creating of New Media, Editing Audio and Video, Press Secretary, Experience with Spreaker and Zoom, Experience working as a Communications Secretary, Hosting of Round-table discussions. There might also be an opportunity to become a host for our organization.

#### Contact us:

[NewHeightsEducation@yahoo.com](mailto:NewHeightsEducation@yahoo.com)

419-786-0247

<http://www.NewHeightsEducation.org>

<https://Radio.NewHeightsEducation.org/>

Learning Annex: <https://School.NewHeightsEducation.org/>



**New Heights Educational Group**  
Educational Resources to Help Reach Your Goals  
Resource and Library Center





# NEW HEIGHTS

SHOW ON EDUCATION



## The Voices Of NHEG Internet Radio



CHARLOTTE MCGUIRE



MARIA ORTIZ



PAMELA CLARK



VICTORIA LOWERY



ERIKA HANSAN



KATHY WOODRING



BRIANA DINCHER



OLAMIYAN TABAT



PRISCILENA SHEARON



BUFFIE WILLIAMS



SADIA EIJAZ



ANNA SHI



MANYA SHUKLA



SHANNON WILLIAMSON



KADEN BEHAN



FeedSpot



# The New Heights SHOW ON EDUCATION

JOIN HOST

*Pamela Clark*



AIRING WEDNESDAYS  
6:00PM EST  
INTERNET RADIO

AS SHE DISCUSSES EDUCATION NEWS AND HAPPENINGS



FeedSpot

# The New Heights SHOW ON EDUCATION

JOIN HOST

*Manya Shukla*



AIRING, FRIDAYS  
7:00PM EST  
INTERNET RADIO

EMPOWERING HR WITHIN THE WORKFORCE



FeedSpot

# The New Heights SHOW ON EDUCATION

NEW PODCAST

## American Service Men and Women Tell Their Stories of Survival

JOIN HOST



Pamela Clark



Airing Wednesdays  
6 PM EST



Empowering HR within the Workforce is the podcast where we explore the latest trends in human resources, workforce development, leadership, and personal development. This show will bring insights on building a more effective and efficient workforce while also focusing on personal growth. Tune in for some healthy solutions to elevate your personal development and team goals.

# The New Heights SHOW ON EDUCATION

JOIN HOST

*Manya Shukla*



AIRING, FRIDAYS  
7:00PM EST  
INTERNET RADIO

EMPOWERING HR WITHIN THE WORKFORCE



FeedSpot





**NEW HEIGHTS**

SHOW ON EDUCATION



### The Voices Of NHEG Internet Radio



The internet radio show hosts cover various topics of education for home, charter and public-school families in Ohio and beyond. We cover many aspects of education: education in the news, civil rights, the power of education, restructuring schools, the IEP process, tips for teens, zoology, technology, Common Core, history, science, reading, business, entrepreneurship, special needs, round-table discussions, Empowering HR within the Workforce, and reading of our teen comic book series that tackles youth issues.



Welcome to the New Heights Show on Education, an Internet radio program and podcast in which the hosts cover various topics of education for Home, Charter and Public School families in Ohio and beyond.

We cover many aspects of education: the power of education, restructuring schools, the IEP process, tips for teens, zoology, technology, common core, history, science, reading, business, entrepreneurship, special needs, round-table discussions, and reading of our bi-monthly teen comic book series which tackles youth issues.

The show educates and inspires its audience by sharing and welcoming discussions. We invite the audience to send in show ideas and provide feedback.

### The Voices of NHEG Internet Radio



## New Heights Educational Group LAUNCHES PODCAST

The New Heights Educational Group is excited to announce the launch of a new podcast titled "American Service Men and Women Tell Their Stories of Survival." Hosted by Pamela Clark, this podcast will feature firsthand accounts from sailors who served aboard the USS Drexler, with plans to explore additional stories and branches of the military, as well. This pre-recorded show will be available on our website **Radio.NewHeightsEducation.org** starting June 25, 2025. Homeschool families are encouraged to incorporate this resource into their American History studies.

P.S. If anyone from the families would like to be interviewed on the show, email [Info@NewHeightsEducation.org](mailto:Info@NewHeightsEducation.org)



**New Heights Educational Group**  
Educational Resources to Help Reach Your Goals

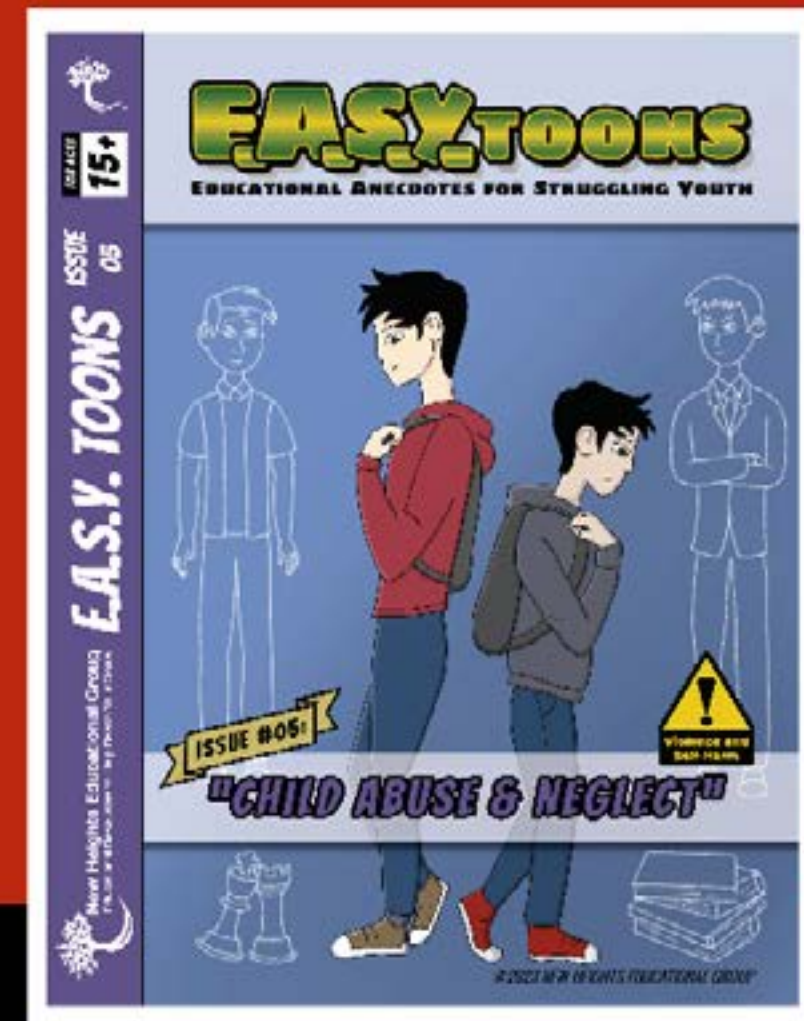




# NEW ISSUE

## E.A.S.Y. TOONS COMIC BOOK

AVAILABLE SEPTEMBER 1, 2023



[www.yumpu.com/kiosk/newheightseducation](http://www.yumpu.com/kiosk/newheightseducation)





DOLLAR GENERAL  
**LITERACY  
FOUNDATION**

GIVE.  
DREAM.  
HOPE.



For 30 years, the Dollar General Literacy Foundation has been helping individuals increase their potential and pursue their dreams of a better tomorrow through the power of education. Through grant investments in local schools, nonprofits and libraries, we are supporting teachers, librarians and nonprofit leaders as they help individuals of all ages learn to read, prepare for the high school equivalency test or learn English. If you would like to learn more about the Foundation and our grant programs, please visit [www.dgliteracy.org](http://www.dgliteracy.org).

#### Grant Focus Areas:



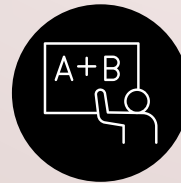
#### ADULT LITERACY

Grants provide support to organizations that help create access and opportunity for adults through adult basic education, high school equivalency preparation or English language acquisition.



#### SUMMER READING

Grants support efforts to prevent the summer slide and engage students who are below grade level or reader's with learning differences during the summer months.



#### YOUTH LITERACY

Grants support efforts to implement, enhance or expand K-12 literacy instruction with a focus on increasing access for all students.



#### FAMILY LITERACY

Grants support learning for the whole family. Preferred programs include adult education, children's education and parent and child together time.

#### Since 1993, the Foundation has:

**AWARDED more than  
\$233 MILLION  
IN GRANTS**



**SERVED more than  
19.3 MILLION  
INDIVIDUALS**



**IMPACTED more than  
23,000  
ORGANIZATIONS**



DOLLAR GENERAL  
**LITERACY  
FOUNDATION**

To find out more about our grant programs or to apply online, visit [www.dgliteracy.org](http://www.dgliteracy.org).  
100 Mission Ridge, Goodlettsville, TN 37072 • 615.855.5201 • [www.dgliteracy.org](http://www.dgliteracy.org)





## ACTIVE LEARNING BOOSTER™

SELF-PACED HANDS-ON ONLINE TEACHER TRAINING PROGRAM  
FOR EARLY CHILDHOOD & PRIMARY EDUCATORS

CERTIFICATE OF COMPLETION

YOU'LL LEARN:

- HOW to support ALL areas of child development through Active Experiential Learning
- HOW to create Indoor and Outdoor Active Learning Experiences
- HOW to use everyday objects in Active Holistic Learning
- HOW to design and implement Play & Learning Stations
- HOW to use technology to support Active Experiential Learning
- HOW to provide Multi-Sensory support
- And so much more!

