



NEW HEIGHTS EDUCATIONAL GROUP EDG Guide



ISSUE 5-6



2026 MAY - JUNE

NHEG EDGUIDE

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Contents

02//EDITORIAL TEAM

06-07//THOUGHT OF THE MONTH

10-11//READERS NEEDED

12-19//OPEN EBOOKS

22-35//NHEG BOOKS

58-77//NHEG COURSES

80-81//MISSING CHILDREN

100-115//NHEG INTERNET RADIO PROGRAM

122-1125//NHEG BIRTHDAYS & ANNIVERSARIES

126-127//EARN BOX TOPS

128-132//PRESS RELEASE

134-136//NHEG STUDENTS ARTICLES

138-161//FEE ARTICLES

162-163//NHEG PARTNERS & AFFILIATES



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THOUGHT FOR THE MONTH

END OF ANOTHER SCHOOL YEAR



Embracing Your Potential

Celebrating Achievements

As this month unfolds, my thoughts naturally drift toward the joy and excitement of graduates and students advancing to the next stage of their educational journey. It's a time filled with pride and optimism for the future, as these young individuals take steps toward their dreams.

Overcoming Limitations

However, amidst the celebrations, I am also reminded of those who have faced obstacles, held back by the narrow perceptions of others who fail to recognize their true potential. It's essential to acknowledge that these limitations imposed by small minds do not define you or your capabilities.


Believing in Yourself

The message I want to share is one of empowerment: you are capable of achieving anything you set your mind and work toward. Believe in yourself, for no one else holds the reins to your destiny but you. Your future is not bound by the opinions of others but by your determination and perseverance.

Attaining Dreams and Goals

Everything you aspire to is within reach; it's simply a matter of discovering the right combination of effort, strategy, and resilience to achieve your dreams and goals. Remember, the journey to success is uniquely yours, and with belief and hard work, you can chart a path that leads to fulfillment and triumph.





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

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by Sarveer Singh
New Heights Educational Group

UNRAVELING READING
by Daniela Silva

NEW ISSUE
E.A.S.Y. TOONS COMIC BOOK
AVAILABLE SEPTEMBER 8, 2025

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READERS NEEDED

We are looking for youth or adults that would like to read pre-recorded stories to children via our website. You can view other stories and recorded books on our website.

https://NewHeightsEducation.org/NHEG-educational-programs/virtual-reading-program/?_gl=1*ww4omh*_gcl_au*MTQ5MTAwNTk3NS4xNzcwMzMzMjE3

We will be listing this opportunity in our volunteer positions that are listed on our site and on idealist.

Special Note: We need readers for multiple age ranges.

We recently added and a new story to this page

We recently added two new stories to this page

“Heroes of the Argonne” for 9th - 12th grade and college level students scroll down to Meuse-Argonne Section.

https://Radio.NewHeightsEducation.org/pamela-clark/?_gl=1*1sn3fp1*_gcl_au*MTQ5MTAwNTk3NS4xNzcwMzMzMjE3

Civil War story “19th-Century American” for 9th - 12th grade and college students scroll down to civil war section of page to listen.

https://radio.newheightseducation.org/pamela-clark/?_gl=1*1sn3fp1*_gcl_au*MTQ5MTAwNTk3NS4xNzcwMzMzMjE3

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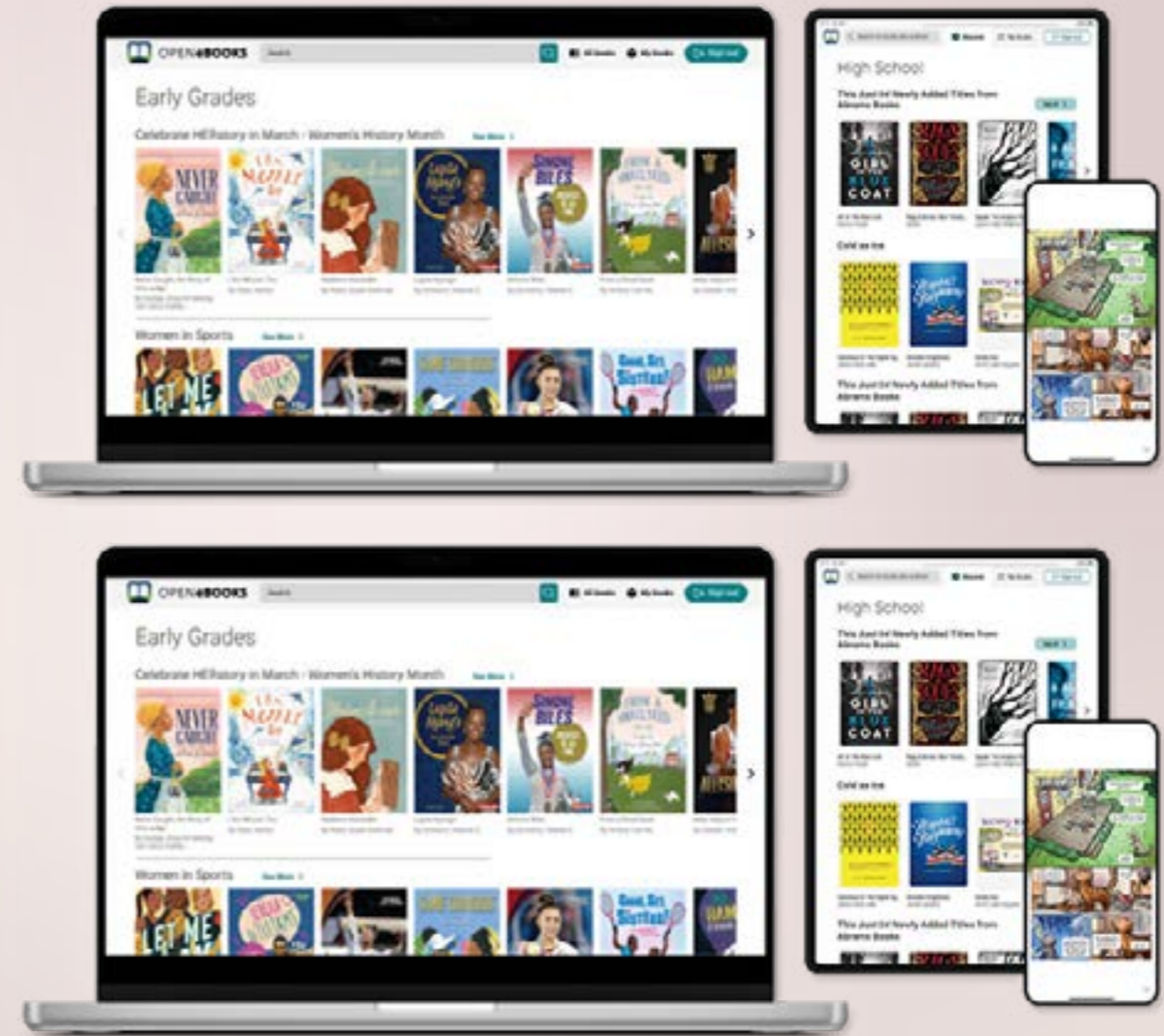


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First Book members working in any setting (classrooms, libraries, afterschool programs, etc.) can order free Open eBooks access codes/PINs for students and families, allowing them to log in to Open eBooks and access this incredible resource. After you place your order, First Book will send you an

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Check your email.

We'll send you an email with all your Open eBooks codes/PINs so that you can pass them along to your students and their families.



Use the Get Started Letter Template (available in English and Spanish) to share codes/PINs with students and families.

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Apple/Android app or Open eBooks on Web), log in, and get started.











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Kids can check out up to 30 eBooks at a time and titles can be downloaded and read online using the app. Open eBooks access codes/PINs never expire—it's like a digital library card!

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Frequently Asked Questions

Why do I have to be a First Book Member to access Open eBooks?

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?

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

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Does Open eBooks collect or share any data from students?

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If I'm planning to use Open eBooks in my classroom or program, should I still order 1 access code/PIN per student?

The Open eBooks app is intended for kids to use at home for individual reading, but it can also be used in your school, library, or program. If you wish to use the app in your program or classroom on a shared device, we still recommend that you order one code/PIN combination per student. This allows each student to check out their own titles and keep their place as they read.

Do Open eBooks access codes/PINs expire?

Access codes/PINs do not expire. Each access code/PIN is like a digital library card that never has to be renewed!

Do you have to renew books checked out from the Open eBooks library?

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?

Within the app, students and families can search by title or author or browse thousands of different eBook titles based on topics of interest.

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?

Open eBooks access codes/PINs are specific to the Open eBooks collection you order (i.e., If you order the Open eBooks Elementary Collection, those access codes/PINs will not give the user access to titles in the Middle School or High School Collection). Please be aware the All Ages and High School Collections may contain titles with mature content.

Have additional questions?

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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.



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



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

MASTERS OF ARTS,
ELEMENTARY EDUCATION



TEACHER, TUTOR, CURRICULUM
DEVELOPER, CONTENT CREATOR

BACHELORS OF SCIENCE, BUSINESS
MANAGEMENT



DIRECTOR, ADMINISTRATOR,
COORDINATOR, CONSULTANT

“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.



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



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



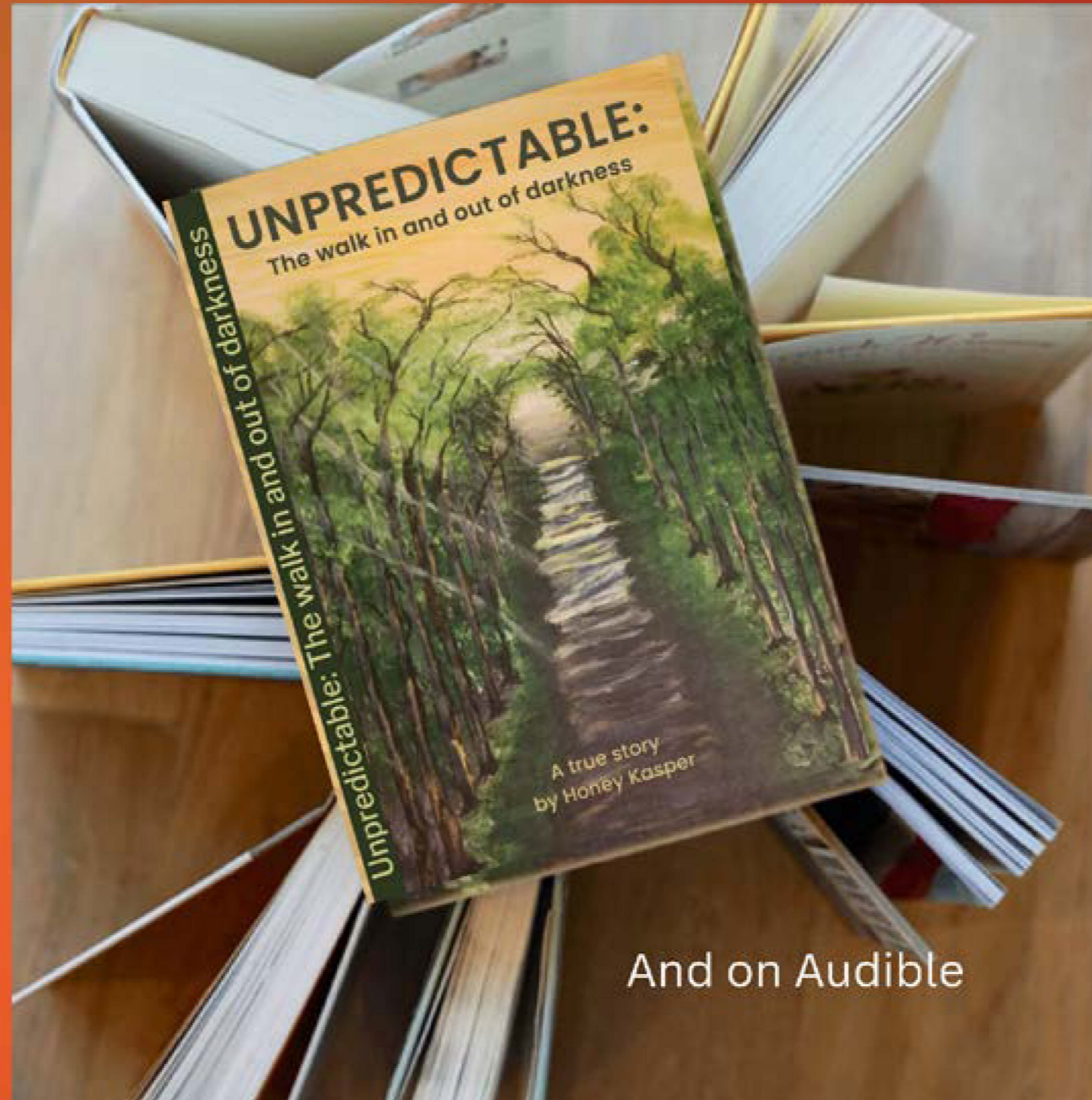
UNPREDICTABLE: THE WALK IN AND OUT OF DARKNESS