Aligned with EYFS Framework  
& NVQ in CCLD Level 3



**NEW PAYMENT PLANS**  
**from \$11.99 per person!**

PROGRAM DURATION: 3 MONTHS



# NHEG November Birthday

**NOV 05** Laura Casanova

**NOV 21** Maggie Spangler

**NOV 26** Piper Sharpe

**NOV 26** Frani Wyner

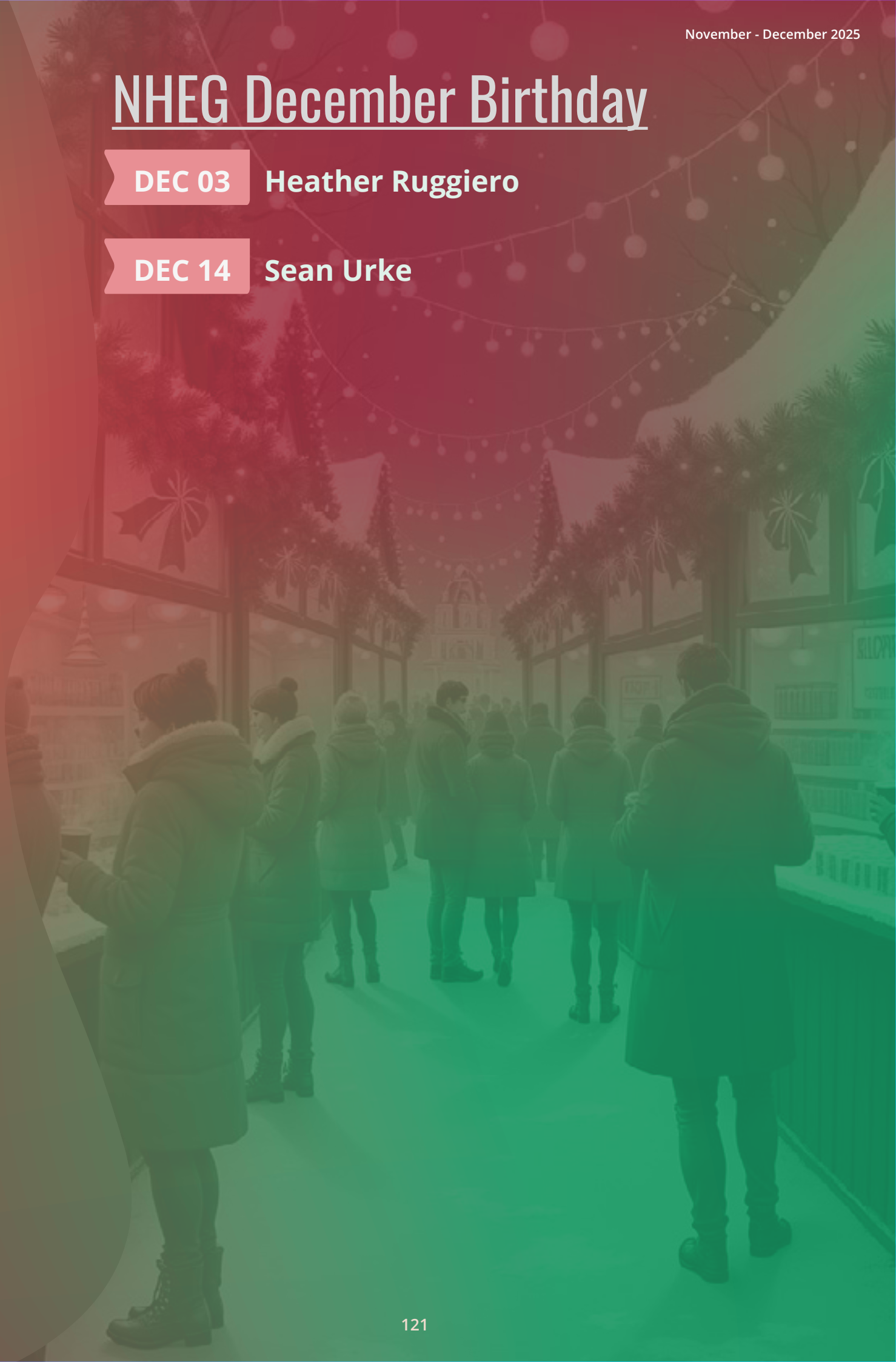
# NHEG November Anniversary

**NOV 24** Lauran Casanove

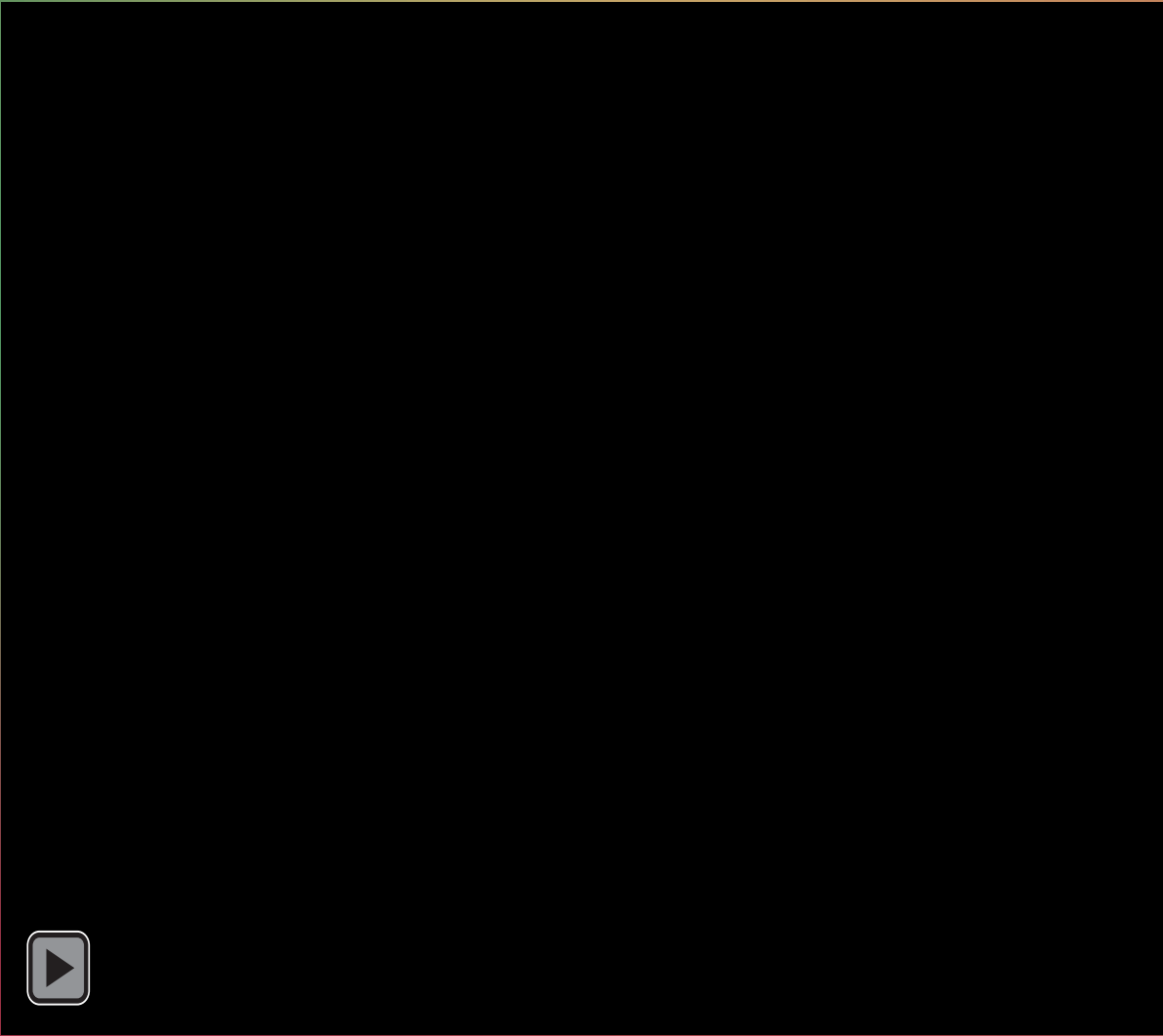
# NHEG December Birthday

**DEC 03** Heather Ruggiero

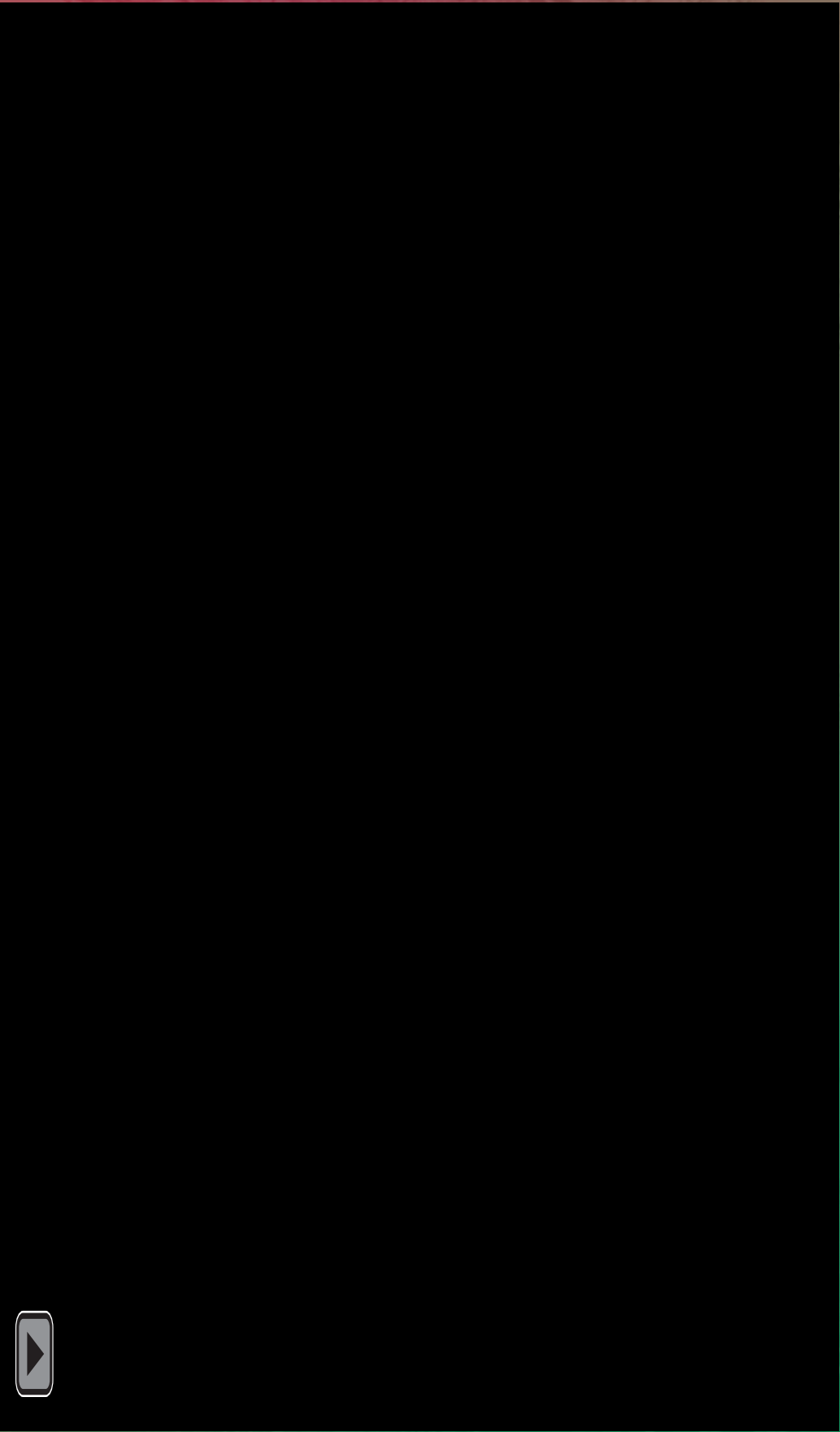
**DEC 14** Sean Urke



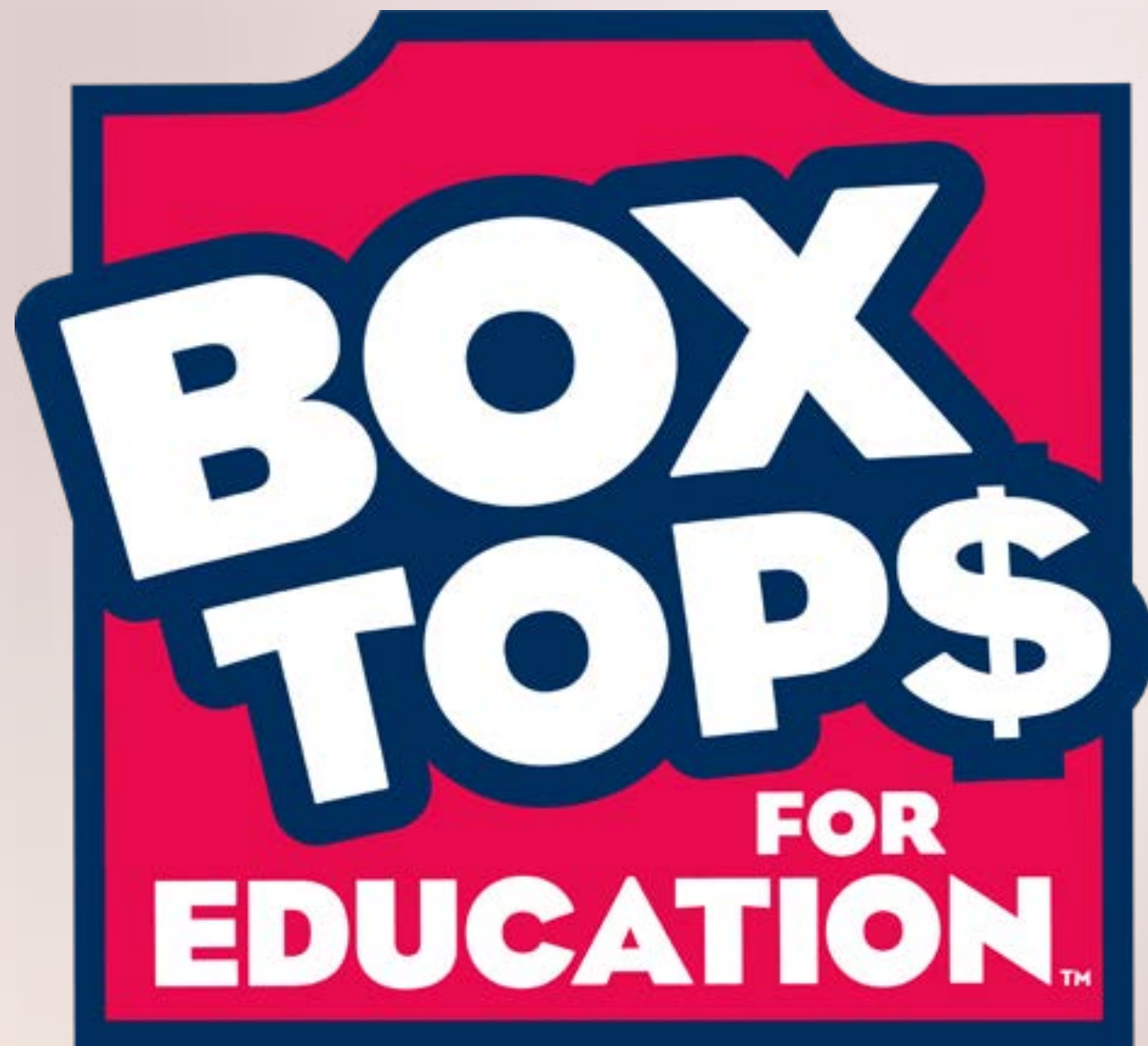
# NHEG Birthday Card



# NHEG Anniversary Card







## HOW TO EARN

### BOX TOPS MAKES IT EASY

All you need is your phone! Download the Box Tops app, shop as you normally would, then use the app to scan your store receipt within 14 days of purchase. The

app will identify Box Tops products on your receipt and

automatically credit your school's earnings online.

Twice a year, your school will receive a check and can use that cash to buy

whatever it needs!

DO YOU NEED TO ENROLL YOUR SCHOOL? FIND OUT HOW HERE.

<https://www.boxtops4education.com/enroll>

# PRESS RELEASE

## THE NEW HEIGHTS SHOW ON EDUCATION AND THE NEW HEIGHTS EDUCATIONAL GROUP (NHEG) WELCOMES A NEW HOST.

3/28/25

The New Heights Show on Education and the New Heights Educational Group (NHEG) welcomes a new host. Manya Shukla is a certified HR professional and a dedicated advocate for personal development and team growth. She is excited to bring her podcast show “Empowering HR Within the Workforce” to NHEG. It’s your go-to podcast for the ever-evolving world of HR. The podcast shares insights on building a more effective and efficient workforce while also focusing on personal growth. Manya firmly believes that high-quality work is best achieved when employees feel valued, engaged, and happy in their roles. She also believes that what is important is not the number of hours an employee spends in the office but the quality of work he or she performs. Manya currently volunteers with NHEG as an HR Coordinator. She resides in Austin, Texas, loves singing and dancing, and is deeply interested in geopolitics. The award-winning New Heights Show on Education covers educational topics and news for families, students and educators. The internet radio show hosts cover various topics of education for home-, charter- and public-school families in Ohio and beyond. We cover many aspects of education: education in the news, civil rights, the power of education, restructuring schools, the IEP process, tips for teens, zoology, technology,

Common Core, history, science, reading, business, entrepreneurship, special needs, and round-table discussions. Our shows can be followed and listened to on your favorite podcast player or by visiting <https://Radio.NewHeightsEducation.org/>. Manya’s show starts on March 28, 2025, and airs on Fridays at 7:00 p.m. EST. Pamela Clark (Founder/Executive Director, Creator of Show) hosts a show titled “Education in the News” that airs Wednesdays at 6:00 p.m. EST.

## LETTER TO VETERANS' COMMUNITY ARE YOU A VETERAN? DO YOU KNOW A VETERAN?

8/8/2025

The New Heights Educational Group has recently launched a new radio show titled, “American Service Men and Women Tell Their Stories of Survival.” Our goal is to provide veterans with a platform to share their experiences through interviews with our Founder and Executive Director, Mrs. Pamela Clark. Mrs. Clark has a personal connection to this cause, as her paternal grandfather heroically gave his life in WWII, and his father served in WWI. Both were awarded Purple Heart medals.

Mrs. Clark has been passionate about honoring veterans’ contributions to our nation for quite some time, envisioning this initiative either as a history class or a radio show. Through this program, we aim to amplify veterans’ voices and foster community education about our nation’s history.

We warmly welcome any suggestions on how we can effectively proceed and connect with veterans interested in participating. Your support is invaluable to us in making this project a success.

Thank you for considering this opportunity to honor and share the incredible stories of our veterans.

Sincerely, Pamela Clark, Executive Director

419-786-0247

[Info@newheightseducation.org](mailto:Info@newheightseducation.org)

## THE NEW HEIGHTS EDUCATIONAL GROUP PODCAST NEW HEIGHTS SHOW ON EDUCATION

The New Heights Educational Group podcast New Heights Show on Education has been selected by the FeedSpot panel as one of the 10 Best Ohio Education Podcasts on the web, for the second year in a row.

It is listed among the Top 10 Best Ohio Education Podcasts online, and NHEG is honored to be part of this.

Anuj Agarwal, founder of FeedSpot, personally congratulated NHEG’s work on the podcast and its many shows. The award-winning New Heights Show on Education covers educational topics and news for families, students, and educators. The internet radio program and podcast hosts cover various topics of education for home-, charter-, and publicschool families in Ohio and beyond.

Content topics include many aspects of education: education in the news, civil rights, the power of education, restructuring schools, the IEP process, tips for teens, zoology, technology, Common Core, history, science, reading, business, entrepreneurship, special needs, round-table discussions, and reading of our teen comic book series that tackles youth issues. The show educates and inspires its audience by sharing and welcoming discussions.

New shows are added on a regular basis on our website: <http://Radio.NewHeightsEducation.org/>



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## STUDENT EDUCATIONAL SUPPORT SERVICE PROVIDER OF THE YEAR 2024

The New Heights Educational Group was named the Student Educational Support Service Provider of the Year 2024 - Ohio by the North America Business Awards.

<https://newworldreport.digital/winners/New-Heights-Educational-Group-2/>

NHEG Founder/Executive Director Pamela Clark stated “I’m always thankful for recognition of our work. The work at NHEG is all done by volunteers, and I appreciate them for their passion and support.”

Thank you to New World Report for recognizing our work.

Sincerely, Pamela Clark

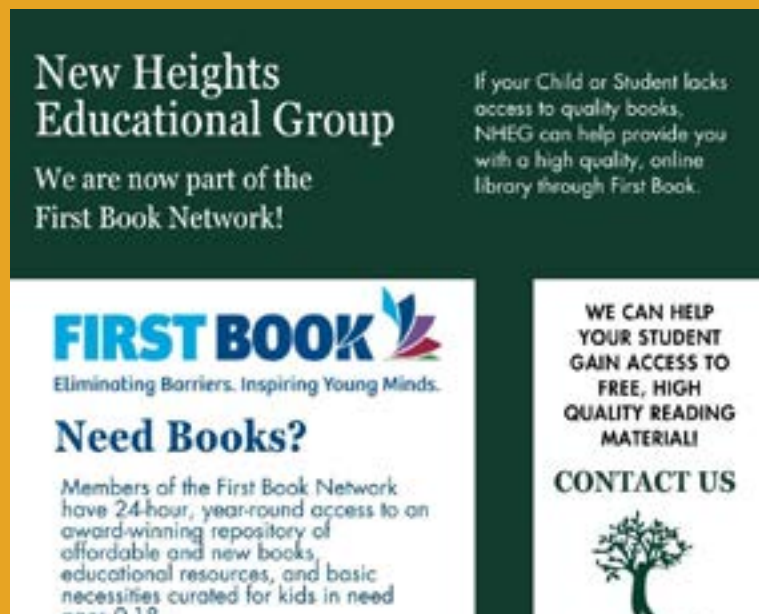
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New shows are added on a regular basis on our website: <http://Radio.NewHeightsEducation.org/>

## PRESS RELEASE

### THE NEW HEIGHTS EDUCATIONAL GROUP IS NOW PART OF THE FIRST BOOK



The New Heights Educational Group is now part of the First Book Network! If your children or students lack access to quality books, NHEG can help provide them with a high quality, online library through the First Book Network. Members have 24-hour, year-round access to an award-winning repository of new and affordable books, educational resources and basic necessities curated for kids and young adults up to 18 years of age. To claim access to these free books, contact us at [Info@NewHeightsEducation.org](mailto:Info@NewHeightsEducation.org) and send us the name, email address

and age for each child you would like access for. We will send you an email with sign-up information (check your spam folder if you don't see this email in your inbox). You can also sign up via the following link:

<https://NewHeightsEducation.org/NHEG-educational-programs/virtual-reading-program/>.

While you are there, check out the FREE 5-tier reading program.

### ARTICLES FROM HILLSDALE COLLEGE

The first link is an issue of Imprimis, Hillsdale's free "Digest of Liberty," by Trent England on "The Danger of the Attacks on the Electoral College": <https://imprimis.hillsdale.edu/danger-attacks-electoral-college/>

The second is an article for the Wall Street Journal in 2016 entitled, "The Electoral College is Anything But Outdated": <https://www.hillsdale.edu/wp-content/uploads/2016/12/PR-The-Electoral-College-Is-Anything-But-Outdated-WSJ.pdf>

Check out the digital version of Imprimis, one of America's most widely-read publications in support of individual liberty, limited government, free market economics, moral responsibility, and strong national defense.

My name is Larry P. Arnn, and I am the president of Hillsdale College, which has published Imprimis since 1972.

## PRESS RELEASE

[https://info.hillsdale.edu/e3t/Ctc/LS+113/c2xp-04/VXb3fY2hTH5TV7IKQ41v9XpFW5l3Nw35g8q1SN1PJbts3qgyTW6N-1vHY6lZ3lfW4hyg5z17-J43W7SnRr57R-43LW1Q2Mk21fj04DW83zt6N2-ypn2W1wL\\_HM6R5SyRW7v\\_brC8qMZzBVR4SWs2Gbj-SyW7hFsf02M7kTzW70915v6MHZgdW1jR62Z1hhzwYW7h459C7IMvd\\_W5BR4Wz6x4YhMW79PK482fmGtjW5WbbSN1v6C1F-W6n2zmT2bd9bBVkGDcf83-YWYw7rKFwY36fWbyW8l8vth29\\_LxSW3TknPQ5pNfNjW2BFMwp6xNTVvW6WDbsh49qmBSVNk-wl-3M78Xxf4P84Y404](https://info.hillsdale.edu/e3t/Ctc/LS+113/c2xp-04/VXb3fY2hTH5TV7IKQ41v9XpFW5l3Nw35g8q1SN1PJbts3qgyTW6N-1vHY6lZ3lfW4hyg5z17-J43W7SnRr57R-43LW1Q2Mk21fj04DW83zt6N2-ypn2W1wL_HM6R5SyRW7v_brC8qMZzBVR4SWs2Gbj-SyW7hFsf02M7kTzW70915v6MHZgdW1jR62Z1hhzwYW7h459C7IMvd_W5BR4Wz6x4YhMW79PK482fmGtjW5WbbSN1v6C1F-W6n2zmT2bd9bBVkGDcf83-YWYw7rKFwY36fWbyW8l8vth29_LxSW3TknPQ5pNfNjW2BFMwp6xNTVvW6WDbsh49qmBSVNk-wl-3M78Xxf4P84Y404)

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Thank you for considering this opportunity to honor and share the incredible stories of our veterans.