UnpredictableTheWalk.com

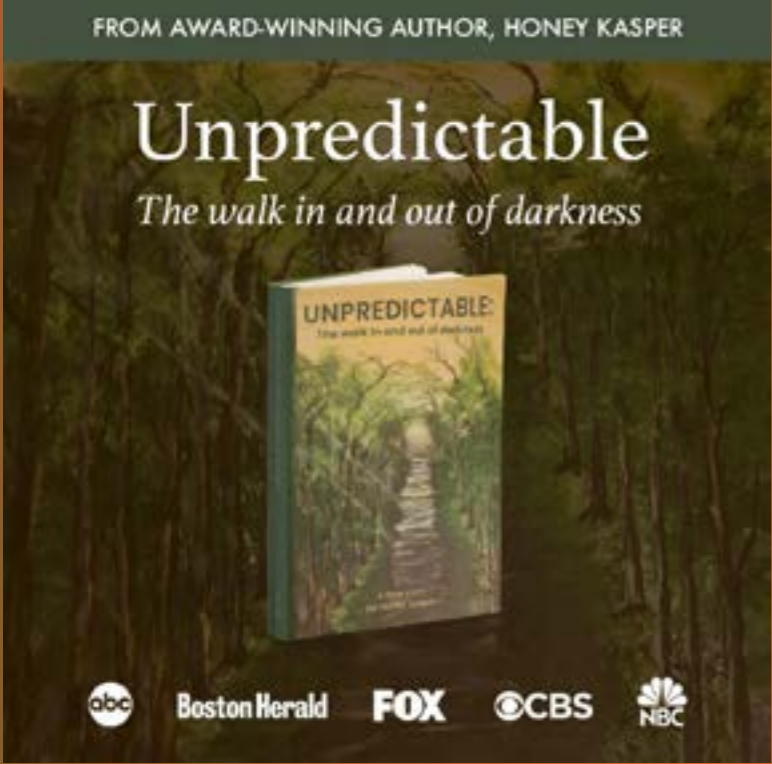


*Read or
listen to
the Story*

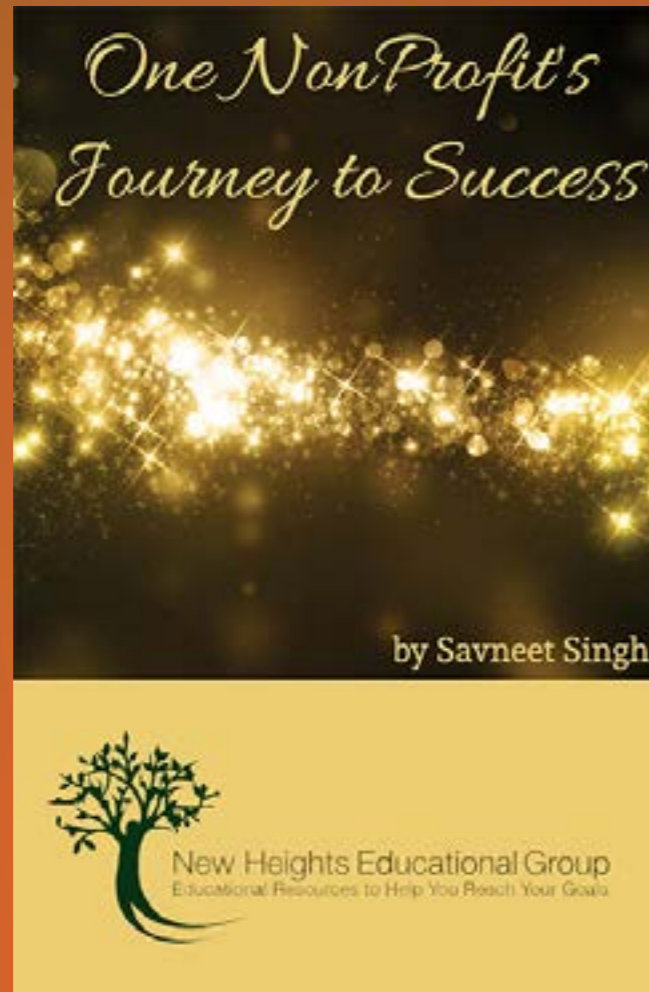




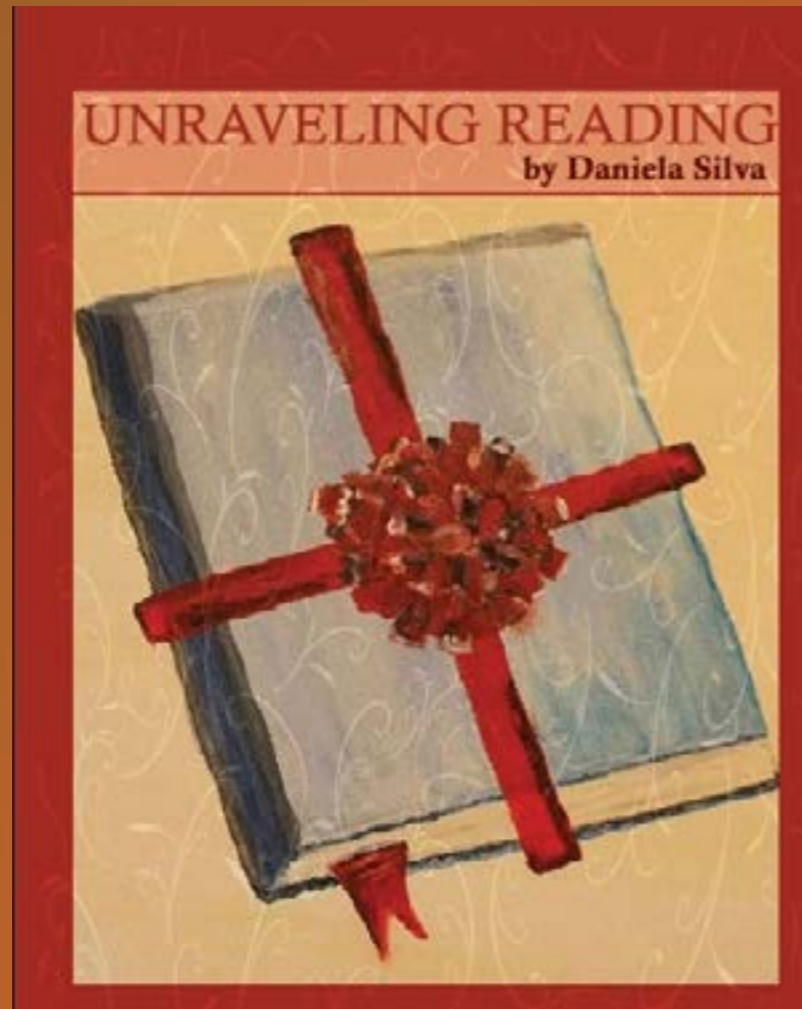
And on Audible



One Nonprofit's Journey to Success



Unraveling Reading



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

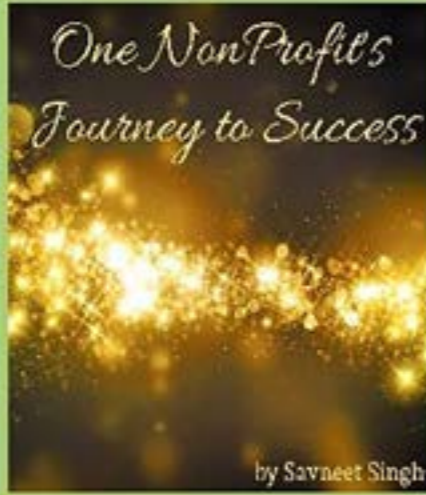
Savneet Singh, MS, M.Ed., M.Sc.

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.

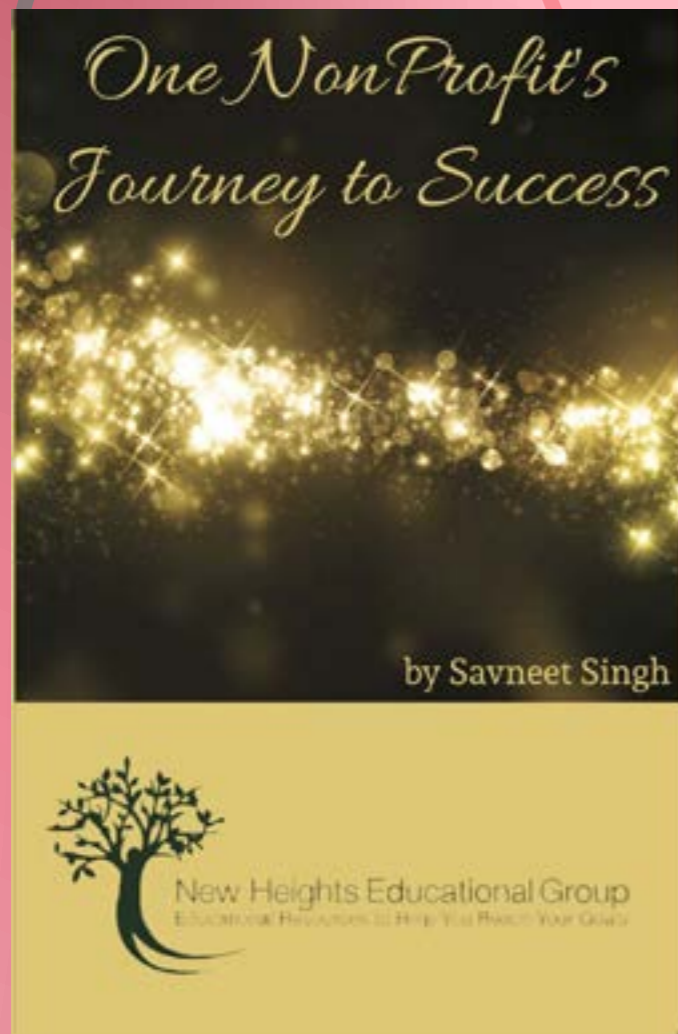


Book Summary

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!



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 2030.¹

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.**²

Low Literacy Rates by Region⁴



The Cost of Low Literacy

Economic

\$1 Trillion

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

30%-42% less earnings

Adults with low literacy earn **30%-42% less** than their literate peers.⁵

Social

50% more likely

In developing countries, a child born to a mother who can read is **50% more likely to survive** past age 5.⁷

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

Women's Literacy

2/3 of adults with low literacy skills are women.²



50%

More than half of all disadvantaged rural women in developing countries lack basic literacy skills.¹¹

Of the 99 million illiterate youth, **56% are girls.**¹²

56%

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.**¹⁰

ProLiteracy

US Adult Literacy Facts

US Facts

48 Million

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

Member Services

51%

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

29%

29% of adult basic literacy students enter a program reading at or below a third-grade level.²

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.³

\$106-238 Billion

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

English Language Learners

50.6 Million

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

53% Proficient

Among immigrants only half (53%) are proficient English speakers.⁷

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.⁹

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.⁸

Incarceration

75%

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

43%

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

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.⁹

ProLiteracy







ATTENTION!

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




KENT STATE UNIVERSITY | Center for Public Policy and Health

Thank you for all that you do

Hi Pamela,

We hope you and your team are achieving all your year-end appeal goals (and more)! Remember, as you use our tools during this busy time, [our team](#) and [our partners](#) are here to answer your questions and help you find the best resources to meet the moment.

Our team is in awe of how New Heights Educational Group is making its mark on the world. We see how you are continually asked to do more with less, yet still create meaningful change in your community. It is such a joy to engage with you and the over 300,000 nonprofits around the globe who are leveraging Microsoft resources to drive [this positive impact](#).

Your stories inspire us every day and we are grateful for your tireless work.

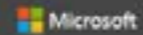
Thank you again for all that you do, and we look forward to deepening our collaboration in the year ahead.

Regards,
Microsoft Tech for Social Impact

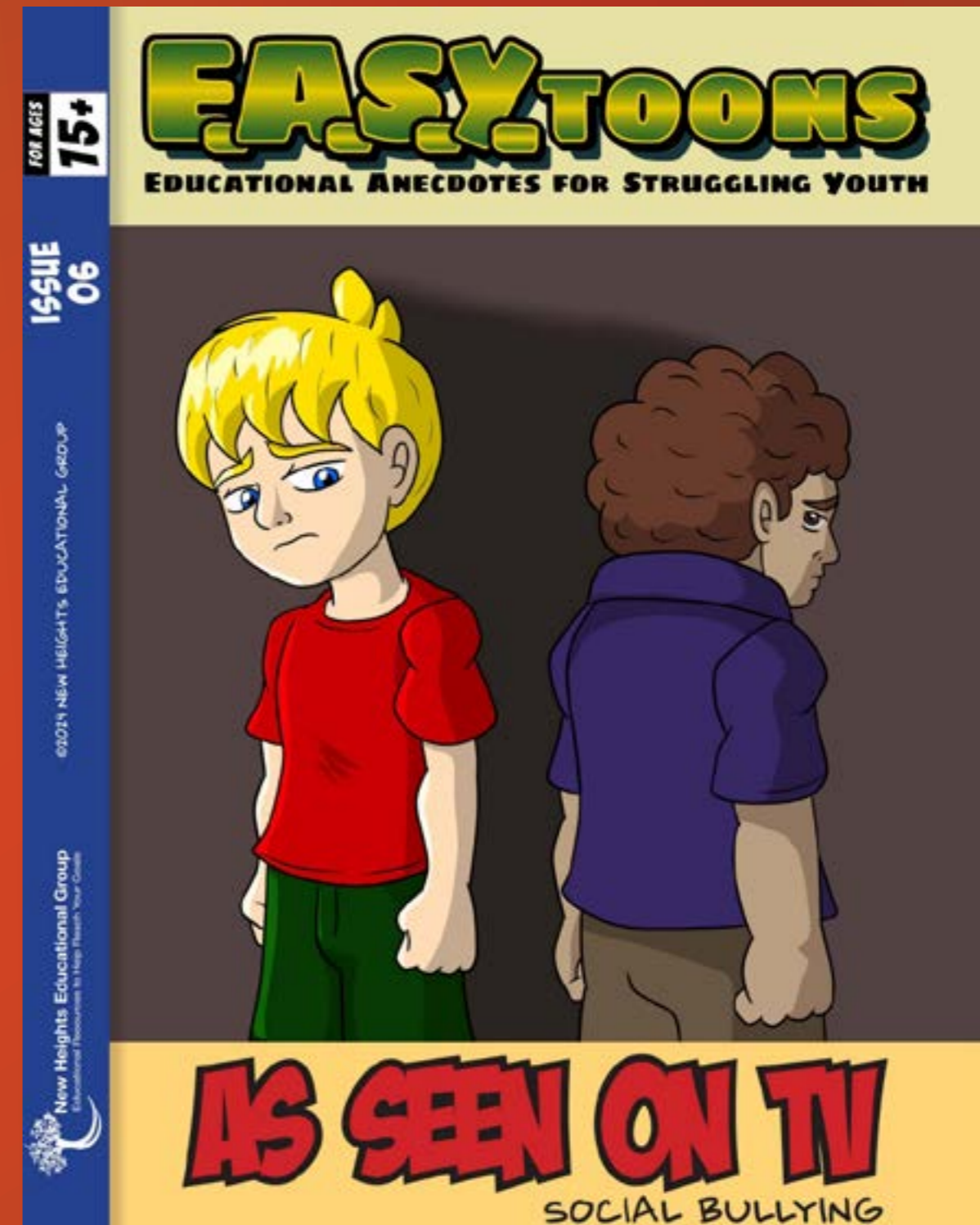
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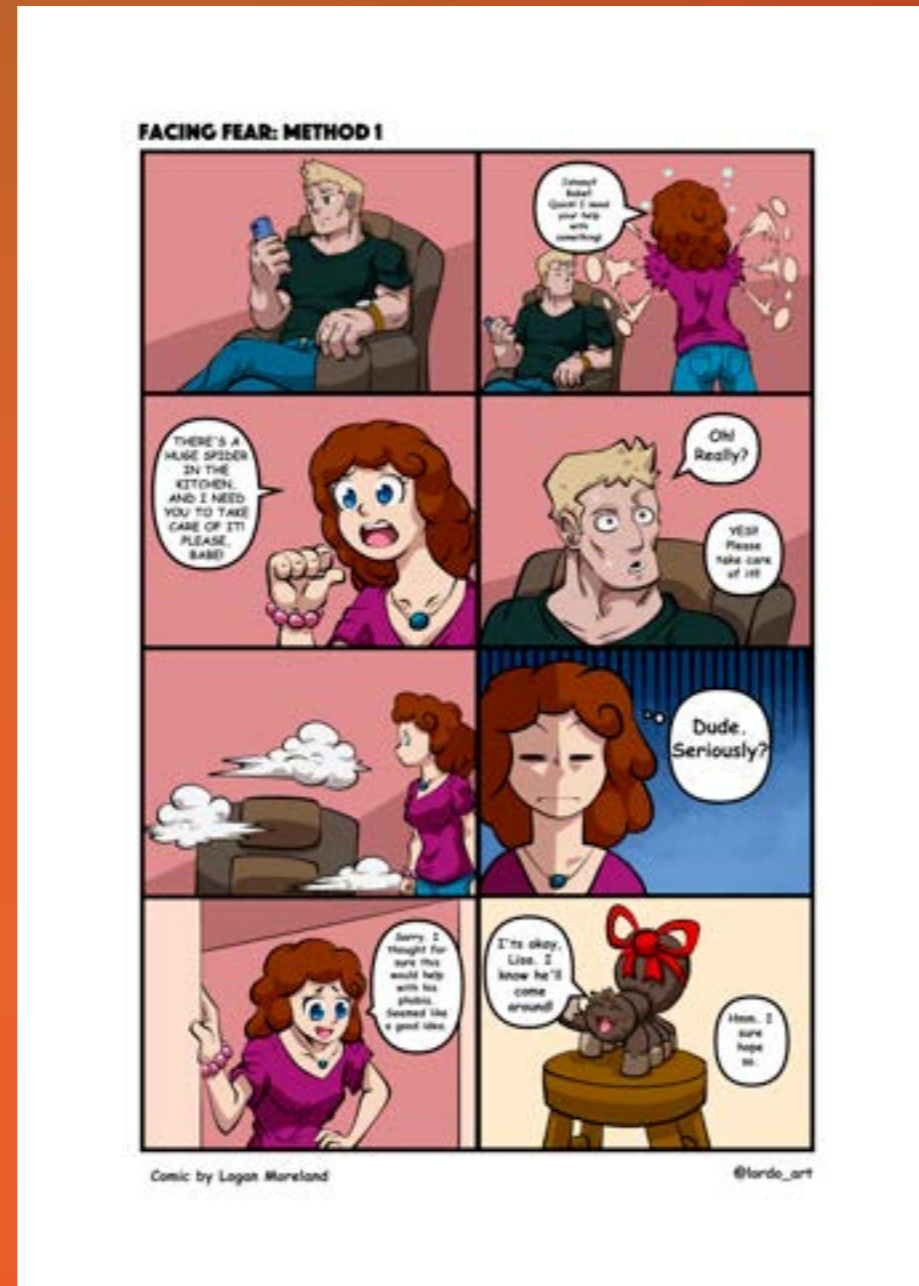
YUMPU & OUR PUBLICATIONS



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.

NEW COMIC STRIP BY LOGAN MORELAND



Logan Moreland is a passionate and talented artist whose work transcends the conventional boundaries of visual storytelling. With every art piece or comic he creates, he strives to capture the essence of the moment with unparalleled emotion and sincerity. What sets him apart is his unwavering commitment to telling stories that resonate deeply with the heart.

SEAL-OF-TRANSPARENCY

Bronze
Transparency
2024

Candid.