Sincerely, Pamela Clark, Executive Director

419-786-0247

[Info@newheightseducation.org](mailto:Info@newheightseducation.org)



## NEUROEDUCATION IN SCHOOL: PRINCIPLES OF NEUROSCIENCE

Neuroeducation implies understanding how a child's brain works and how the nervous system affects their learning.

Neuroscience studies applied to schooling have been essential both for teachers to innovate in pedagogical strategies and for parents to create more favorable conditions for their children's learning.

This article presents eight principles of neuroscience in action to help children learn in the classroom. As a strategy for writing the article, I will use a study conducted by the Social Service of Industry (SESI) of Brazil, which is now part of the National

Network of Science for Education (Rede CPE), an association that integrates Brazilian researchers and laboratories from different areas that develop research to improve educational practices and policies.

The following principles also contribute to the transformations of education over time:

1. Learning changes the brain: Neuroimaging tests have found that our brain changes both in structure and in functioning as a person learns new skills such as reading, writing, counting, practicing a new language, etc. This is due to neuroplasticity and the brain's ability to reorganize itself and form new brain synapses with each new learning or experience acquired throughout life. For this reason, students need to know that intelligence is malleable and that it is always time to learn, regardless of the difficulty they have with a given content. Research in the field of neuroscience reveals that when students understand that their intelligence is malleable and that learning changes the structure of their brain, they can renew their self-confidence and motivation to study.

2. How we learn is unique: Although each of us has the same set of neural circuit (linked to attention, motivation, motricity, language, reasoning, etc.), how each person's brain connects to these circuits is different, as it depends on the set of experiences inherent to how each person learns and experiences learning. Each student has a different type of neural circuitry that influences their performance and learning. Thus, a classroom with students of the same age does not necessarily mean that everyone will learn in the same way. For this reason, it is necessary to awaken everyone's interest, investigating their previous knowledge, what they like to do most, their desires, and their curiosities. Diversifying pedagogical practices, as well as teaching resources, are alternatives for each student to put into practice their way of learning.

As the teacher manages to connect with the students, the easier it will be to connect the interests of the class to the concepts of the school curriculum.

3. Social interaction is conducive to learning: We are social beings. Learning by observing others is not as effective as learning by interacting with others. In a classroom, the exchange between teacher and student generates changes in each person's cognitive processing, and this is evident when the teacher needs to modify the lesson plan because of a doubt presented by a student. Learning occurs all the time, whether between students or groups of teachers. This way, a new neural construct is developed in the brain for each new learning. The neural circuits activated by social interactions have connections with the reward system, which triggers motivation, essential for quality learning!

4. The use of technology influences the processing and storage of information:

The teacher, when using smartphones, laptops, and tablets, as a pedagogical tool, first needs to ask himself/herself "What are the benefits and drawbacks that information technologies offer to students in the classroom?"

The indiscriminate use of these devices in the classroom can cause distractions and multitasking behaviors in students in a way that impairs their ability to focus and pay attention. For technology to be used to benefit learning, support and guidance are needed. It is necessary to guide the student on how to use selection strategies and identify inaccurate news when researching and seeking information, for example. Another important tip is to develop deep readings with students.

Students need to use cognitive strategies that allow in-depth reading, not only in printed texts but also on screens.

5. Emotion drives learning: In the human brain, reason and emotion are processes that work interdependently to allow our best adaptation to the environment.

From a neuroscientific point of view, it is impossible to build memories, carry out complex thoughts, or make meaningful decisions without emotion. That is why they are so important for human development and learning. In the classroom, "what" the student feels and "how" he feels about what is being taught will directly impact his learning. Leading him, for example, to pay more attention (or not) to the content of the class, to ask (or not) questions, and to dedicate himself more (or less) to his studies. This is how emotion guides learning. On the other hand, emotions that trigger episodes of stress and anxiety in students impair learning. Working with emotions in the classroom, and incorporating socio-emotional learning into pedagogical practice, means considering students in all their dimensions. It is about understanding and valuing the way students perceive themselves, interact, and perceive learning.

6. Motivation puts the brain in action for learning: Motivation is associated with the activity of brain areas that analyze the value of a given experience and also whether it is rewarding enough to be repeated and maintained over time. In learning, this process occurs when the student decides to dedicate more time to studying certain content.

A tip to stimulate motivation in students is to arouse their curiosity through thought-provoking questions in the classroom. Remember that every research project starts with a question or a problem!

Research indicates that when something truly awakens curiosity, brain regions associated with motivation and memory are activated. In other words, curiosity can be a great motivator that makes the brain want to learn.

7. Attention is the gateway to learning: Attention is the gateway to learning. It is through this that the brain is able to filter the necessary and relevant information for our knowledge. Without focus and attention, we cannot filter the information necessary for learning, and consequently, we cannot learn. But the challenge of attention is to maintain concentration, and this involves emotion. For this reason, it is essential that the learning content has value and meaning for the student.

This was proven through research in which, using electrophysiology techniques, they observed that when adolescents were presented with stimuli they considered more "interesting," areas related to selective attention were influenced by brain areas related to motivation. Thus, the study demonstrated that more interesting stimuli increase attentional focus.

8. The brain is not multitasking: Although the modern world values multitasking behavior in people, neuroscience has proven that the brain is not multitasking, alternating its attention on one stimulus at a time when performing a task.

Simultaneous tasks require the brain to compromise the same brain area, the prefrontal cortex, responsible for working memory. Thus, carrying out multiple tasks when studying can compromise academic performance and the reading comprehension, for example. Other harmful factors include difficulty maintaining focus, mental fatigue, working memory overload, and difficulty retaining the content studied.



In order to make students understand the harm of multitasking behavior, it is necessary to explain to them that the greater the number of activities they are doing, the greater the level of distraction. In practice, this means avoiding using social media while studying and only using it again during the break between classes. cannot filter the information necessary for learning, and consequently, we cannot learn. But the challenge of attention is to maintain concentration, and this involves emotion. For this reason, it is essential that the learning content has value and meaning for the student.

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The educator’s work can be more effective when he/she understands how the brain learns, what motivates learning, and how it better captures attention—in short, how stimuli and social interactions impact the learner’s formation. The brain is the organ of learning, and neuroeducation aims to provide scientific evidence of how the brain learns more effectively in the classroom. Hence the importance of neuroeducation for the student’s academic life and for the teacher’s teaching process.

Source:  
*Serviço Social da Indústria. Departamento Nacional.*  
*Neuroscience and education: looking out for the future of learning / Serviço Social da Indústria, Ana Luiza Neiva Amaral, Leonor Bezerra Guerra;*  
*translation Mirela C. C. Ramacciotti. Brasília : SESI/DN, 2022.*







FRIDAY, SEPTEMBER 27, 2024     As both economic theory and historical experience teach, institutional quality can be the difference between poverty and prosperity.  
SERGIO MARTÍNEZ

# How Institutional Quality Shapes Our World

## What is institutional quality, and why is it important for economic progress?

Institutions are the rules of the game that shape human behavior. They include laws, codes of conduct, and both formal and informal customs that structure interactions between people. Our expectations of how others will act in different situations depend on institutions. Stable institutions reduce uncertainty and make economic activity easier.

However, not all institutions promote productive behavior. In *Why Nations Fail*, Daron Acemoglu and James Robinson distinguish between two types: inclusive institutions and extractive institutions. Inclusive institutions encourage broad participation in wealth creation, while extractive institutions benefit a small elite at the expense of the majority. Inclusive institutions protect private property rights and shield individuals from government overreach, whereas extractive institutions are characterized by rent-seeking, coercion, and human rights abuses.

A country's institutional quality is higher when it fosters inclusive institutions. These institutions are more productive because they support open markets and align the interests of entrepreneurs with those of consumers. Extractive institutions, on the other hand, are unproductive because they reward zero-sum strategies.

The Red Liberal de América Latina (RELIAL) recently released the 2024 edition of its Institutional Quality Index (ICI), authored by economist Martín Krause. The ICI

ranks 183 countries based on their institutional quality, using indicators of economic and political freedom. The index measures how well a country protects property rights, supports free markets, fosters innovation and entrepreneurship, and upholds a participatory democracy with checks and balances.

Denmark, Switzerland, Finland, and New Zealand took the top four spots, while the United States ranked 18th, having dropped four places since 2021. At the bottom of the list were North Korea, Yemen, Syria, and Venezuela. The Nordic countries, which have high levels of both political and economic freedom, exemplify a commitment to inclusive institutions. Countries with higher institutional quality also tend to have higher per capita incomes. For example, Denmark ranks eighth in per capita GDP according to the World Bank. Chile, a country historically known for its pro-market reforms, has one of the highest institutional quality rankings in Latin America, with a GDP per capita 58% higher than the regional average.

As Martín Krause notes, institutional change tends to be slow, and the ICI reflects this by showing little movement in the top 20 countries over the past four years. Institutional stability in prosperous countries is key to their well-being. As George Leef points out, good institutions “economize virtue.” In a well-functioning market economy, individuals can contribute to the welfare of others without requiring extraordinary levels of altruism. For example, a grocer is honest not because he is virtuous, but because honesty is good for business.

Market institutions create order and discipline without relying on people to be exceptionally virtuous. In societies where market institutions prevail, people not only follow the rules of the game but also internalize values like respect and persuasion in their daily lives. It's no surprise that the countries embracing these institutions tend to be the most prosperous and virtuous.

## Why are institutions essential for economic growth?

Economic growth relies on a country's ability to combine resources (labor, capital, and land) and techniques (technology and knowledge) efficiently to produce goods and services that meet the needs of its people. However, this process only works well when there is a stable framework of expectations, where the rules of the game are clear and predictable. Institutions are essential because they allow individuals to plan, innovate, and take risks—key ingredients for economic growth.

Unstable institutions, on the other hand, create uncertainty that stifles investment and trade. People lose the ability to predict the outcomes of their actions, making them less likely to take risks or invest in long-term projects. In contrast, stable institutions that protect private property and uphold voluntary contracts give individuals the confidence to plan their economic activities. This encourages innovation, savings, and capital accumulation—all crucial elements of economic growth.

## Conclusion

Institutions are a cornerstone of a functioning economy. They not only establish the rules that enable cooperation but also reduce uncertainty and create an environment conducive to economic growth. Without strong institutions, economies become chaotic, inefficient, and unequal. With stable institutions, however, innovation and investment thrive. Both history and economic theory teach us that countries with strong institutions that protect private property and contracts experience the greatest long-term prosperity and development.

Source: The Foundation for Economic Education (FEE) <https://fee.org/>





FRIDAY, APRIL 12, 2024      Coercion is not conducive to a healthy learning environment.  
KARL STREITEL

# Veteran Teacher: Here’s What’s Wrong with Traditional Schooling

For 19 years, I was a master of time. Down to the minute, I controlled time for others and used it to meet my and others’ ends, irrespective of the desires of those in front of me. In short, I was a public-school teacher, and controlling time was my talent. Although I and other adults often talked about helping students reach their potential and grow as learners, what we really did each day was control their time and force upon them ideas and subjects in which most of them had little to no interest.

What if there were a better way? A way to help each student learn the way he or she learns best, develop autonomy, explore passions, and take control of his or her own time? Thankfully, that way does exist in the form of alternative schools and learning programs that continue to increase in number each day.

For example, I remember Adam\*, a bright and motivated senior with a passion for business. However, Adam felt pressured to attend college even though he felt no real drive to do so. He dutifully attended his classes and earned high grades, but he shared with me towards the end of the school year that he felt like college would be a waste of time and money. What he truly wanted was to enter the business world and gain experience, not sit in an intro to astronomy class to pad the college’s bottom

line. What if Adam had known about Praxis, the college alternative that helps students develop professional skills and work alongside a mentor for a full year? Might such a program have been a better fit for someone like Adam than the one-size-fits-none college curriculum?

I also remember Bailey, a shy freshman who only sporadically turned in work but who often participated in our in-class discussions, especially those about contentious issues. One day after class, I asked her about her incomplete work, and she told me that everything she enjoyed was outside school and that she felt she wasn’t “good at school.” What if Bailey had known about North Star: Self-Directed Learning for Teens, an unschool that builds personalized curricula around students’ interests and strengths and eschews grades in favor of learning? Might she have felt differently about her days and about learning?

Finally, I remember Celine, an outspoken junior whose inquisitive mind often led to numerous questions each class period but also to a dissatisfaction with the perceived “mindlessness” and passivity of school. Celine’s parents had even considered homeschooling, but her father told me they were afraid to “mess things up.” What if Celine and her parents had known about

Brooklyn Apple Academy, a “home for homeschoolers” that offers part-time classes, field trips, and camps, including a program called “The Works” in which students investigate the functioning of the city’s infrastructure? Might Celine have been more active in and excited about learning, and might her parents have felt more confident homeschooling knowing that they weren’t going at it alone? institutions in America when it is sitting on a \$53 billion endowment and while it receives donations from foreign governments?

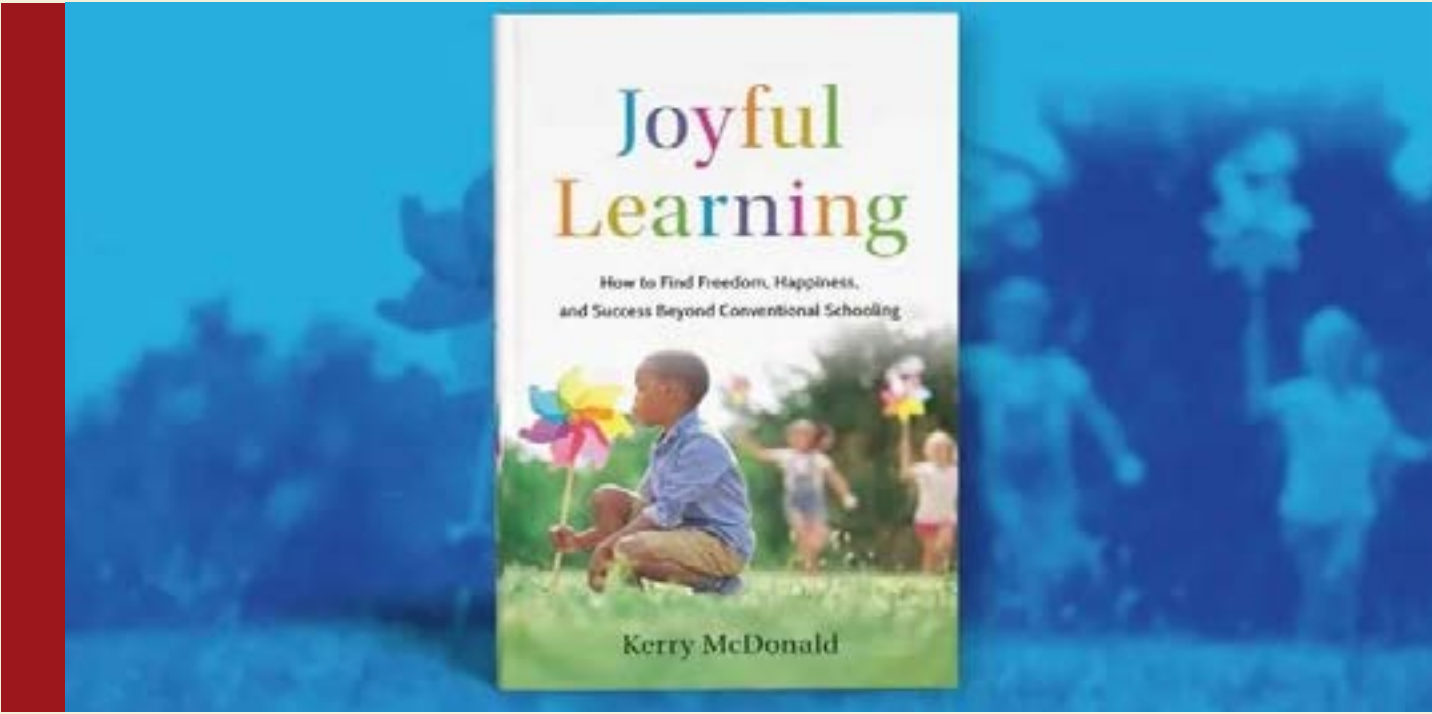
The above examples are just three among hundreds I can recall from my work controlling students’ time, and I’m sure you are familiar with thousands more that all tell us the same thing: coercive schooling does not work and harms far more than it helps. However, what if children and their parents had alternatives to such a baneful system, and what if these alternatives were voluntary and focused on students’ actual needs and interests? Luckily for us, these alternatives are here, and more are opening each day. As a repentant master of others’ time, I implore you: seek out these alternatives and leave behind government schools’ coercion and disinterest. Children deserve nothing less.

\*All names herein have been changed to respect privacy.