Silver
Transparency
2024

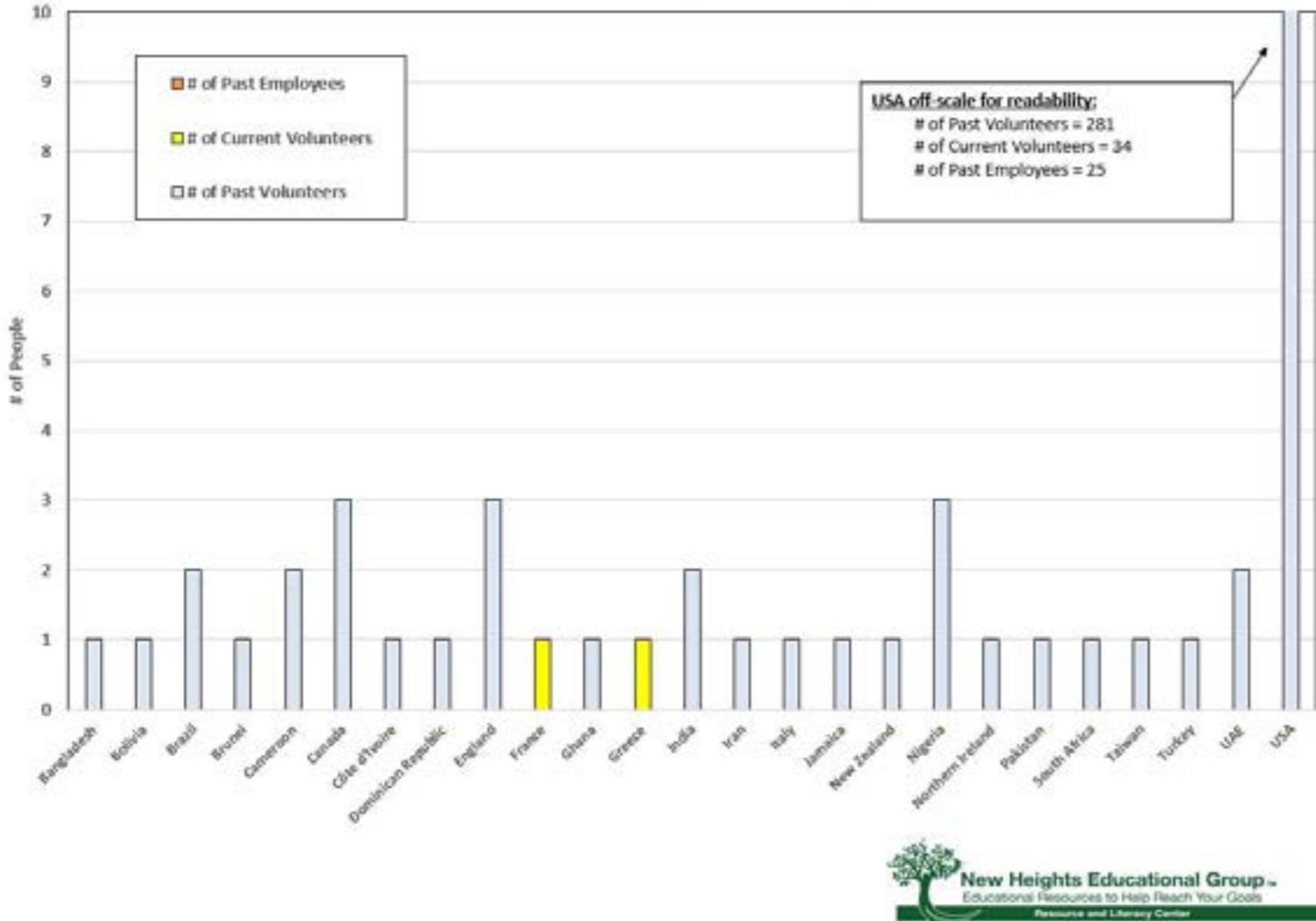
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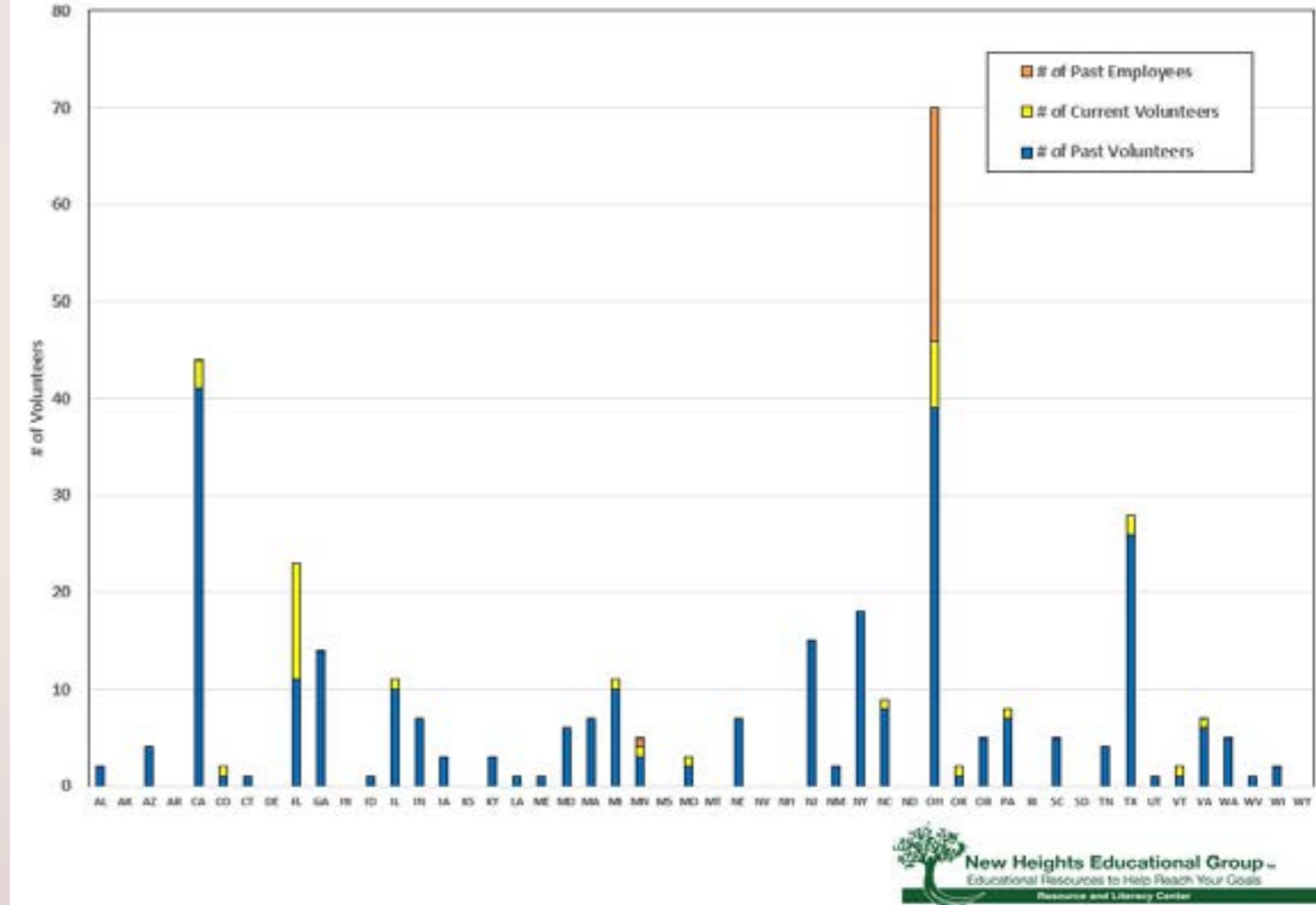
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New Volunteer Stats

NHEG Volunteers and Employees by Country

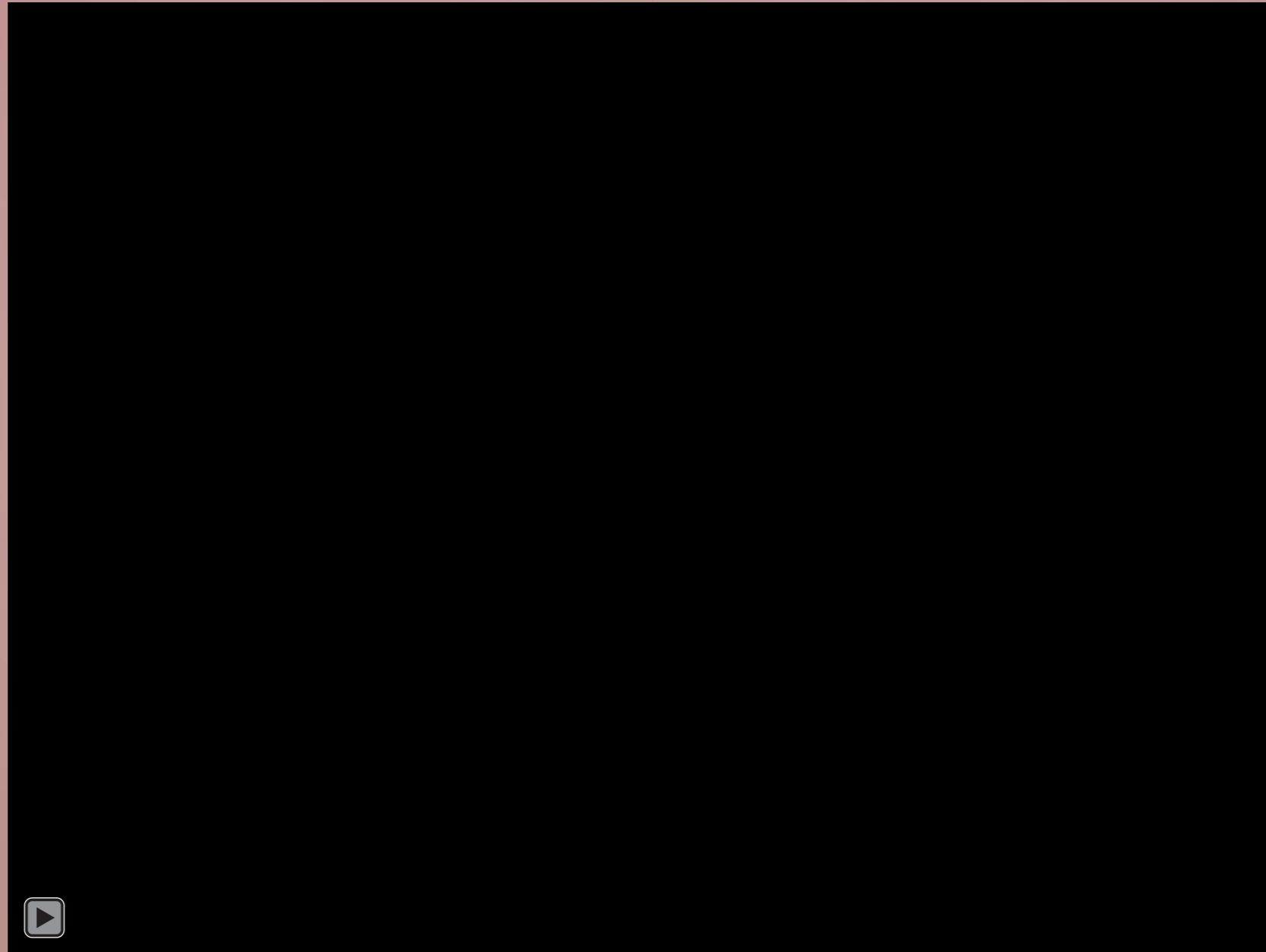


NHEG Volunteers and Employees by State



Organized/Created by Gary Stevens

NHEG PITCH DECK



Help us fulfill the NHEG dream

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The Growing Impact of NHEG Media

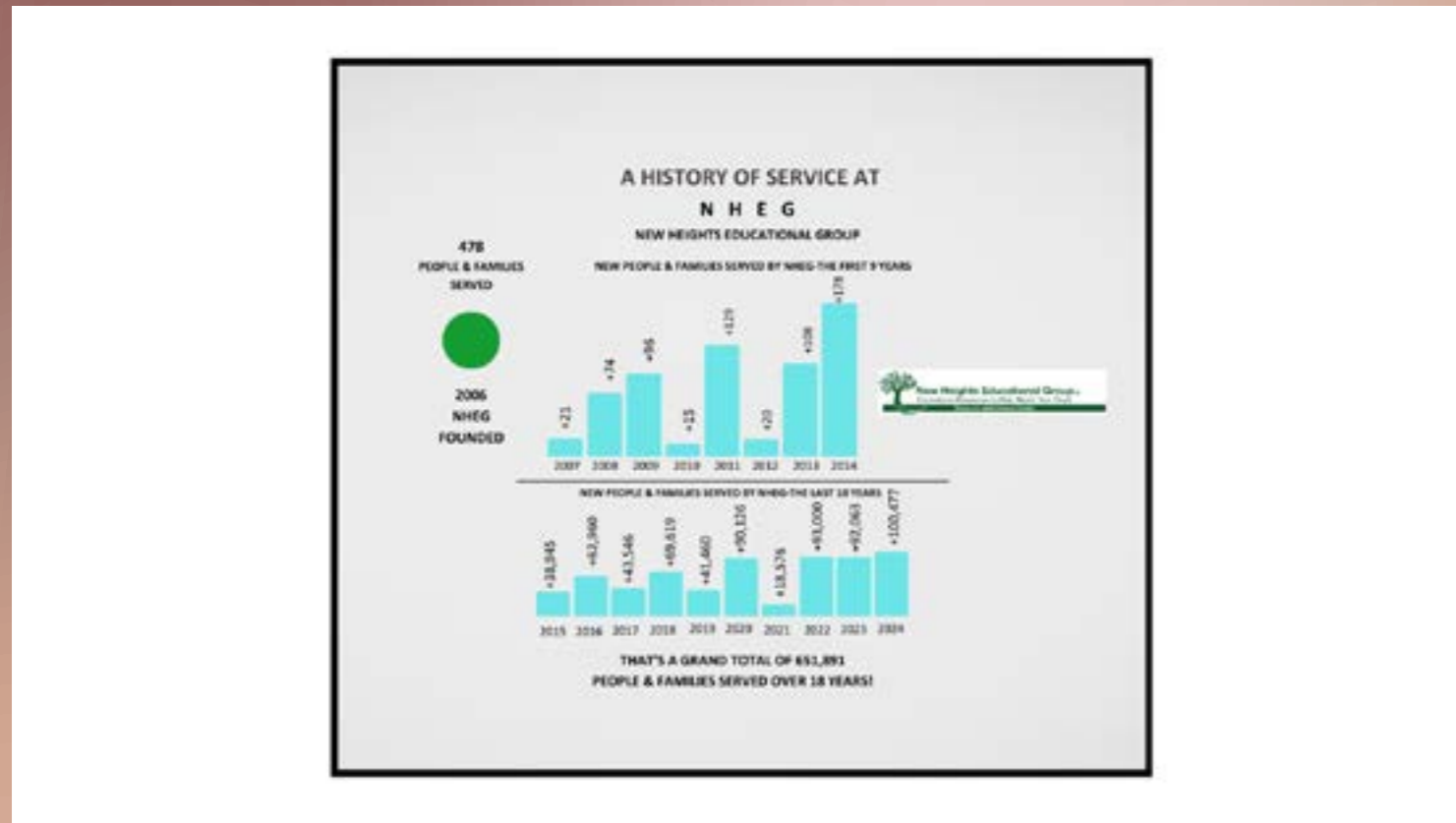
Each year, NHEG touches the lives of hundreds of thousands of individuals and families through the enchanting waves of NHEG Radio and its captivating publications.

EASY TOONS
EDUCATIONAL ANECDOTES FOR STRUGGLING YOUTH

Reading for a Reason

5,232 8,339 962 10,452

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Resource and Literacy Center





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Course Catalog



New Heights Show on Education



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Publications



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www.NewHeightsEducation.org | NewHeightsEducation@yahoo.org | 419-786-0247

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

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

If not... Get **FRACTIONS MADE EASY WITH A TI-30XA SCIENTIFIC CALCULATOR**

7 ONLINE TUTORIAL VIDEO LESSONS
30 DAY NO RISK - ONLY \$9



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[HTTPS://WWW.TRIADMATHINC.COM/FRACTIONS-MADE-EASY/?AFFILIATE=1996](https://www.triadmathinc.com/fractions-made-easy/?affiliate=1996)

NEW HEIGHTS EDUCATIONAL GROUP COURSE CATALOG



2025-2026 School Year CATALOG



Language Arts



FREE!

WRITING

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.

FREE!

LEARN TO READ - YOUTH

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.

LEARN TO READ

FREE!

LEARN TO READ

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

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.

FREE!

NATURAL SPELLER

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 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.



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.



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!



CHEMISTRY

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

FREE!



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!



PRECALCULUS

Pre-Calculus with Chinmay Arvind Chapter 1-7 and Meghna Kilaparthy 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.

FREE!



PRE-ALGEBRA

Pre-Algebra course is taught by Meghna Kilaparthy. 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)

Info@NewHeightsEducation.org | www.NewHeightsEducation.org

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.