Source: The Foundation for Economic Education (FEE)      <https://fee.org/>







TUESDAY, AUGUST 19, 2025     Disruptive innovation in K-12 education.  
KERRY MCDONALD

# Entrepreneurs Transform Entire Industries, Including Education

The following is an adapted excerpt from FEE Senior Fellow Kerry McDonald’s new book, *Joyful Learning: How to Find Freedom, Happiness, and Success Beyond Conventional Schooling*, which is available now wherever books are sold. It is reprinted here with permission from the publisher.

When we hear the word entrepreneur, many of us think of Silicon Valley stars like Steve Jobs, Mark Zuckerberg, Peter Thiel, Bill Gates, Jeff Bezos, and others who have created sprawling, successful companies whose products and services seep into our everyday lives. These entrepreneurs may be household names, but they are more the exception than the rule. Everyday entrepreneurs—the ordinary people launching and leading small businesses—form the backbone of the US economy. According to the US Small Business Administration (SBA), small businesses account for more than 99.9 percent of all American companies, employing more than sixty million people. A typical entrepreneur, defined by Merriam-Webster as “one who organizes, manages, and assumes the risks of a business or enterprise,” is more like a microschool founder than a Microsoft founder.

The education entrepreneurs I interviewed for my new book, *Joyful Learning: How to Find Freedom,*

*Happiness, and Success Beyond Conventional Schooling*, are incredibly diverse, but there are several common qualities shared by most of them. They are eager for a challenge and are confident that they can overcome inevitable setbacks. They like to take initiative and are comfortable with unpredictability. They are critical thinkers, questioning the way things are typically done in education and wondering about new approaches. Today’s school founders like to learn and do new things, and often have a low threshold for boredom. They work well under pressure and are good at building relationships and collaborating with others. Finally, the founders I spotlight are optimists. They believe that education can be changed for the better and that they can be a successful part of that change.

The word entrepreneur comes from the French *entreprendre*, meaning “to undertake.” It is largely believed to have originated with the French-Irish economist Richard Cantillon, who used the word in his eighteenth-century writings; but it was the nineteenth-century French economist Jean-Baptiste Say who elaborated on its meaning, connecting it more closely to our modern understanding of entrepreneurs and their important role in a productive economy.

I reached out to Richard Salsman, assistant professor of political science at Duke University, who coined the term Saysian economics in 2003 to fully capture Say’s economic philosophy, including his recognition of the central role of entrepreneurs.

“Say developed the idea that the labor force and the resources of production have to be brought together by an entrepreneur,” Salsman told me. “Say saw this as a very active and intellectual process. He went out of his way to say this work is cerebral, that the entrepreneur’s contribution comes from the mind: from intelligence, creativity, and perseverance.”now be presumed guilty of neglect because a “very small minority” might be is not a legitimate reason to violate the privacy and personal freedom of law-abiding citizens.

In 1803, Say published his famous *A Treatise on Political Economy*, which laid out his theory for a flourishing market economy, including the importance of entrepreneurs. Inspired by Say more than a century later, the Harvard economist Joseph Schumpeter refreshed the image of an entrepreneur as one who induces innovation and change through what he called “the perennial gale of creative destruction.” This is the continual process by which outdated industries, enterprises, and practices are replaced by new models and methods brought forth by entrepreneurship and innovation. According to Schumpeter, “The entrepreneur and his function are not difficult to conceptualize: the defining characteristic is simply the doing of new things or the doing of things that are already being done in a new way (innovation).” Education entrepreneurs are both doers and innovators, creating change by building new learning models and refreshing old ones.

More recently, innovation and entrepreneurship have been associated with the term disruptive innovation that was popularized by Harvard Business School professor Clayton Christensen beginning in the 1990s as a way to characterize how some products or services begin on the margins and then increasingly occupy a larger share of a market before ultimately upending incumbents. “Airbnb is a classic case of disruptive innovation,” Christensen said, explaining how the startup moved from offering a low-end product to a small, niche group of consumers, to eventually moving into the mainstream and disrupting an entire industry.

The story of Airbnb is not only instructive as an example of disruptive innovation. It also illustrates what prompts many entrepreneurs to get started: the need to solve a problem in their own lives. Brian Chesky and Joe Gebbia needed rent money. Two twentysomethings living in San Francisco, the men had met a few years prior as students at the Rhode Island School of Design and became friends. In 2007, Chesky had just moved to the city from Los Angeles and the pair was struggling to cover the rising rent of the apartment they shared. Then Gebbia proposed an idea: what if they rented out some air mattresses in their apartment to attendees of an upcoming design conference who didn’t want to pay hefty hotel costs? Airbnb’s founders succeeded in creating a legendary company that transformed the hospitality industry and activated millions of entrepreneurial homeowners. But it all started with creative problem-solving. Most of the education entrepreneurs I have interviewed launched their new schools and spaces to address a challenge within their own immediate family or community—or both.

The American entrepreneurial spirit is on the upswing, and education entrepreneurs are very much a part of the trend toward new business creation. Women, immigrants, and people of color are among those driving the larger US entrepreneurial boom, and it’s not surprising to see that they are also the ones creating many of today’s new schools and learning models. Like entrepreneurs in other sectors, today’s school founders identify educational needs in their communities and invent solutions to satisfy those needs. It’s no wonder more parents are attracted to these creative schooling options.

Source: The Foundation for Economic Education (FEE)

<https://fee.org/>





**TUESDAY, AUGUST 12, 2025** How success in business helps society.  
KIMBERLEE JOSEPHSON

## Doing Good by Doing Well

As a business professor, I strive to teach sound principles and practices, focusing on the benefits of productivity and value creation. I want my students pursuing business careers to be proud of their chosen profession. While business ethics is a topic worthy of classroom coverage and discussion, I do not view my role as one of reforming students' values or beliefs. They are individuals, each with their own capabilities and aspirations. I teach fundamentals, not fundamentalism.

If a student wants to manage a bar, I don't scorn them for promoting alcohol consumption. If a student wants to open a tattoo parlor, I don't consider that work less worthy. If anything, I enjoy a good craft beer, and I have a tattoo myself. If someone's creation generates value for someone else, then that work should be judged only by those involved in the transaction, so long as there are no adverse spillover effects.

Medical tattooing, for instance, restores confidence to those with unwanted scars. Many breweries support local farms in addition to providing a modern-day watering hole for community gathering. We are beneficiaries of the brewers, the bakers, and the candlestick makers. And these producers serve society best by continuing to do what they do best. The better they are, the greater the benefits and the profits derived from their productivity. And that is a good thing.

The dominant objective for business should be long-run profit maximization, not engagement with issues beyond a firm's purpose or core competencies. Multinational CEOs as well as small business owners are free to use their personal wealth to support the campaigns they value. But imposing a social orientation on a business as a whole only encourages firms to dabble in matters that they might have no business taking part in. Moreover, it redirects attention to subjective concerns that could divert productive work away from serving consumer interests.

A profit orientation keeps businesses focused on the objective factors that sustain an operation's success and cater to consumer needs and wants. Individuals have values; businesses should have products and services.

Individuals' acting responsibly matters more than organizational posturing, since the former impacts the latter. Businesses are started by, staffed by, and managed by individuals. They cater to the wants and demands of individuals. If there's a problem with a business, responsibility lies with the individuals involved.

Fortunately, most individuals care about societal well-being as long as it does not come at an undue cost to themselves. For instance, I will gladly donate to the local food bank when I have the means to do so and my own family's needs are satisfied.

A crass but effective statement I learned when I was young was "The best way to help the poor is by not being poor." The more wealth I create, the more value I generate. I can splurge on multiple boxes of Girl Scout cookies or support the arts by attending high-priced Broadway shows. I can travel to destinations that depend on tourism and leave a larger tip when eating out. My donations and my taxes grow in proportion to my income. The more I make, the more I can save, spend, or share—which is my right, since what I earn is my property. If I want to be viewed as a good neighbor, I will act as one. No oversight or pressure needed.

With all this in mind, it seems fitting to conclude by featuring a bit of Ayn Rand's work. A Russian-born American philosopher, Rand was one of the greatest advocates for individuals and therefore one of the greatest champions for business. In *Why Businessmen Need Philosophy*, Rand rightly conveys why we need businessmen and why the inherently self-interested nature of productivity is a noble pursuit:

As a businessman, you make your profit by being the best you can be in your work, i.e., by creating goods or services that your customers want. You profit not by fraud or robbery, but by producing wealth and trading with others. You do benefit other people, or the so-called "community," but this is a secondary consequence of your action. It is not and cannot be your primary focus or motive.

The great businessman is like a great musician, or a great man in any field. The composer focuses on creating his music; his goal is to express his ideas in musical form, the particular form which most gratifies and fulfills him himself. If the audience enjoys his concerto, of course he is happy—there is no clash between him and his listeners—but his listeners are not his primary concern. His life is the exercise of his creative power to achieve his own selfish satisfaction. He could not function or compose otherwise. If he were not moved by a powerful, personal, selfish passion, he could not wring out of himself the necessary energy, effort, time and labor; he could not endure the daily frustrations of the creative process. This is true of every creative man. It is also true of you in business, to the extent that you are great, i.e., to the extent that you are creative in organization, management, long-range planning, and their result: production.

Download the [Think Like an Economist: Classroom Edition](#) activity—designed to help the curious explore the ideas behind this article through discussion, analysis, and reflection. All past lessons are available for free!

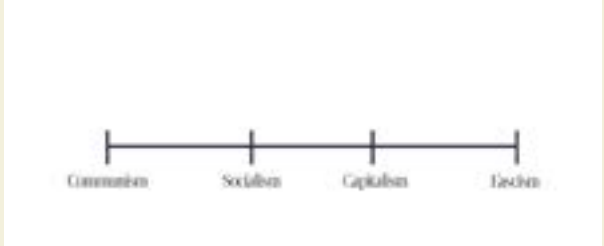




**TUESDAY, MAY 30, 2023** Instead of deploying flawed and simplistic spectrum charts, let us judge political and economic systems by who they empower—the State or the individual.  
LAWRENCE W. REED

# The Big Problem With the Traditional ‘Political Spectrum’ Children Are Taught in Schools

In classes on Government and Political Science, with few exceptions, students in both high school and college are taught that the so-called “political spectrum” (or “political/economic” spectrum) looks like this: Communism and Socialism reside on the Left, Capitalism and Fascism dwell on the Right. Various mixtures of those things lie somewhere in between:



This is not only false and misleading, it is also idiocy. Toss it into the trash bin and demand a refund from the teacher who presented it as fact, or as any kind of insightful educational tool.

At the very least, a spectrum that looks like that should raise some tough questions. Why should socialists and fascists be depicted as virtual opposites when they share so much in common—from their fundamental, intellectual principles to their methods of implementation? If a political spectrum is supposed to illustrate a range of relationships between the individual and the State, or the very size and scope of the State,

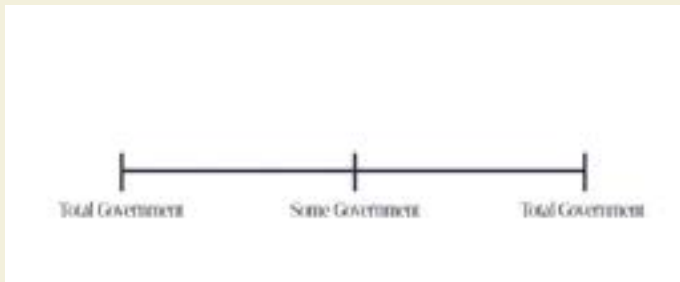
then why are systems of Big State/Small Individuals present at both ends of it?

On any other topic, the two ends of a spectrum would depict opposites. Let’s say you wanted to illustrate a range for stupidity. It would look like this:



How much sense would it make for “Extremely Stupid” to appear at both the far Left and the far Right ends of the range?

For the same reason, you would create only confusion with a spectrum that looks like this:



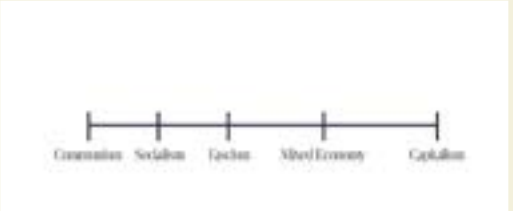
If you wanted to depict a range of options regarding the size of government, a more meaningful range would be this one:



Let us get back to Sketch 1, the spectrum that is most often presented to students as gospel. It is a big reason why so many people think that the communism of Lenin and Stalin was diametrically opposed to the fascism of Hitler and Mussolini (even if people who lived under those systems could not tell much difference).

I must say that in the first place, I am not a fan of spectrums as a device for understanding, especially when those who construct them insert terms along the range that are not all compatible with what the range is supposed to depict. Capitalism, for example, is not a political system; it is an economic one. It is entirely possible (though uncommon and ultimately unstable) for a one-party political monopoly to allow a considerable degree of economic freedom. But my purpose here is to deal with the defective political/economic spectrum that most students learn.

My contention is that if Communism, Socialism, Fascism and Capitalism all appear on the same range line, it is terribly misleading and utterly useless to place the first two on the left and the second two on the right. The placement that makes the most sense is this one:



The perspective represented in Sketch 5 immediately arouses dispute because its implications are quite different from what students are typically taught. The inevitable objections include these three:

1. Communism and fascism cannot be close together because communists and fascists fought each other bitterly. Hitler attacked Stalin, for example!

This objection is equivalent to claiming, “Al Capone and Bugs Moran hated and fought each other so they can’t both be considered gangsters.” Or, “Since Argentina and Brazil compete so fiercely in football, both teams cannot be composed of footballers.”

Both communism and fascism demonstrate in actual practice an extremely low regard for the lives and rights of their subject peoples. Why should anyone expect their practitioners to be nice to each other, especially when they are rivals for territory and influence on the world stage?

We should remember that Hitler and Stalin were allies before they were enemies. They secretly agreed to carve up Poland in August 1939, leading directly to World War II. The fact that Hitler turned on Stalin two years later is nothing more than proof of the proverb, “There’s no honor among thieves.” Thieves are still thieves even if they steal from each other.

2. Under communism as Karl Marx defined it, government “withers away.” So it cannot be aligned closely with socialism because socialism involves lots of government. Marx’s conception of communism is worse than purely hypothetical. It is sheer lunacy. The idea that the absolutist despots of the all-powerful “proletarian dictatorship” would one day simply walk away from power has no precedent to point to and no logic behind it. Even as a prophecy, it strains credulity to the breaking point.

Communism as Sketch 5 appears where it does because in actual practice, it is just a little more radical than the worst socialism. It is the difference between the murderous, totalitarian Khmer Rouge of Cambodia and, say, the socialism of Castro’s Cuba.

3. Communism and Fascism are radically different because in focus, one is internationalist and the other is nationalist (as in Hitler’s “national socialism”).

Big deal. Again, chocolate and vanilla are two different flavors of ice cream, but they’re both ice cream. Was it any consolation to the French or the Norwegians or the Poles that Hitler was a national socialist instead of an international socialist? Did it make any difference to the Ethiopians that Mussolini was an Italian nationalist instead of a Soviet internationalist?

Source: The Foundation for Economic Education (FEE) <https://fee.org/>

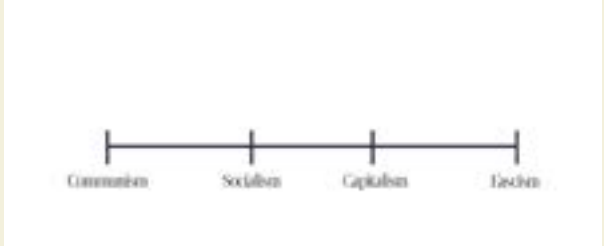




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At the very least, a spectrum that looks like that should raise some tough questions. Why should socialists and fascists be depicted as virtual opposites when they share so much in common—from their fundamental, intellectual principles to their methods of implementation? If a political spectrum is supposed to illustrate a range of relationships between the individual and the State, or the very size and scope of the State,

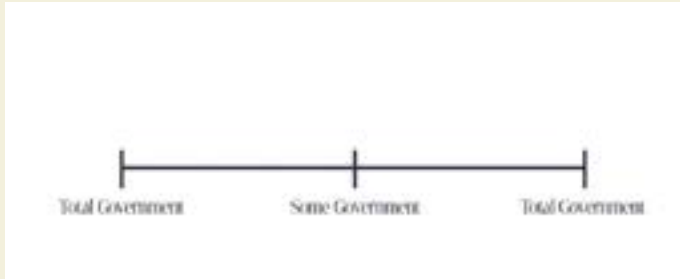
then why are systems of Big State/Small Individuals present at both ends of it?

On any other topic, the two ends of a spectrum would depict opposites. Let’s say you wanted to illustrate a range for stupidity. It would look like this:



How much sense would it make for “Extremely Stupid” to appear at both the far Left and the far Right ends of the range?

For the same reason, you would create only confusion with a spectrum that looks like this:



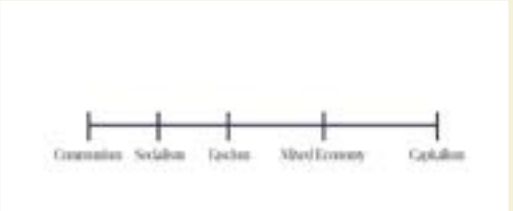
If you wanted to depict a range of options regarding the size of government, a more meaningful range would be this one:



Let us get back to Sketch 1, the spectrum that is most often presented to students as gospel. It is a big reason why so many people think that the communism of Lenin and Stalin was diametrically opposed to the fascism of Hitler and Mussolini (even if people who lived under those systems could not tell much difference).

I must say that in the first place, I am not a fan of spectrums as a device for understanding, especially when those who construct them insert terms along the range that are not all compatible with what the range is supposed to depict. Capitalism, for example, is not a political system; it is an economic one. It is entirely possible (though uncommon and ultimately unstable) for a one-party political monopoly to allow a considerable degree of economic freedom. But my purpose here is to deal with the defective political/economic spectrum that most students learn.

My contention is that if Communism, Socialism, Fascism and Capitalism all appear on the same range line, it is terribly misleading and utterly useless to place the first two on the left and the second two on the right. The placement that makes the most sense is this one:



The perspective represented in Sketch 5 immediately arouses dispute because its implications are quite different from what students are typically taught. The inevitable objections include these three:

1. Communism and fascism cannot be close together because communists and fascists fought each other bitterly. Hitler attacked Stalin, for example!

This objection is equivalent to claiming, “Al Capone and Bugs Moran hated and fought each other so they can’t both be considered gangsters.” Or, “Since Argentina and Brazil compete so fiercely in football, both teams cannot be composed of footballers.”

Both communism and fascism demonstrate in actual practice an extremely low regard for the lives and rights of their subject peoples. Why should anyone expect their practitioners to be nice to each other, especially when they are rivals for territory and influence on the world stage?

We should remember that Hitler and Stalin were allies before they were enemies. They secretly agreed to carve up Poland in August 1939, leading directly to World War II. The fact that Hitler turned on Stalin two years later is nothing more than proof of the proverb, “There’s no honor among thieves.” Thieves are still thieves even if they steal from each other.

2. Under communism as Karl Marx defined it, government “withers away.” So it cannot be aligned closely with socialism because socialism involves lots of government.

Marx’s conception of communism is worse than purely hypothetical. It is sheer lunacy. The idea that the absolutist despots of the all-powerful “proletarian dictatorship” would one day simply walk away from power has no precedent to point to and no logic behind it. Even as a prophecy, it strains credulity to the breaking point.

Communism as my Sketch 5 appears where it does because in actual practice, it is just a little more radical than the worst socialism. It is the difference between the murderous, totalitarian Khmer Rouge of Cambodia and, say, the socialism of Castro’s Cuba.

3. Communism and Fascism are radically different because in focus, one is internationalist and the other is nationalist (as in Hitler’s “national socialism”).

Big deal. Again, chocolate and vanilla are two different flavors of ice cream, but they’re both ice cream. Was it any consolation to the French or the Norwegians or the Poles that Hitler was a national socialist instead of an international socialist? Did it make any difference to the Ethiopians that Mussolini was an Italian nationalist instead of a Soviet internationalist?

Endless confusion persists in political analysis because of the false dichotomy the conventional spectrum (Sketch 1) suggests. People are taught to think that fascists Mussolini and Hitler were polar opposites of communists Lenin, Stalin, and Mao. In fact, however, they were all peas in the same collectivist pod. They all claimed to be socialists. They all sought to concentrate power in the State and to glorify the State. They all stomped on individuals who wanted nothing more than to pursue their own ambitions in peaceful commerce. They all denigrated private property, either by outright seizure or regulating it to serve the purposes of the State.

Don't take my word for it. Consider these remarks of the two principal Fascist kingpins, Adolf Hitler and Benito Mussolini. Ask yourself, "Are these remarks materially different from what Lenin, Stalin and Mao—or even Marx—believed and said?"

In a February 24, 1920 speech outlining the Nazi 25-Point Program, Hitler proclaimed, "The common good before the individual good!"

In a speech to Italy's Chamber of Deputies on December 9, 1928, Mussolini declared, "All within the State, nothing outside the State, nothing against the State!"

"To put it quite clearly," said Hitler in a 1931 interview with journalist Richard Breitling, a core program of his Party was "the nationalization of all public companies, in other words socialization, or what is known here as socialism...the principle of authority. The good of the community takes priority over that of the individual. But the State should retain control; every owner should feel himself to be an agent of the State; it is his duty not to misuse his possessions to the detriment of the State or the interests of his fellow countrymen. That is the overriding point. The Third Reich will always retain the right to control property owners."

"This is what we propose now to the Treasury," announced Mussolini on June 19, 1919. "Either the property owners expropriate themselves, or we summon the masses of war veterans to march against these obstacles and overthrow them."

Less than two weeks before (on June 6, 1919), the future Il Duce virtually plagiarized The Communist Manifesto when he said, "We want an extraordinary heavy taxation, with a progressive character, on capital, that will represent an authentic partial expropriation of all wealth; seizures of all assets of religious congregations and suppression of all the ecclesiastic Episcopal revenues."

This line from Hitler's May Day speech at Templehof Air Field in 1934 could have come straight from Lenin: "The hammer will once more become the symbol of the German worker and the sickle the sign of the German peasant."

That's the same socialist fanatic who declared in an October 5, 1937 speech, "There is a difference between the theoretical knowledge of socialism and the practical life of socialism. People are not born socialists but must first be taught how to become them." (Please note: communists and fascists share a common hostility to private and home schooling.)

Mussolini asserted that "there are plenty of intellectual affinities between us" (socialists of the communist variety and socialists of the fascist flavor). In the same interview in 1921, he said, "Tomorrow, Fascists and Communists, both persecuted by the police, may arrive at an agreement, sinking their differences until the time comes to share the spoils...Like them, we believe in the necessity for a centralized and unitary state, imposing an iron discipline on everyone, but with the difference that they reach this conclusion through the idea of class, we through the idea of the nation."

Hitler once declared, "National Socialism is the determination to create a new man. There will no longer exist any individual arbitrary will, nor realms in which the individual belongs to himself. The time of happiness as a private matter is over." In 1932 his fascist soul mate Mussolini echoed the most doctrinaire Bolshevik when he stated, "It was inevitable that I should become a Socialist ultra, a Blanquist, indeed a communist. I carried about a medallion with Marx's head on it in my pocket. I think I regarded it as a sort of talisman... [Marx] had a profound critical intelligence and was in some sense even a prophet."

The same Mussolini advised the American businessman and politician Grover Whalen in 1939, "You want to know what fascism is like? It is like your New Deal!" He was referring to the central planning, anti-capitalist mandates and sky-high taxes of Franklin Roosevelt.

On and on it goes. Based on what they said and what they did, it is ludicrous to separate Fascism from the Left and make it out to be just a purified form of classical liberal Capitalism. If you insist on using the conventional spectrum as depicted in Sketch 1, you are deceiving yourself as to the differences between Communism and Fascism. They both belong firmly on the socialist Left. Actual differences amounted to minimalist window-dressing. Even their primary implementers said so.

Instead of deploying flawed and simplistic spectrum charts, let us judge political and economic systems by who they empower—the State or the individual. That makes things a lot clearer.

Source: The Foundation for Economic Education (FEE)

<https://fee.org/>







WEDNESDAY, MARCH 22, 2023 Ask an Economist #10  
PETER JACOBSEN

# No, Fidel Castro Didn't Improve Health Care or Education in Cuba

For “Ask an Economist” this week I have a question from Hal who asks, “What is the difference between a ‘non-profit’ and a ‘not for profit?’” In order to address this question, I think it’s important to discuss what separates a for-profit business from these two forms of organization.

To understand the former, we first have to think about what it means to own something at all.

## Economic Ownership

When we think of owning something, we usually think of it in the binary. Either you own something or you don’t. This categorization might be true and useful in some sort of legal or normative sense, but it isn’t the only useful way to think about ownership.

Economist Armen Alchian conceived of economic ownership as having multiple attributes. The first attribute of ownership is the ability to decide how a good or service is used. We can summarize it as:

- 1. Economic owners have the right to determine how an asset is used.

When you scroll through this story with your phone or mouse, you’re determining how it is used. This means you have some control over the asset. Economists call this “control rights.”

It’s not necessarily the case that control rights are

morally legitimate. It’s possible for people to control property that is not legally their own. But the fact remains that to be the true owner of an asset, in an economic sense, you must be able to determine how it is used.

One important note about control rights is they are not optional. When anti-capitalist idealists talk about a society “without property,” they’re merely talking about a world where the law says that no one is the owner.

Nonetheless, it’s inconceivable that there will ever be a world where goods and services are not used at all. So long as they are used by someone, that person is exercising an economic property right.

A world without property rights is a world without people. We cannot live without controlling things like food, water, and shelter. The next two attributes of property rights are:

- 2. Economic owners have the right to receive a stream of income from their property.
- 3. Economic owners have the right to sell their property. Unlike the first attribute of property, these two attributes can be removed entirely. It’s possible to make someone unable to sell or receive a stream of income from an asset. This possibility is central to understanding for-profit, non-profit, and not-for-profit businesses.

## Profit vs. Non-profit vs. Not-for-Profit

So what makes a for-profit business distinct? To put simply, in for-profit businesses, owners have, for the most part, all three of the attributes of property rights. The owner of a for-profit business can use the business’s assets (and hire others to use them), they can receive a stream of income from the operation of the business, and they can sell the business.

At the end of the year, when the books are done and the company receives more revenue than cost, they earn a profit. The owners can decide to take the profit themselves, or they can reinvest the profit into the business (thereby increasing the value of the business they own and can sell). What about non-profits? In the US, the law claims non-profits have no owners (or sometimes that they are owned by the public). In some sense though, this is not true. Insofar as non-profits have assets, those assets are used by someone. So whether it’s the board of directors or the employees, someone does own the right to use the property of the non-profit.

However, it’s true that no one in a non-profit has the legal right to sell the assets of the organization in part or as a whole. So there is ownership (in terms of control rights) in non-profits, but there are no sale rights. Ownership is attenuated.

So what happens when revenues exceed costs in non-profits? In these cases, the organization is legally required to use the excess revenues to improve the non-profit or fulfill its mission. Excess revenues must be re-invested. But this is where we need to dispel a common myth about non-profits. You might think that being a non-profit means the chief executive is paid less than the CEO of a for-profit company. This belief, though understandable, is wrong.

The chief executive of a non-profit is paid a salary which counts as a business expense. As such, when revenues are higher than costs, the non-profit could always choose to increase the salary of the executive. Technically, the board of directors of the non-profit would be responsible for avoiding situations where executives receive exorbitant salaries which expand to fill every revenue surplus, but due to knowledge and incentive problems this may not always happen.

This brings us to our last form of organization and the center of Hal’s question—what about a not-for-profit. Note a non-profit and a not-for-profit are different forms of business organization. Confusing, I know.

Generally non-profits are classified as 501(c)(3)’s by the IRS whereas not-for-profits are classified as 501(c)(7)’s. Let’s call this new type of organization an NFP to make the discussion more clear.

An NFP, in theory, has one primary difference from a standard non-profit. The language varies by state, but generally non-profits are supposed to be created for the benefit of society as a whole. In contrast, NFP’s are created for the benefit of the members of the NFP, but the organization does not provide benefit to the members via profit.

So just like standard 501(c)(3) non-profits, the members of an NFP are unable to sell the organization as a whole. They are also limited in particular ways on how much income they can draw from the organization.

So the main difference between a non-profit and an NFP, from an economic perspective, is regarding control rights. Non-profits are expected (at least by the legal system) to use assets to forward some socially aimed goal. They are not meant to be treasure troves for the board, the chief executive, or other employees.

On the other hand, NFPs are meant to use assets specifically for members. Because of this difference, the legal system treats them differently. Non-profits, for example, have more tax advantages and the ability to create subsidiary organizations. But, on the flip side, these benefits come with strings attached. Non-profits also have more rigorous financial reporting requirements with the IRS than NFPs do.

There are several other differences between non-profits and NFPs, but, as far as I can tell, most of them seem to follow the logic that non-profits are supposed to be more constrained in the control rights of assets and therefore there is higher accountability to match the better tax incentives.



THURSDAY, MARCH 28, 2024  
JON MILTMORE

A recent Gallup poll found that just 36 percent of Americans say they are satisfied with their school, a record low. And some people are doing something about it.

## The Moment a Veteran Teacher Gave Up on Government Schools—and Launched His Own

On a spring night in 2022, Ross Hill was trying to get several of his children—he has eight—tucked into bed for the night.

He was having little luck. The oldest three in particular were struggling, and he felt helpless to fix what was troubling them.

“They were in tears because they didn’t want to go to school the next day,” said Mr. Hill, a 38-year-old teacher from Florence, South Carolina (pop: 39,958).

Whether he knew it at the time or not, Mr. Hill’s family was part of a trend in the United States. A surprising number of children are miserable at school, research shows, and it’s a trend that began before the pandemic.

For example, a 2020 Yale study that surveyed some 21,000 high school students across 50 states prior to the pandemic found that 75 percent of children had negative feelings toward school.

“It was higher than we expected,” co-author Zorana Ivcevic told Yale News at the time. “We know from talking to students that they are feeling tired, stressed, and bored, but were surprised by how overwhelming it was.”

The dissatisfaction grew worse during the pandemic.

As millions of children were forced to adopt performative non-pharmaceutical interventions (NPIs) that left them feeling more isolated and less happy, the Associated Press reported on a mental health crisis in schools that was accompanied by a surge in youth suicides.

The National Bureau of Economic Research (NBER), which analyzed both pre- and post-pandemic data, discovered something even darker: a correlation between school attendance and youth suicide incidence.

“The findings of this study suggest that youth suicides are closely tied with in-person school attendance,” researchers of the December 2022 study concluded. “We show that suicides among 12-to-18-year-olds are highest during months of the school year and lowest during summer months.”

### An Opportunity

The idea that our school systems could be damaging to the mental health of children is an alarming prospect because, as researchers in several of these studies pointed out, children typically spend more than a quarter of their waking lives in school.

Perhaps just as alarming is the fact that many parents don’t have good options if their child is suffering.

Because of compulsory schooling laws, parents can’t simply pull their child from school if he or she is struggling academically, getting bullied, or being subjected to a lousy curriculum. And while school choice is expanding, many Americans can’t access these alternatives. This is why roughly 75 percent of all U.S. children are educated in their assigned district school, even though dissatisfaction with the education system is high.

Though a record number of American parents are embracing homeschooling—an option families in many countries don’t have—it’s a difficult leap for some families. Many parents work, and others might simply feel unequipped to school their kids at home.

This is a dilemma for countless families across America. But Ross Hill recognized it as an opportunity.

### The Tip of the Iceberg?

Many entrepreneurs will tell you the key to entrepreneurship is empathy.

In his book “Wired to Care,” business strategist Dev Patnaik says empathy helps people identify opportunities by understanding what people want and need. This is precisely what successful entrepreneurs do, and it’s what Mr. Hill did.

Mr. Hill didn’t feel like he had a lot of options when his children were miserable in the public school system. In fact, he said he felt trapped.

“Teachers feel trapped in the system too,” he told me in an interview. “They are doing the best they can in a flawed system.”

Then it occurred to him that if he felt this way, others must too, and most of these people lacked something he possessed: years of experience in education. That’s when he realized he had something he could offer: a schooling service of his own.

Mr. Hill didn’t come to this realization in a vacuum. He had watched the microschool movement explode across the country during and following the pandemic.

Microschools are independent learning institutions that operate outside of traditional school systems. Often described as “outsourced homeschooling,” they tend to be less bureaucratic than traditional schools, which often emphasize standardized testing and fixed curricula. This makes microschools more agile, flexible, and adaptive, proponents say, allowing them to tailor education to students.

When Mr. Hill first learned about microschools he was intrigued. Then he became excited. He saw his skill set as a good match for what other “edupreneurs” were doing, and he began to explore the business model.

After months of research and prayer, as well as consultations with family and friends, he decided to take the leap. Last August, with the help of a \$10,000 private grant, he launched Mariner Learning Collaborative. Mariner is not a school, Mr. Hill is quick to point out. Instead, it’s a resource center for homeschooling parents that offers educational services to supplement the education parents do within the home.

“All of our students are registered as homeschoolers,” Mr. Hill said. “It combines the best parts of homeschool and school.”

Mr. Hill said enrollment is already approaching 20 children—including his oldest three, who are thriving in the new environment. He expects the total number of students to continue to rise as the homeschooling trend continues to grow.

“This is just the tip of the iceberg of a whole wave that’s coming,” he said. “Microschools of all shapes and sizes are the future.”



**‘In God’s Hands’**

Like any entrepreneurial venture, there is of course a risk of failure, and this is something Mr. Hill accepts.

“We’ve put it in God’s hands,” he said.

Still, he believes the microschool model is sound and is likely to grow as more and more Americans flee a failing school system that has grown dysfunctional, bureaucratic, and sclerotic.

And he might be right.

A recent Gallup poll found that just 36 percent of Americans say they are satisfied with their school, a record low. It’s not difficult to see why.

It’s not just that math and reading scores are at decade lows, even as school systems spend more than ever. Schools also continue to struggle with high levels of violence and drug use, which is no doubt why more than half of all public schools now utilize armed police officers as security. And many school systems increasingly focus heavily on instilling in children trendy values—inclusivity, equity, diversity, and critical race theory—at the expense of reading, writing, and arithmetic.

All of these trends bode ill for the future of public education. But for early mover edupreneurs like Mr. Hill, they scream opportunity.