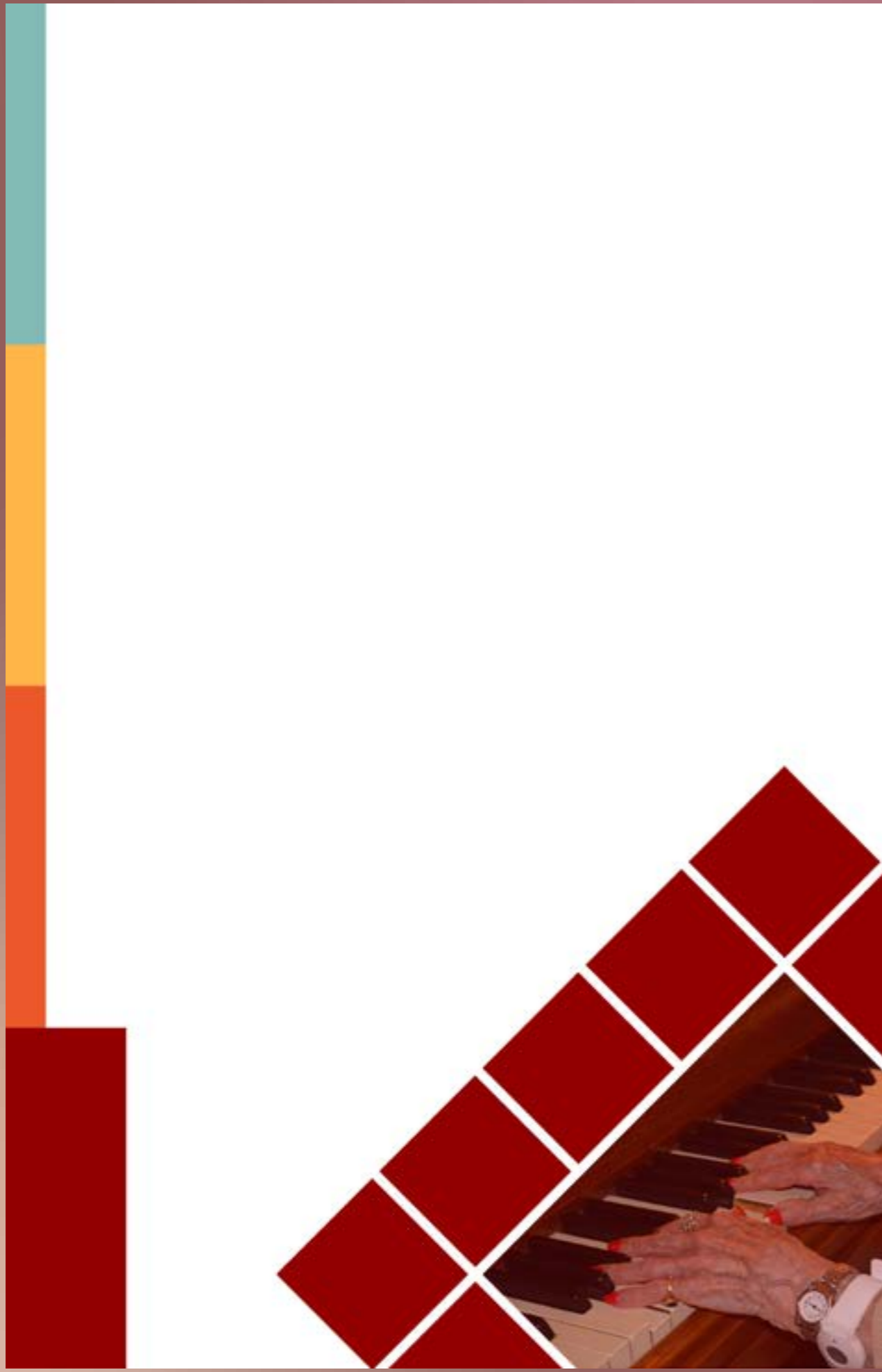
He believed by removing them from poverty, he would be able to change the fates of the children and allow them to be able to make something of their lives. Children would be transported by train from the east to the Midwest where they lived and worked with farming families for free. On the route west, 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 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 about learn 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, Pesah, Sedar, 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



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



The Hip Hop Healthy Heart Program for Children™



Touch-type Read & Spell



CollegeXpress





Contact:

www.NewHeightsEducation.org
Info@NewHeightsEducation.org
(419) 786-0247



New Heights Educational Group, Inc.
Learning Annex www.School.NewHeightsEducation.org
Donate to NHEG paypal.me/NHEG
Stay up-to-date with educational news
with the NHEG Magazine
www.Publications.NewHeightsEducation.org
and 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 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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Nonprofit Organization

Education frustration? Confusion? Feeling overwhelmed?



We understand and we care.

We know how to help you.



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

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.



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.

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



Parent & Teacher Services

NHEG offers training courses and information for parents of homeschool, charter school, public school, and special-need 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



Ronnie Ellon Laday
NCIC# M348873597
Missing Since: March 25, 2026
Youngstown, OH
Age Now: 16 Years Old
Male

Ronnie may still be in the local area or he may travel to Akron, Ohio or to Palm Springs, California.



Youngstown Police Department (OH) (330) 747-7911



MISSING CHILD



Destyn Petry
NCIC# M648846212
Missing Since: April 11, 2026
Dayton, OH
Age Now: 13 Years Old
Female

Destyn was last seen April 11, 2026.



Montgomery County Sheriff's Office (OH) (937) 225-4357



MISSING CHILD



Ayden Dean
NCIC# M998888599
Missing Since: April 23, 2026
Dayton, OH
Age Now: 17 Years Old
Male

Ayden was last seen on April 23, 2026.



Dayton Police Department (OH) (937) 333-2677



MISSING CHILD



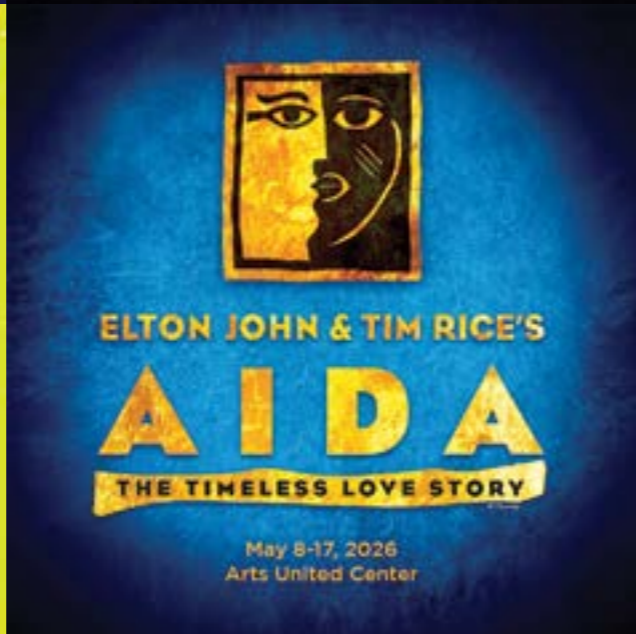
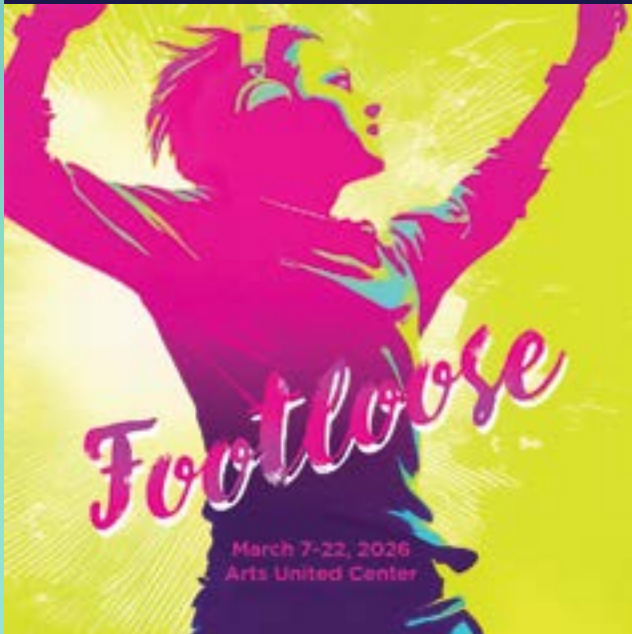
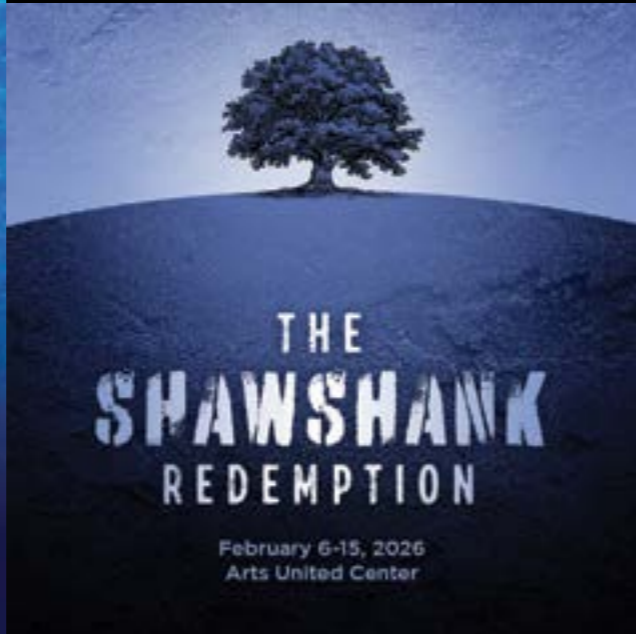
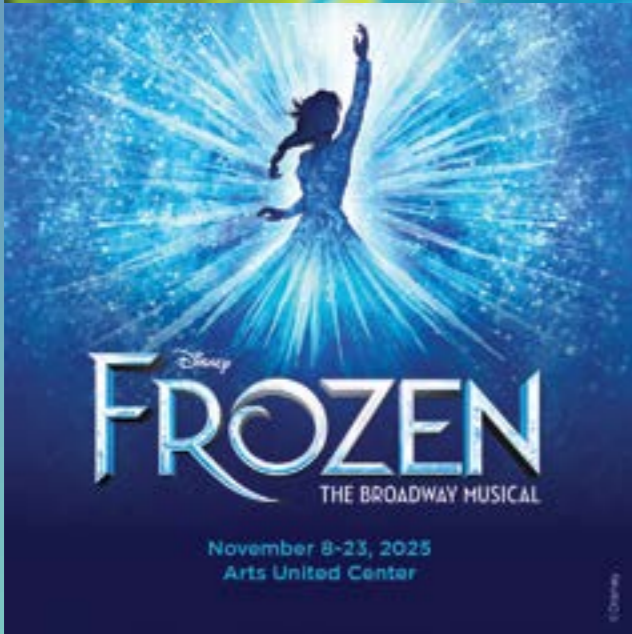
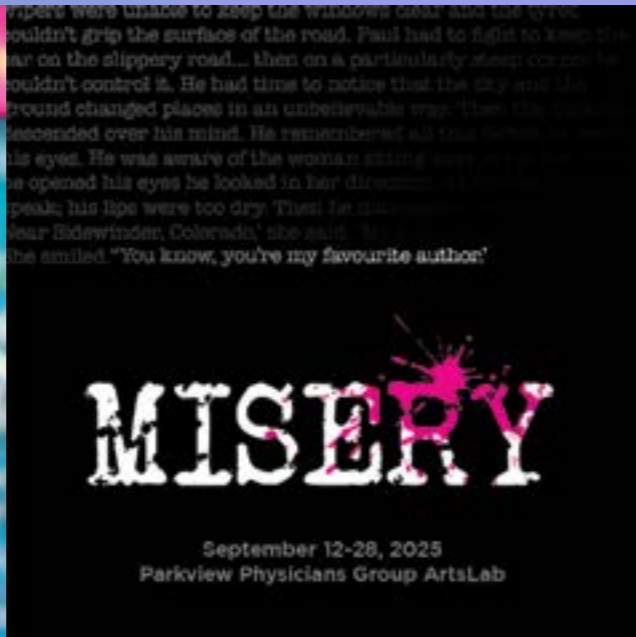
Kiara Sisk
NCIC# M398902608
Missing Since: April 26, 2026
Cincinnati, OH
Age Now: 15 Years Old
Female