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Source: The Foundation for Economic Education (FEE)

<https://fee.org/>

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THURSDAY, AUGUST 7, 2025 AI could redefine work in public administration.  
NICOLÁS SÁNCHEZ

## The Bureaucrat Becomes a Spectator

Few structures have proven to be as resistant to change as bureaucracy. Built on printed forms, single windows, and linear processes, bureaucracy has long been synonymous with rigidity and inefficiency. But that is beginning to change. Artificial intelligence has emerged as a viable solution to administrative bottlenecks, both in the public and private sectors.

Automating bureaucratic tasks is no longer a futuristic idea; it's a growing practice. Governments, including Singapore's, already use AI-powered chatbots to respond to thousands of administrative requests in seconds. In the private sector, companies like Coca-Cola are not only automating contract and invoice processing, but they are also generating brand creative assets using AI—within minutes and at global scale. Employees have been elegantly “reassigned” to higher-value tasks, because as history has shown, human labor doesn't disappear—it just relocates.

This is neither anecdotal nor temporary. It's a clear example of the Ricardo Effect at work in the labor market—a concept developed by economist David Ricardo and later expanded by Friedrich Hayek, which explains how rising wages or cheaper capital lead firms to replace labor with machines. As the cost of automating routine tasks drops, firms and institutions substitute low-productivity human labor with capital—in this case, algorithms. This lowers costs, improves

quality, and frees up human resources. As people shift toward roles where their marginal productivity is higher—supervision, analysis, and process design, for example—economic output grows. According to the McKinsey Global Institute, this process could boost global GDP by 0.8% to 1.4% annually, provided that displaced workers are efficiently redeployed. Generative AI alone has the potential to add \$2.6 to \$4.4 trillion per year to the global economy. Combined with other automation technologies, it could contribute up to 3.4 percentage points to global GDP growth by 2040. It's hard to imagine a more powerful (and less expensive) economic policy than allowing these tools to flourish, especially in bureaucracy.

Market economies don't exist to preserve jobs as they are, but to reallocate resources to where they create the most value. That's exactly what's happening. AI is replacing tasks, not people. Repetitive administrative functions—copying data, tracking forms, forwarding emails, reviewing files—can now be performed by machines more quickly, more accurately, and at a lower cost. The result isn't unemployment. Instead, it's functional reorganization. And it creates jobs we can't even imagine today. Just as in past waves of innovation—agricultural mechanization, office digitization, or media digitalization—workers are being moved toward areas further from the final consumer.

There, they help design, build, maintain, and supervise the very tools that now do their old jobs. AI frees time and talent, but it also requires adaptability. The more flexible the labor market, the less pain is felt in the early stages of change.

Not everyone welcomes this shift. Many government officials, realizing that AI could finally streamline processes, reduce headcounts, and eliminate bottlenecks, have panicked. So instead of riding the wave, they've thrown up barriers. In Brussels, the AI Act claims to protect “fundamental rights,” but in reality, it imposes traceability requirements, pre-deployment checks, and disproportionate penalties on any AI system deemed “high-risk”—a category that, ironically, includes many of the most useful administrative applications.

The result is predictable: small administrations, startups, and local organizations cannot afford to take on the regulatory cost of implementing these solutions. Only big tech will be able to comply. Access to automation, therefore, is restricted to those who already dominate the market. In the name of ethics, efficiency is frozen, projects are stalled, and adoption is discouraged.

Meanwhile, countries like the United States, India, and Estonia are freely experimenting with AI to optimize their systems—from San José training civil servants to use ChatGPT, to India deploying AI chatbots for citizen support, and Estonia integrating AI across government through its national “Kratt” strategy. Much of Europe, by contrast, entrenches itself behind the “precautionary principle,” mistaking caution for inertia. Innovation cannot thrive under the constant threat of penalties. Markets don't need to be told what tools to use. They need the space to try them. AI shouldn't be treated as a threat, but as a technology to be discovered through use. Real-world application, trial and error—that's what will show us whether a chatbot improves public service or speeds up licensing. Regulating AI as though it were a pharmaceutical drug denies its evolving, contextual nature.

Perhaps the real question isn't whether AI will take the bureaucrat's job, but whether we need to keep paying bureaucrats to do tasks a machine can perform 24 hours a day at a fraction of the cost. If development continues, it's perfectly reasonable to imagine routine administrative functions disappearing from the public payroll and reappearing in the private sector, where those same workers might actually create value. AI doesn't undermine public employment—it relieves it, redefines it, and gives it meaning. Because there's a difference between serving the citizen and stamping forms in triplicate. This reallocation of labor is not a modern anomaly. It's the same process we saw during the Industrial Revolution. As Henry Hazlitt once wrote in *Economics in One Lesson*:

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*There is also an absolute sense in which machines may be said to have enormously increased the number of jobs. The population of the world today is three times as great as in the middle of the eighteenth century, before the Industrial Revolution was well under way. Machines may be said to have given birth to this increased population; for without the machines, the world would not have been able to support it. Two out of every three of us, therefore, may be said to owe not only our jobs but our very lives to machines.*

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The global population has more than tripled since the publication of *Economics in One Lesson* (1946) precisely because progress allowed us to sustain more people, with more specialization, more free time, and more opportunities. Machines don't impoverish; they expand the reach of human intelligence. That's exactly what AI can do for bureaucracy: replace rigidity with agility, paperwork with decisions, queues with instant service.

This isn't about eliminating people; it's about giving them better roles. The wealthiest societies aren't those that cling to obsolete jobs, but those that create new ones where human talent matters more. If we allow AI to transform our administrations, we might also transform how we experience work, time, and progress. Unfortunately, bureaucracy will likely survive. The difference is that from now on, it can be managed by someone who doesn't take coffee breaks or ask for days off.





WEDNESDAY, MAY 10, 2023

Ask an Economist #14

PETER JACOBSEN

## Why Does the Federal Reserve Target 2% Inflation?

This week I have a question from Eugene from Missouri about the Federal Reserve. He asks, “we often read that the Fed has a 2 percent inflation ‘target’. Why is that? Why is inflation considered necessary at all? Would it be so bad if the dollar I earn today were still worth a dollar a year from now?”

So, why 2% inflation? Why not 0%? To begin, I’m going to provide some justifications that are typically given for the 2% target. But two important qualifications must be made. First, I don’t agree with all of these justifications. Second, a justification for a policy may be different than the actual cause. For example, politicians may justify voting for tariffs because they say “it helps national security” all the while the real reason may be that the politicians are receiving donations from these companies, who benefit from the tariffs that hurt their foreign competition. But let’s begin by asking, why a target?

### Why a Target?

The idea of an inflation target is interesting because it implies one thing—consistency. But why have a consistent policy in a world of ever-changing conditions?

First, consistent rates of inflation help people plan better. Over the last two years, Americans have seen what rapidly rising prices can do to plans. Personally, I’ve had to rework my budget several times over the past two

years to account for rising food and gas prices. When you don’t know what prices are going to be, it makes planning difficult. The hours spent planning in an inconsistent world are real hours lost. Other resources used in planning are diminished too. Insofar as consistency helps avoid us using those resources, that’s a plus.

The target also acts as a constraint on the Fed. This has two potential upsides. First, it stops zealous members of the Fed from trying to intervene in the market in reckless ways. Second, it stops politicians from doing so. So we have some basis for why there would be a target, but why not a constant 0%?

### Why 2% Rather than Zero?

Various arguments have been given over the years for why a 2% rate is a good idea.

First, 2% is relatively small. High rates of inflation are harmful because they encourage people to spend significant real resources to stop holding cash. Economists call this concept shoe leather costs. If you’re always running to the bank to pull out your paychecks and get rid of the money as soon as possible, you’re likely wasting real resources to do it. Second, some argue positive rates of inflation can help employers. How? Well if it’s true that employees won’t accept pay cuts, and economic conditions are such that pay cuts are necessary, the only remaining option for employers is to

fire employees. But, if there is a 2% rate of inflation, and an employer gives an employee a 1% raise, this looks like a pay increase but, in terms of real resources, it’s a pay cut. Economists call this situation where workers won’t accept smaller paychecks a nominal rigidity. If nominal rigidities are a significant issue, a 2% inflation target allows for employers to give real wage cuts without firing.

Finally, consider another good like gold. If there is suddenly a large increase in the demand for gold, what will happen? Well, it will be profitable for businesses to extract more gold and increase the quantity of gold supplied. In markets, the quantity of a good supplied will rise to match increased demand.

Money is also a good. Imagine people increase the demand for having cash on hand (relative to other assets). To match this, there would need to be a larger quantity of money supplied. Increases in the supply of money, all else equal, mean higher prices.

Now technically in our example, the increased demand for money would mean lower prices first, so the increase in supply of money would simply offset that, returning prices to normal. But if the Fed is unable to properly predict and respond to sudden increases in the demand for money, it could instead simply try to increase the amount of money at a higher rate than the typical demand for money. In this case, 2% inflation serves as a kind of rule of thumb where the Fed tries to make sure there is more than enough money to offset increased demand.

But why would it be so bad if money supply did not keep up with money demand? Well, if you (and everyone else in the economy) want to hold more dollars, and no one is creating more, what do you have to do? You have to lower your spending so you can keep more on hand. When spending is lower business incomes are lower. Ultimately that will mean both inputs (such as labor) and outputs will have lower prices. If businesses correctly anticipate all prices are falling, there is no problem. But if there are nominal rigidities, businesses will have to lay off workers.

### What Should Inflation Be?

So the above are the justifications, but I give them a mixed review. I could imagine worse Fed policies, but it isn’t the best of all imaginable worlds. Ultimately I’m unconvinced by the nominal rigidity argument. It’s easy to sympathize with the idea that workers don’t want a pay cut, but the idea that they would rather be fired and receive zero pay seems even stranger. And this isn’t to mention the fact that this justification amounts to trying to fool workers, which itself seems wrong.

I agree that high rates of inflation are generally harmful (though it’s unclear to me if 2% is really low enough), and I think the general idea of constraints on the Fed is better relative to an alternative of discretion-based policy. On the other hand, I’m somewhat skeptical that constraints like an inflation target can really constrain the Fed in any meaningful way, since the choice of rules is itself discretionary.

So if not a 2% target, what should inflation be? If you think about it, this is a ridiculous question. Imagine asking someone in 2008 how much we should grow the number of iPhones each year. How many oranges should be grown next year? The right answer to these questions is the humble one—I don’t know. But, even though I can’t give precise numbers myself, I do know of a system that handles these sorts of questions well. On the free market, if entrepreneurs believe they can earn a profit by increasing the supply of a good, they will do so. Successful entrepreneurs will earn profits. Unsuccessful entrepreneurs will bear losses.

At least for now, there is no czar in the US trying to control the exact quantity of most goods produced or the exact rate at which they should change value over time. Money, which is also a good, should be treated similarly. A free banking system, out of the hands of central planners with one-size-fits-all rules or discretion, would be a better approach.

So, what is the best rate of inflation? I don’t know. And neither does the Federal Reserve.



WEDNESDAY, AUGUST 6, 2025    Survey suggests UBI has minimal impact.  
PETER JACOBSEN

## Would Guaranteed Income Help Families?

Last October, I reported on a study that gave participants \$1,000 a month and measured the impacts of the transfer. The results were disappointing to advocates of universal basic income (UBI). To summarize, the study found that people worked less, and, according to the researchers:

*[Participants] used the time they gained from working less to engage in leisure, and there is no evidence of an increased use of time in other categories UBI proponents purport to care about, such as creative output, entrepreneurship, community engagement, self-improvement, or even spending time with children.*

A second study on guaranteed income had similarly underwhelming results.

In a recent paper from the National Bureau of Economic Research (NBER), researchers Patrick K. Krause, Elizabeth Rhodes, Sarah Miller, Alexander W. Bartik, David E. Broockman, and Eva Vivalt examined the effects of unconditional cash transfers on parental behavior and children.

In this study, 1,000 participant families received \$1,000 per month over three years, while a control group of 2,000 participants received just \$50 per month. The study tracked the impact (or lack thereof) of this financial support on parenting behaviors and outcomes.

Let’s get into the results, starting with the good news. Parents in the guaranteed income group spent more on their children. The researchers estimate an additional \$43 per month went to food and \$22 more to child care. This is unsurprising. As income increases, we expect people to increase spending. What is surprising, though, is that this additional spending did not lead to any tangible results such as improved food security.

The parents on the survey also self-reported improved parenting behaviors, including more direct supervision of their children. However, other findings complicate that narrative. The researchers found no significant change in time spent on parenting activities, and no positive impact on household “order” according to participant surveys.

Parental attitude doesn’t seem to change, either. The authors say, “We do not find any change in [parental satisfaction] outcomes... similarly, we do not find that parents report being less stressed or experiencing less mental distress.”

Children did not show meaningful improvements. According to the PROMIS measure of social and emotional development, children in the guaranteed income households have no significant improvements relative to the control group. The outcome on educational performance seems similarly negligible:

Public school enrollment, attendance, rates of repeating a grade, participation in gifted and talented programs, and most standardized test score measures do not appear to be affected by the [income] transfer.

The transfer, according to some results, appeared to have a negative effect on math test scores. The statistical significance of that result depends on how the authors adjust the controls. The same is true for grade outcomes. Children of families who received the guaranteed income did worse, though the result’s significance drops out by some measures.

Behavior in school did not improve, either. The study finds “no effect of the transfer on disciplinary measures overall, nor on disciplinary action taken for a specific reason (i.e., student committed a felony, student had a drug, alcohol, or tobacco violation, student committed physical violence).”

One recent concern in the West is falling birthrates. While UBI policies are generally advocated by the left, some on the right have proposed cash payments. This study cast water on this argument as well. The research “rule[s] out increases of more than 0.03 additional children due to the transfer based on survey measures or 0.02 additional children based on administrative measures.”

Put differently, if you give a group of 100 families \$1,000 a month of guaranteed income, only three would have an additional child (compared to what would happen without the transfer).

Taken together, this research illustrates another lackluster result for basic income advocates. There were improvements from the income on a couple of metrics, but the upshot is:

The transfer did not have a meaningful effect on most educational outcomes measured in school administrative records, nor did it affect characteristics of the home environment, child food security, exposure to homelessness, or parental satisfaction.

The biggest challenges of parenthood don’t seem to get much easier with a guaranteed income of \$1,000 a month. While all studies have limitations, this paper, on top of the other recent large studies on guaranteed income, is offering a clear picture of what a UBI policy can and, more importantly, cannot improve. As America increasingly engages in massive federal budget deficits, incurs ever larger obligations associated with a costly welfare state serving an aging population, and faces increasingly expensive international challenges from terrorists and emerging nations like China, can we afford to continue to certify predicted employment competence the same way some Europeans did in the late Middle Ages?





**TUESDAY, AUGUST 5, 2025**      The hidden cost of “free” services.  
LIKA KOBESHAVIDZE

## Why the Poor Pay More

Walk into a government clinic in Lagos on a Monday morning, and you’ll see the real price of “free” healthcare. Even early in the day, the benches are already full. Mothers clutch sick children, elderly men sit on the floor, and everyone waits, sometimes for hours, just to be seen. When a nurse finally calls a name, there’s often a quiet expectation for a “token,” a polite word for a bribe, to move the process along. And if you do make it to the doctor? The medicine is often out of stock. You leave with a prescription in hand and another bill to pay at a private pharmacy.

This isn’t a glitch in the system. It is the system. For millions around the world, “free” state services come with a hidden surcharge that doesn’t appear on a receipt. The poor end up paying not just in cash, but in time, in dignity, and in opportunities lost.

For people living on the margins, time is money in the most literal sense. A woman who sells oranges on the roadside might earn \$5 on a good day, but if she spends that day waiting at a public hospital, she loses not just her income but her customers. A teenager who queues for hours at a broken municipal tap before school sacrifices more than her morning; she loses the chance to study, to learn, to dream beyond that line. These are invisible costs, what economists call “opportunity costs”—but for the poor, they are crushingly real.

There’s also a humiliation tax. In many public clinics and schools, the poor are treated not as clients but as inconveniences. Patients are scolded for “bothering” nurses. Parents are told that there are no seats for their children unless they slip some cash to the right official. The wealthy are insulated from this. They pay for private schools and private clinics, skipping both the lines and the indignities.

And here’s the bitter irony: the “free” service is often barely worth what it costs. Public schools in Mumbai are notorious for missing teachers, broken toilets, and overcrowded classrooms where 70 children share a single chalkboard. In many clinics, the doctor shows up only a few days a week, if at all. The pharmacy is not stocked. A “free” education doesn’t mean much if a child leaves unable to read. A “free” hospital visit is pointless if you leave without any medicine.

This is why, across the developing world, the poorest households are making what looks like an odd choice: they’re paying for private services they technically could get for free. In Kenya, low-cost private schools charge just a few dollars a month, and parents, many of them living below the poverty line, find a way to pay. In Nigeria, families scrape together cash for small private clinics because they would rather hand over a modest fee and be seen within an hour than spend an entire day waiting for a government doctor who might never arrive.

These aren’t luxuries; they’re acts of survival. When a mother spends \$5 for her child to attend a private school, she isn’t rejecting a free option. She’s rejecting the hidden costs of that free option: wasted time, endless frustration, and a future sacrificed.

The wealthy don’t face these trade-offs because they can opt out entirely. When state schools fail, they hire tutors. When public hospitals crumble, they go private. Only the poor are trapped in the monopoly of “free” provision. And monopolies, by nature, breed complacency. When the state is the only provider, there’s little incentive to improve. What choice do people have? They can complain, but they still have to line up.

That’s the quiet injustice of “free” services. They promise fairness but deliver entrapment, locking the most vulnerable into systems nobody else would tolerate. If we care about equity, the answer isn’t to pour more money into those systems—it’s to give people real choices. That might mean vouchers that follow students rather than schools. It might mean subsidies that allow families to choose between public and private clinics. It might mean supporting the entrepreneurs who run low-cost schools and hospitals in underserved neighborhoods.

What it shouldn’t mean is forcing people to endure empty classrooms, endless lines, and quiet humiliation simply because “it’s free.”

The phrase “free public service” is seductive. It suggests generosity, fairness, and shared goods. But for the poor, “free” often means something entirely different: hours lost, dignity stripped, and opportunities shut off. Ask any parent in a Nairobi slum or a Lagos shantytown, and they’ll tell you—they don’t want more free things. They want things that work. They want the freedom to choose. They want the dignity of being treated like a customer, not a burden.

Until we face that uncomfortable truth, the poorest will keep paying the highest price for “free.”



FRIDAY, AUGUST 1, 2025      How the European Union became the world’s regulatory superpower.  
CLÁUDIA ASCENSÃO NUNES

## The Muscle of Brussels

In a world where global power is measured by military strength, technological innovation, or cultural influence, it is striking that the European Union, without housing major tech giants or centers of disruptive innovation, has turned bureaucracy into a tool of global power. It shapes the behavior of global companies, including American big tech firms, which adapt their products to comply with European norms. This phenomenon is known as the “Brussels Effect” and has positioned the EU as the world’s regulatory superpower, fueling growing tensions, particularly with the United States following the re-election of Donald Trump.

The European market comprises 450 million consumers with significant purchasing power, making it an essential destination for global companies. However, access to this attractive market comes with detailed regulations based on the precautionary principle, ostensibly prioritizing consumer and environmental protection, and enforced by an efficient bureaucracy capable of implementing and enforcing rules with precision. This combination encourages companies to align their global operations with European standards, as maintaining different product versions for each region is costly and complex. In practice, this exports European standards worldwide.

American big tech companies such as Apple, Google, and Meta exemplify the impact of the “Brussels Effect,” as they face the requirements of legislations like the Digital

Markets Act (DMA) and the Digital Services Act (DSA). These laws have forced companies to overhaul their business models, often at high cost and with significant implications. The DMA, for instance, forced Apple to allow alternative app stores and third-party payment systems on iOS, leading the company to announce, in 2024, global changes to its app policy affecting users even outside Europe, with cost estimates in the billions of dollars to restructure its infrastructure and address revenue losses from the App Store.

Google, under the same regulation, was required to offer alternatives to its search engine on Android and to unbundle services such as YouTube, impacting its global strategy and requiring significant investments in new operating systems and interfaces. The company faced potential fines of up to 10% of its global revenue for non-compliance.

Meanwhile, Meta, under the DSA, was required to invest billions in content moderation systems, a serious imposition that openly seeks to control freedom of expression on a global scale. Operational costs increased by around 20%, according to market analysts. These costly adjustments are ultimately coercive due to the weight of the European market, demonstrating how Brussels shapes corporate behavior on a global scale. These successive impositions and forced adaptations illustrate precisely Friedrich Hayek’s warning about the dangers of central planning.

By replacing spontaneous order with top-down, uniform rules imposed by a technocratic authority, the capacity for local adaptation and respect for market complexity is lost. In this scenario, the European Union increasingly takes on the features of a regulatory Leviathan, a body concentrating disproportionate power in the hands of bureaucrats far removed from citizens, reducing freedom of choice and stifling innovation.

The impact of these regulations on consumers is twofold. Within Europe, they face direct limitations such as reduced functionalities, less personalization, and more expensive subscriptions, like Meta’s “pay or consent” model, which requires users to either accept data tracking or pay monthly to maintain access. Outside Europe, these same adjustments are often applied globally, since maintaining distinct product versions for each jurisdiction is logistically complex and financially unsustainable. Thus, the cost of European compliance is passed on worldwide, affecting consumers who had no say in the original regulatory decisions. It is, therefore, a form of “exported bureaucracy” with both economic and political consequences, contributing to a subtle yet steady erosion of individual liberty.

Some critics, such as the Information Technology & Innovation Foundation (ITIF), argue that this strategy serves as a substitute for Europe’s failure to generate its own tech giants. In a report published in April 2025, ITIF argued that EU regulations amount to a “de facto tariff system” targeting American big tech firms, a way of compensating through regulatory imposition what Europe failed to achieve in the free market. This criticism gained traction in the context of the new 30% tariffs announced by Donald Trump, which escalated trade tensions between the two blocs.

Companies have fought back, initiating legal actions to contest fines and rules such as Apple’s appeal in 2024 against DMA penalties. To the detriment of consumers and innovation, however, little seems to change.

Markets should be free. Both European interventionism and American protectionism represent distortions that punish consumers and hinder innovation. The ideal of a free market rests on open competition, freedom of choice, and the absence of artificial barriers imposed by states whether in the form of tariffs or hyper-specific regulations. In a world where technology evolves at exponential speed, tying progress to bureaucratic or retaliatory logic is not only ineffective; it is self-destructive.

Source: *The Foundation for Economic Education (FEE)*      <https://fee.org/>





MONDAY, AUGUST 4, 2025     The hidden costs of doing business in Mexico.  
SERGIO MARTÍNEZ

## Why Red Tape Holds Back Mexico’s Entrepreneurs

Imagine if Steve Jobs or Jeff Bezos had been required to obtain fifteen permits, pay multiple unrelated fees, and navigate unreliable public services before launching their businesses. The world might have missed out on Apple and Amazon. For too many aspiring entrepreneurs in Mexico, this is what they face.

A few years ago, I visited a sprawling open-air book market in Mexico City’s Lagunilla district. I was on one of my usual treasure hunts for rare economic texts or forgotten novels when I overheard a conversation that left a deep impression. The vendor, a middle-aged man with an encyclopedic knowledge of education methods, explained to a customer that he dreamed of founding his own school. He envisioned an educational system superior to the well-known Kumon method, developed in the 1950s to help students master math and reading through self-paced, repetitive daily worksheets.

But there he was, selling used books, saving every peso he could. “Once I’ve saved enough,” he said with hopeful determination, “I’ll leave this stall behind and open my school.” I smiled at his passion, but the optimism was short-lived. I knew too well the gauntlet he would face in trying to bring his idea to life in Mexico’s often hostile business environment.

### Mexico’s Promise—and Its Trap

Mexico, with its vibrant culture and large internal market, should be a natural hotspot for entrepreneurs.

Micro, small, and medium-sized enterprises (MSMEs) account for 99.8% of all businesses in the country and provide jobs to around 27 million people, representing 68% of employment in the business sector. They contribute approximately 52% of Mexico’s GDP. MSMEs are vital engines of inclusion, innovation, and regional development. Yet, unlike in the United States—where starting a business is often celebrated as a courageous and noble endeavor—entrepreneurs in Mexico frequently face social suspicion, a maze of bureaucracy, limited financial access, and systemic insecurity that stifle their potential.

As *Emprender México 2024*, a report from our colleagues Caminos de la Libertad, makes clear, these challenges are not merely anecdotal. The rigorous analysis of 64 Mexican municipalities shines a harsh light on where, and why, entrepreneurship struggles to take root.

### Where Business Can (Barely) Breathe

The *Emprender México 2024* index evaluated municipalities across five critical areas:

- Starting a business (time, cost, permits).
- Employing workers (minimum wage impacts, union density).
- Access to electricity (cost and reliability; while electricity is government-provided, quality of service varies across municipalities).
- Taxes and fees.
- Security and rule of law.

At the top of the rankings are cities like Puerto Vallarta (Jalisco), Mérida (Yucatán), Pachuca (Hidalgo), Chihuahua (Chihuahua), and Aguascalientes (Aguascalientes). These municipalities, by Mexican standards, offer a comparatively better environment with a mix of improved security, less burdensome red tape, more moderate tax burdens, and more reliable infrastructure. They represent islands of relative sanity for local entrepreneurs striving to build a business. However, it is vital to contextualize this. Even these “best” cities in Mexico still present considerable obstacles when compared to the ease of doing business in globally recognized entrepreneurial hubs. For instance, the Global Business Complexity Index 2025 ranks Mexico as the 3rd most complex jurisdiction in the world, highlighting that even its most favorable cities operate within a fundamentally challenging national framework.

At the bottom of the list are cities where the barriers to business are highest. Nuevo Laredo (Tamaulipas), Boca del Río (Veracruz), Tapachula (Chiapas), Benito Juárez (Quintana Roo), and Centro (Tabasco) form the bleakest picture. These municipalities suffer from excessive bureaucracy, unreliable public services, and weak rule of law.

Nuevo Laredo, for example, ranks worst overall. Employers there face inflexible labor markets and a minimum wage that, relative to local income, discourages hiring. The city also underperforms on measures of legal certainty and startup conditions. Meanwhile, Boca del Río offers the most painful process for starting a business: more paperwork, more time, and higher costs.

A clear pattern emerges from the data: cities in the north and center of Mexico tend to provide a more fertile ground for business, while those in the south and southeast lag behind. Tapachula (Chiapas), Villahermosa (Tabasco), and Oaxaca (Oaxaca) are held back by unreliable electricity, high informality, and fragile legal systems.

This regional disparity isn’t new, but it’s alarming in a country that needs inclusive growth. The south’s entrepreneurs face structural challenges that their northern counterparts, while far from immune, can sometimes more easily navigate.

### The Many Faces of the Problem

Starting a business isn’t just about the number of forms you file. It’s about whether the environment allows your idea to breathe.

- **Permits and Costs:** In Hermosillo, you might need only a handful of permits and face costs that are manageable relative to income. In Boca del Río, you’re looking at more paperwork, more waiting, and higher relative expenses.
- **Labor Rules:** In places like Nuevo Laredo and Matamoros, high union density and rigid wage floors make job creation risky and expensive.
- **Security:** Entrepreneurs can’t flourish in fear. Mérida and Tepic offer some of the safest environments in the country, while cities like Naucalpan and Ecatepec rank dismally in perceptions of safety and trust in law enforcement.
- **Taxes:** Low tax rates help, but they aren’t the whole story. Cities with low taxes but weak institutions or bad regulation still struggle to attract and keep businesses.

### What Needs to Change?

The book vendor I met at the Lagunilla market is just one of many whose dreams are delayed or crushed by these barriers.

The *Emprender México 2024* study offers a blueprint:

- Cut red tape so that ideas can move from dream to reality faster.
- Strengthen the rule of law so that entrepreneurs can operate without fear of arbitrary closure or extortion.
- Encourage labor policies that allow hiring without excessive cost or risk.
- I hope to see a Mexico where creative, hard-working people like the man at the bookstall can bring their ideas to fruition without battling a maze of regulations, unreliable services, or suspicion from society. A Mexico that welcomes entrepreneurs is one that can offer shared prosperity, not just for the wealthy few, but for communities across the country.



FRIDAY, JULY 18, 2025      What happens when education becomes ideology?  
SERGIO MARTÍNEZ

## The Long Shadow of Communist Indoctrination

In the mid-20th century, schools in communist countries were tools of the state. History lessons became hagiographies of the Soviet Union. Math examples were drawn from military production. Even literature bowed to Marxist dogma. But what did all this ideological schooling do to the people who lived through it?

Two new studies—one from Finland, the other from Poland—suggest the answer: indoctrination works. Not by making people less intelligent, but by shaping their values, ambitions, and sense of agency. Decades later, it still haunts their lives.

### A Tale of Two Experiments

In 1973, 221 fifth-grade students in Pirkkala, Finland, became part of a quiet experiment. Their curriculum was rewritten to reflect Marxist-Leninist ideology. Capitalism was depicted as oppression, the Soviet Union as a moral compass, and the free market as a source of inequality.

Researchers compared them to a control group of students who received standard education. They tracked these individuals over decades, analyzing data on taxable income, months worked, job choices, educational attainment, and cognitive ability.

The study found that the students exposed to the special curriculum earned roughly 10% less as adults. This wasn't due to differences in education or intelligence,

but because they made different career choices: public-sector jobs, artistic paths, and professions that aligned with values they had been taught early on—solidarity over self-interest, ideology over income.

A similar pattern emerges from Poland, where a 1954 nationwide reform quietly removed political indoctrination from school curricula. Researchers Costa-Font, García-Hombrados, and Nicińska studied what happened next. Their natural experiment exploited school enrollment cut-off dates to compare students just slightly more or less exposed to the old Stalinist education. This included removing content explicitly praising the importance of obedience to the Soviet regime and adherence to Marxist-Leninist values, along with Stalin-themed recitation competitions.

Students who experienced one fewer year of Marxist-Leninist schooling were more likely to complete high school and college. Decades later, they were also more likely to be employed. When you stop rewarding obedience and start rewarding merit, students begin to believe that their choices matter. Ambition wakes up.

Both studies underscore a basic truth: early education fills students with information and perspectives that shape their values. School is one of the first places where we learn what kind of person is admired. Who the heroes are. What the system rewards.

In communist classrooms, the good student wasn't the curious one, but the obedient one. The worker wasn't supposed to dream big, but to serve the collective. Western culture was mocked. Religious faith, suppressed. Private enterprise, vilified.

The Polish reform stripped this from the curriculum. It didn't introduce libertarian economics or capitalist cheerleading—it simply stopped pretending that Marxist orthodoxy was the only truth. And that modest change echoed across lives.

### The Hidden Cost of Ideology

Ludwig von Mises, writing in the early 1940s as Europe lay shattered by war, reflected on how a similar process of state-driven indoctrination had unfolded decades earlier in France and Germany. His thoughts, recorded in *The Political Economy of International Reform and Reconstruction* (published posthumously), focus on how educational systems—long before the rise of Nazism or Soviet communism—inculcated étatism, or worship of the state.

Mises argued that such schooling taught children to see the state as a supreme moral authority, to despise private enterprise, and to seek personal advancement not through productive work, but through service to bureaucracy. He warned that glorifying the state and suppressing individual ambition doesn't prepare a society for freedom, but for servitude.

Some argue that Marxist values encourage solidarity and reduce greed. But these studies show that when such values are imposed from above, they can suppress individual aspiration. People internalize the idea that striving is selfish. That ambition is suspect. That the state knows better.

The result? Fewer people investing in themselves. Fewer individuals daring to break out of the mold. And a lower standard of living.

Both the Finnish and Polish experiences point to something deeper. A curriculum that glorifies conformity and downplays agency shapes economic outcomes, molding their sense of purpose.

As free societies debate what to teach in schools, these findings offer a warning: the ideas we plant in young minds don't stay in the classroom. They grow into lifelong choices.

Source: *The Foundation for Economic Education (FEE)*

<https://fee.org/>





TUESDAY, JULY 22, 2025 Rent-seeking and exams in India’s public sector exams.  
ALEX TABARROK

## India’s Talent Trap

In India, government jobs pay far more than equivalent jobs in the private sector—so much so that the entire labor market and educational system have become grossly distorted by rent-seeking to obtain these jobs. Teachers in the public sector, for example, are paid at least five times more than in the private sector. It’s not just the salary. When accounting for lifetime tenure, generous perks, and potentially remunerative possibilities for corruption, a government job’s total value can be up to 10 times that of an equivalent private sector job. (See also here.)

As a result, it’s not uncommon for thousands of people to apply for every government job—a ratio far higher than in the private sector. In one famous example, 2.3 million people submitted applications for 368 “office boy” positions in Uttar Pradesh.

The consequences of this intense competition for government jobs are severe. First, as Karthik Muralidharan argues, the Indian government can’t afford to pay for all the workers it needs. India has all the laws of, say, the United States, but about one-fifth the number of government workers per capita, leading to low state capacity.

But there is a second problem which may be even more serious. Competition to obtain government jobs wastes tremendous amounts of resources and distorts the labor

and educational market.

If jobs were allocated randomly, applications would be like lottery tickets, with few social costs. Government jobs, however, are often allocated by exam performance. Thus, obtaining a government job requires an “investment” in exam preparation. Many young people spend years out of the workforce studying for exams that, for nearly all of them, will yield nothing. In Tamil Nadu alone, between one to two million people apply annually for government jobs, but far fewer than 1% are hired. Despite the long odds, the rewards are so large that applicants leave the workforce to compete. Kunal Mangal estimates that around 80% of the unemployed in Tamil Nadu are studying for government exams.

Classical rent-seeking logic predicts full dissipation: if a prize is worth a certain amount, rational individuals will collectively spend resources up to that amount attempting to win it. When the prize is a government job, the “spending” is not cash, but years of a young person’s productive life. Mangal calculates that the total opportunity cost (time out of the workforce) that job applicants “spend” in Tamil Nadu is worth more than the combined lifetime salaries of the available jobs (recall that jobs are worth more than salaries, so this is consistent with theory). Simply put, for every ₹100 the government spends on salaries, Indian society burns ₹168 in a collective effort of rent-seeking just to decide who gets them.

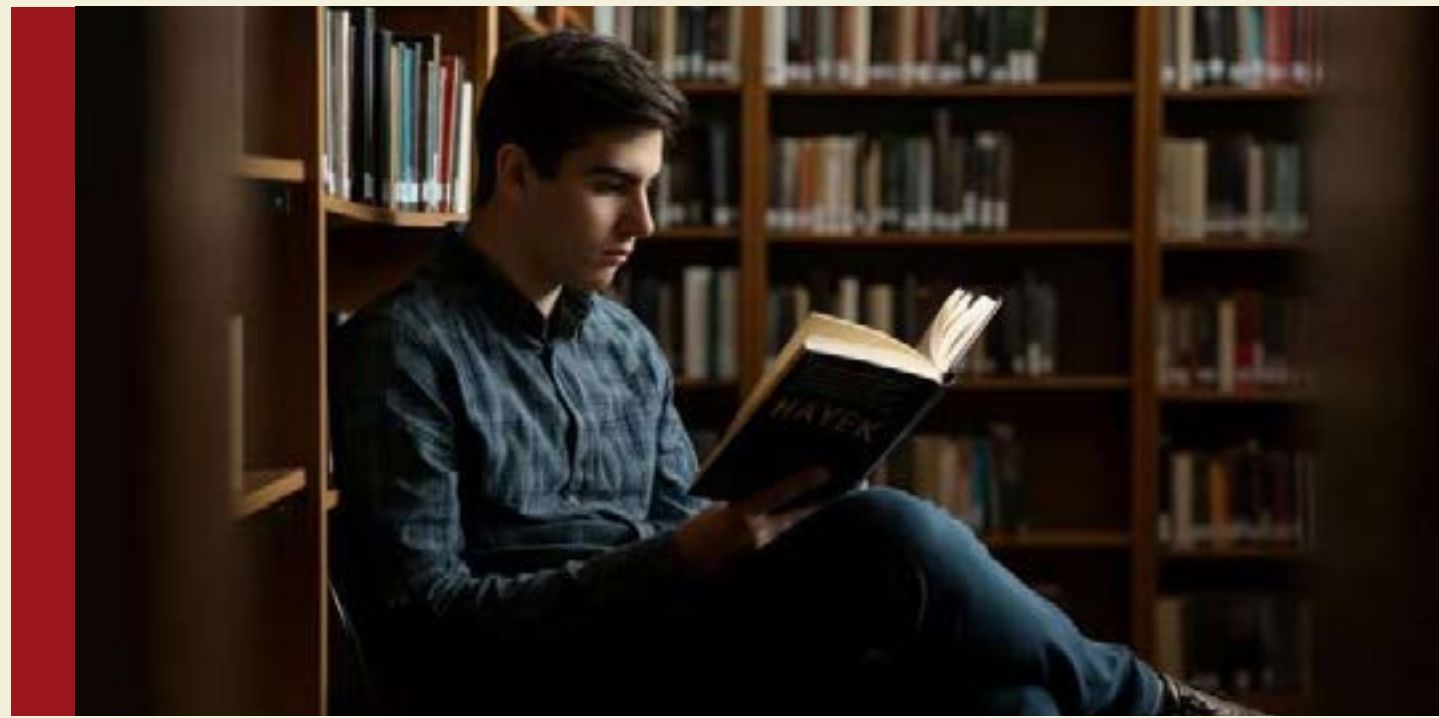
The winners are happy but the loss to Indian society—of unemployed young, educated workers who do nothing but study for government exams—is in the billions. Indeed, India spends about 3.86% of GDP on state salaries (27% of state revenues times 14.3% of GDP). If we take Mangal’s numbers from Tamil Nadu, a conservative (multiplier of 1 instead of 1.68) back-of-the-envelope estimate suggests that India could be wasting on the order of 1.4% of GDP annually on rent-seeking. (Multiply 3.86% of GDP by 15 (30 years at 5% discount) to get lifetime value, and take 0.025 as annual worker turnover.) Take this with a grain of salt, but regardless, the number is large.

India’s most educated young people—precisely those it needs in the workforce—are devoting years of their lives cramming for government exams instead of working productively. These exams cultivate no real-world skills; they are pure sorting mechanisms, not tools of human capital development. But beyond the staggering economic waste, there is a deeper, more corrosive human cost.

As Rajagopalan and I have argued, India suffers from premature imitation. In this case, India is producing Western-educated youth without the economic structure to employ them. In one survey, 88% of grade 12 students preferred a government job to a private sector job. But these jobs do not and cannot exist in the numbers demanded. The result is disillusioned cohorts trained to expect a middle-class, white-collar lifestyle, convinced that only a government job can deliver it. India is thus creating large numbers of educated young people who are inevitably disillusioned. That is not a sustainable equilibrium.

Mangal valiantly proposes redesigning the exams to reduce waste, but this skirts the core issue: India’s wildly skewed public wage structure. Government salaries far exceed what is justified by GDP per capita or job requirements, distorting education, employment, and unemployment throughout the entire economy in deeply wasteful ways. The only real solution is to bring public sector pay back in line with economic fundamentals.

Source: *The Foundation for Economic Education (FEE)* <https://fee.org/>



TUESDAY, JULY 15, 2025

Students rarely hear the moral case for markets.

LAUREN KIM

## Classical Liberalism and the Academy

Teaching libertarian principles at universities is often considered heterodox by those who shape mainstream academic discourse. Of course, many important ideas from the Austrian school of economics have been incorporated into curricula, among them the subjective theory of value, boom and bust cycles, and diminishing marginal utility. But liberty-oriented economic ideas, those that promote economic liberty over government intervention, are generally overlooked.

In their paper *Groupthink in Academia: Majoritarian Departmental Politics and the Professional Pyramid*, Daniel B. Klein and Charlotta Stern discuss how classical liberal viewpoints among professors in the humanities and social sciences are relatively absent, while social democratic ideas prevail. They suggest that academics inclined toward social democratic worldviews project images of their critics, oversimplified stereotypes that broadly label them as “right-wing” or “conservative”—and therefore problematic.

Economist and professor Donald J. Boudreaux notes in an article for CapX that even in high school, he was taught a particular economic narrative: that the Great Depression was caused by capitalism and that Keynesianism saved the day (a narrative he later recognized as flawed and oversimplified). His reflection sheds light on how one-sided economic narratives and myths about markets have become entrenched in American education. In my coursework at Yale (in the ethics, politics, & economics major, which is comparable to a social

sciences program), I find it undeniably true that social democratic ideas are emphasized more than classical liberal ones. This doesn’t mean I haven’t read *The Wealth of Nations* in my classes. However, I have never been exposed to readings by Hayek, a Nobel Prize-winning economist, in my economics and political philosophy courses. This seems worth questioning. *The Use of Knowledge* has over 20,000 citations. *The Road to Serfdom*, which warns of the dangers of central economic planning, is a foundational text of modern political thought. It has been referenced throughout history by key figures like Margaret Thatcher and Ronald Reagan, who cited it as an intellectual justification for rolling back the welfare state. So it seems strange that Hayek’s contributions would be excluded from the political economy curriculum at a university.

Perhaps this is because economics as a discipline has transitioned its emphasis from economic history to abstract economic concepts (such as rational choice and equilibrium) alongside quantitative modeling and data analysis. Or perhaps there are other institutional factors at play as well.

Some on the right argue that the American left has succeeded in a full ideological capture of humanities and social sciences education, particularly in elite institutions. I find criticisms that portray Ivy League students as out-of-touch socialists to be somewhat unfair, or at least lacking in nuance. First of all, a significant portion of students immediately go into

corporate careers, so it simply seems implausible that campuses are truly committed to anti-capitalist ideas, even if progressive thought dominates in the classroom. Yale’s “First Destination summary,” created by the Office of Career Strategy, shows the postgraduate plans of Yale College graduates six months after graduation. For the Class of 2024, finance and consulting were the top two career paths, making up approximately 30.2% of the class.

Secondly, it seems that a fair proportion of students recognize that campuses lean left, which has led to genuine efforts to protect free speech and civil discourse. Yale’s commitment to institutional neutrality reflects an effort to “help protect free speech and a culture of open inquiry on campus,” as noted by Michael Strambler, an Associate Professor at the Yale School of Medicine.

Although less than 3% of Yale’s faculty members are registered as Republicans, 12% of Yale’s undergraduate population are members of the Buckley Institute, a campus organization that promotes intellectual diversity. Even though 12% may not seem like an overwhelming figure, in the context of the student body’s ideological tilt, it’s surprising and encouraging that this many students care about the issue of free speech. Despite what some might think about the homogeneity of political opinions at elite institutions, a decent portion of our campuses at least believe in the importance of learning from perspectives outside of the left-leaning status quo.

But the academic environment nonetheless remains tilted toward left-leaning ideas, especially when it comes to economics. I asked Lawrence Reed, former president of FEE, why free-market ideas receive less attention than more interventionist ideas in today’s universities. He cited Thomas Sowell, who once wrote, “The most fundamental fact about the ideas of the political left is that they do not work. Therefore we should not be surprised to find the left concentrated in institutions where ideas do not have to work in order to survive.” Sowell discusses how academic Marxists are unaffected by the blatant failures of socialism in the real world, claiming that professors can produce whatever content they want as long as the topic is ideologically fashionable enough. He concludes that leftists concentrate in places where it doesn’t matter whether or not their ideas “stand the test of performance,” leading many of them to be drawn to academia.

Echoing this sentiment, lawyer and former university professor Allen Mendenhall told me that most of “our people” (referring to those who are committed to the cause of promoting liberty and free markets around the world) are more often concentrated in public policy think tanks than in universities. It may be because professors, at least at public universities, are government employees and are more likely to be in favor of Keynesianism over libertarian economics.

Or it may be that there is something to be said about the relationship between the university and activism. Although I disagree with the broad sentiment that the academy creates socialists, it seems possible that it encourages the idea that activism is more noble than enterprise, and state intervention is more virtuous than free-market solutions. Klein and Stern suggest that there are certain claims which, despite being plausible and testable, would lead academics to fail on the job market. I think this is particularly true of the first two claims they discuss: that “social justice” is an incoherent idea and that it functions as a moral atavism (as argued by Hayek). In the academy, moral seriousness is assumed to reside on the side of redistribution or state action, casting skepticism toward market-oriented approaches as complicit in “injustice”—however loosely the term might be defined.

Whatever the cause, the marginalization of libertarian ideas has consequences. Christian Houghton, a fellow intern at FEE, gave a presentation on school choice at an academic conference while pursuing a master’s in education policy at Suffolk University. “I was shut down by a professor who claimed that the idea of school choice is racist and bigoted,” he said. “Most other professors I encountered would probably have agreed with that one.” Christian claimed that the university should be a place that encourages freedom in intellectual beliefs, and that academics are often unwilling to be challenged.

I’ve learned from speaking with people in the liberty movement that many of them became passionate about economic liberty after seeking out information outside of the classroom. This is why organizations like FEE play such a crucial role. Without being exposed to free-market ideas, how can young people decide if they’re worth listening to?

Source: *The Foundation for Economic Education (FEE)*

<https://fee.org/>



Penn’s quest for spiritual peace led him to attend Quaker meetings even though the government considered this a crime. In September 1667, police broke into a meeting and arrested everyone. Since Penn looked like a fashionable aristocrat rather than a plain Quaker, the police released him. He protested that he was indeed a Quaker and should be treated the same as the others.

Penn drew on his legal training to prepare a defense. Meanwhile, in jail, he began writing about freedom of conscience. His father disowned him, and young Penn lived in a succession of Quaker households. He learned that the movement was started by passionate preachers who had little education. There was hardly any Quaker literature. He resolved to help by applying his scholarly knowledge and legal training. He began writing pamphlets, which were distributed through the Quaker underground. In 1668, one of his hosts was Isaac Penington, a wealthy man in Buckinghamshire. Penn met his stepdaughter Gulielma Springett, and it was practically love at first sight. Poet John Milton’s literary secretary Thomas Ellwood noted her “innocently open, free and familiar Conversation, springing from the abundant Affability, Courtesy and Sweetness of her natural Temper.” Penn married Gulielma on April 4, 1672. She was to bear seven children, four of whom died in infancy.

Meanwhile, Penn attacked the Catholic/Anglican doctrine of the Trinity, and the Anglican bishop had him imprisoned in the notorious Tower of London. Ordered to recant, Penn declared from his cold isolation cell: “My prison shall be my grave before I will budge a jot; for I owe my conscience to no mortal man.”

By the time he was released seven months later, he had written pamphlets defining the principal elements of Quakerism. His best-known work from this period: No Cross, No Crown, which presented a pioneering historical case for religious toleration.

The Conventicle Act

He wasn’t free for long. To curb the potential power of Catholics, notably the Stuarts, Parliament passed the Conventicle Act, which aimed to suppress religious dissent as sedition. But the law was applied mainly against Quakers, perhaps because few were politically connected. Thousands were imprisoned for their beliefs. The government seized their properties, including the estate of Penn’s wife’s family.

He decided to challenge the Conventicle Act by holding a public meeting on August 14, 1670. The Lord Mayor of London arrested him and his fellow Quakers as soon as he began expressing his nonconformist religious views. At the historic trial, Penn insisted that since the government refused to present a formal indictment—officials were concerned the Conventicle Act might be overturned—the jury could never reach a guilty verdict. He appealed to England’s common-law heritage:

*If these ancient and fundamental laws, which relate to liberty and property, and which are not limited to particular persuasions in matters of religion, must not be indispensably maintained and observed, who then can say that he has a right to the coat on his back? Certainly our liberties are to be openly invaded, our wives to be ravished, our children enslaved, our families ruined, and our estates led away in triumph by every sturdy beggar and malicious informer—as their trophies but our forfeits for conscience’s sake.”*

The jury acquitted all defendants, but the Lord Mayor of London refused to accept this verdict. He hit the jury members with fines and ordered them held in brutal Newgate prison. Still, they affirmed their verdict. After the jury had been imprisoned for about two months, the Court of Common Pleas issued a writ of habeas corpus to set them free. Then they sued the Lord Mayor of London for false arrest. The Lord Chief Justice of England, together with his 11 associates, ruled unanimously that juries must not be coerced or punished for their verdicts. It was a key precedent protecting the right to trial by jury.

Penn had become a famous defender of liberty who could attract several thousand people for a public talk. He traveled in Germany and Holland to see how Quakers there were faring. Holland made a strong impression because it was substantially free. It was a commercial center where people cared mainly about peaceful cooperation. Persecuted Jews and Protestants flocked to Holland. Penn began to form a vision of a community based on liberty.

He resolved to tap his royal connections for his cause. With the blessing of King Charles II and the Duke of York, Penn presented his case for religious toleration before Parliament. They would have none of it because they were worried about the Stuarts imposing Catholic rule on England, especially since the Duke of York had converted to Roman Catholicism and married a staunch Catholic.

The Founding of Pennsylvania

Penn became convinced that religious toleration couldn’t be achieved in England. He went to the King and asked for a charter enabling him to establish an American colony. Perhaps the idea seemed like an easy way to get rid of troublesome Quakers. On March 4, 1681, Charles II signed a charter for territory west of the Delaware River and north of Maryland, approximately the present size of Pennsylvania, where about a thousand Germans, Dutch, and Indians lived without any particular government.

The King proposed the name “Pennsilvania” which meant “Forests of Penn”—honoring Penn’s late father, the Admiral. Penn would be proprietor owning all the land, accountable directly to the King. According to traditional accounts, Penn agreed to cancel the debt of 16,000 pounds which the government owed the Admiral for back pay, but there aren’t any documents about such a deal. At the beginning of each year, Penn had to give the King two beaver skins and a fifth of any gold and silver mined within the territory.

Penn sailed to America on the ship Welcome and arrived November 8, 1682. With assembled Friends, he founded Philadelphia—he chose the name, which means “city of brotherly love” in Greek. He approved the site between the Delaware and Schuylkill rivers. He envisioned a 10,000-acre city, but his more sober-minded Friends thought that was overly optimistic. They accepted a 1,200-acre plan. Penn named major streets including Broad, Chestnut, Pine, and Spruce.

Penn was most concerned about developing a legal basis for a free society. In his First Frame of Government, which Penn and initial land purchasers had adopted on April 25, 1682, he expressed ideals anticipating the Declaration of Independence:

“Men being born with a title to perfect freedom and uncontrolled enjoyment of all the rights and privileges of the law of nature ... no one can be put out of his estate and subjected to the political view of another, without his consent.”

Penn provided that there would be a governor—initially, himself—whose powers were limited. He would work with a Council (72 members) which proposed legislation and a General Assembly (up to 500 members) which either approved or defeated it. Each year, about a third of members would be elected for three-year terms. As governor, Penn would retain a veto over proposed legislation.

His First Frame of Government provided for secure private property, virtually unlimited free enterprise, a free press, trial by jury and, of course, religious toleration. Whereas the English penal code specified the death penalty for some 200 offenses, Penn reserved it for just two—murder and treason. As a Quaker, Penn encouraged women to get an education and speak out as men did. He called Pennsylvania his “Holy Experiment.”

Penn insisted on low taxes. A 1683 law established a low tax on cider and liquor, a low tariff on imports and on exported hides and furs. To help promote settlement, Penn suspended all taxes for a year. When the time came to reimpose taxes he encountered fierce resistance and had to put it off.

Penn’s First Frame of Government was the first constitution to provide for peaceful change through amendments. A proposed amendment required the consent of the governor and 85 percent of the elected representatives. Benevolent though Penn was, people in Pennsylvania were disgruntled about his executive power as proprietor and governor. People pressed to make the limitations more specific and to provide stronger assurances about the prerogatives of the legislature. The constitution was amended several times. The version adopted on October 28, 1701, endured for three-quarters of a century and then became the basis for Pennsylvania’s state constitution, adopted in 1776.



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