Kiara was last seen on April 26, 2026.



Cincinnati Police Department (OH) (513) 765-1212





We are now part of the First Book Network!



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

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Discount: NHE10

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

WIN THE

\$10,000

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SCHOLARSHIP**

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/>



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



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running is expensive

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

Call:

855-550-4483



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K-3 Fall 2024

Yukon,
OK

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Primary School

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



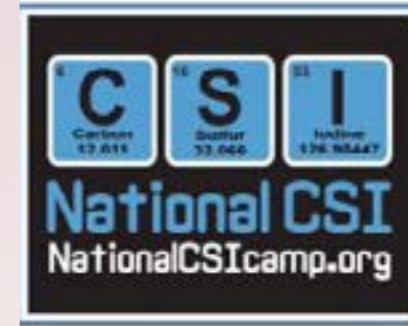
MERAKI PRIMARY SCHOOL



<https://School.NewHeightsEducation.org/online-courses/personal-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

[https://School.NewHeightsEducation.org/online-courses/
discounted-and-free-online-classes/](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

<https://school.chambertheatre.com/>

and enter code: HS5 at checkout - and you will receive 5% off.



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

TAMIKA CLAYBORNE, 4/11/26
VIRTUAL INTERNSHIPS - VOLUNTEER
INTERN, HR COORDINATOR

JASMINE MORRISON, 4/27/26
VIRTUAL INTERNSHIPS - VOLUNTEER
INTERN, HR COORDINATOR

TIFFANY OLSON 4/27/26
VIRTUAL INTERNSHIPS - VOLUNTEER
INTERN, HR COORDINATOR

KOJO OSEI-GHANSAH 3/29/26
VOLUNTEER DATA COMPILATION

BRENNEN CARTER

KHRISTA CENDANA - RETURNING
VOLUNTEER - WELCOME BACK KHRISTA

VOLUNTEERS OF THE MONTH

Brennen Carter
Laura Casanova
Khristia Cendana
Tamika Clayborne
Marina Klimi

Logan Moreland
Jasmine Morrison
Kojo Osei-Ghansah
Manya Shukla
Gary Stevens

THE INTERNET RADIO PROGRAM
FROM NEW HEIGHTS EDUCATIONAL GROUP



NEW HEIGHTS



SHOW ON EDUCATION



Radio show episodes

We're making it super easy to listen to our shows. You can check out the shows by host and topic using the following links.

Special note: Some use these for homeschool courses and supplemental resources.

This pre-recorded show will be available on our website Radio.NewHeightsEducation.org starting June 25, 2026. Homeschool families are encouraged to incorporate this resource into their American History studies.

Exploring Marine Biology and Zoology with Host Anna Shi

<https://Radio.NewHeightsEducation.org/anna-shi/>

History of America with Host Kathy Woodring

<https://Radio.NewHeightsEducation.org/kathy-woodring/>

Common Core with Host Priscilena Shearon

<https://Radio.NewHeightsEducation.org/priscilena-shearon/>

Technology and Cyber-Awareness with Host Freddie Bandola, Jr.

<https://Radio.NewHeightsEducation.org/freddie-bandola-jr/>

Educational and Inspirational Topics with Host Briana Dincher

<https://Radio.NewHeightsEducation.org/briana-dincher/>

Show Topics: Education in the News, Interviews Civil Rights, Roundtables and American Service Men and Women Tell Their Stories of Survival.

<https://Radio.NewheightsEducation.org/pamela-clark/>

Common Core with Host Charlotte D. McGuire

<https://Radio.NewheightsEducation.org/charlotte-d-mcguire/>

How education powers the world with Host Buffie Williams

<https://Radio.NewheightsEducation.org/buffie-williams/>

Depression, anxiety and other disabilities within our community with Host Erika Hanson

<https://Radio.NewheightsEducation.org/erika-hanson/>

Radio show episodes

Story Time with Host Shannon Williamson

<https://Radio.NewHeightsEducation.org/shannon-williamson/>

Soft Skills with Host Victoria Lowery

<https://Radio.NewHeightsEducation.org/victoria-lowery/>

Educational and Inspirational Topics with Host Sadia Eijaz

<https://Radio.NewHeightsEducation.org/sadia-eijaz/>

Memorial Day and Texas Flooding with Host Maria Ortiz

<https://Radio.NewHeightsEducation.org/maria-ortiz/>

History of Civil Rights in America with Host Barbara Bullen

<https://Radio.NewHeightsEducation.org/barbara-bullen/>

Special needs and disabilities with Host Kaden Behan

<https://Radio.NewHeightsEducation.org/kaden-behan/>

Issues that effect United Nations Youth

<https://Radio.NewHeightsEducation.org/taibat-olaniyan/>

Empowering HR in the workforce with Host Manya Shukla

<https://Radio.NewHeightsEducation.org/manya-shukla/>

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, 2026. 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)

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



NEW HEIGHTS

SHOW ON EDUCATION



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Contact us:

NewHeightsEducation@yahoo.com

419-786-0247

<http://www.NewHeightsEducation.org>

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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



SADIA EJAZ



MARIA ORTIZ



PAMELA CLARK



VICTORIA LOWERY



RUFFIE WILLIAMS



FREDDIE BANDOLA JR



BRIANA DINCHER



OLANIYAN TABAT



PRISCILEMA SHEARON



SHANNON WILLIAMSON



KADEN BEHAR



KATHY WOODRING



CHARLOTTE MCGUIRE



ERIKA HASSAN



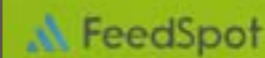
BARBARA BULLEN



ANNA SHI



MANYA SHUKLA




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

NEW PODCAST

American Service Men and Women Tell Their Stories of Survival

JOIN HOST



Pamela Clark



Airing Wednesdays
6 PM EST

 New Heights Educational Group
Educational Resources to Help Reach Your Goals



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.

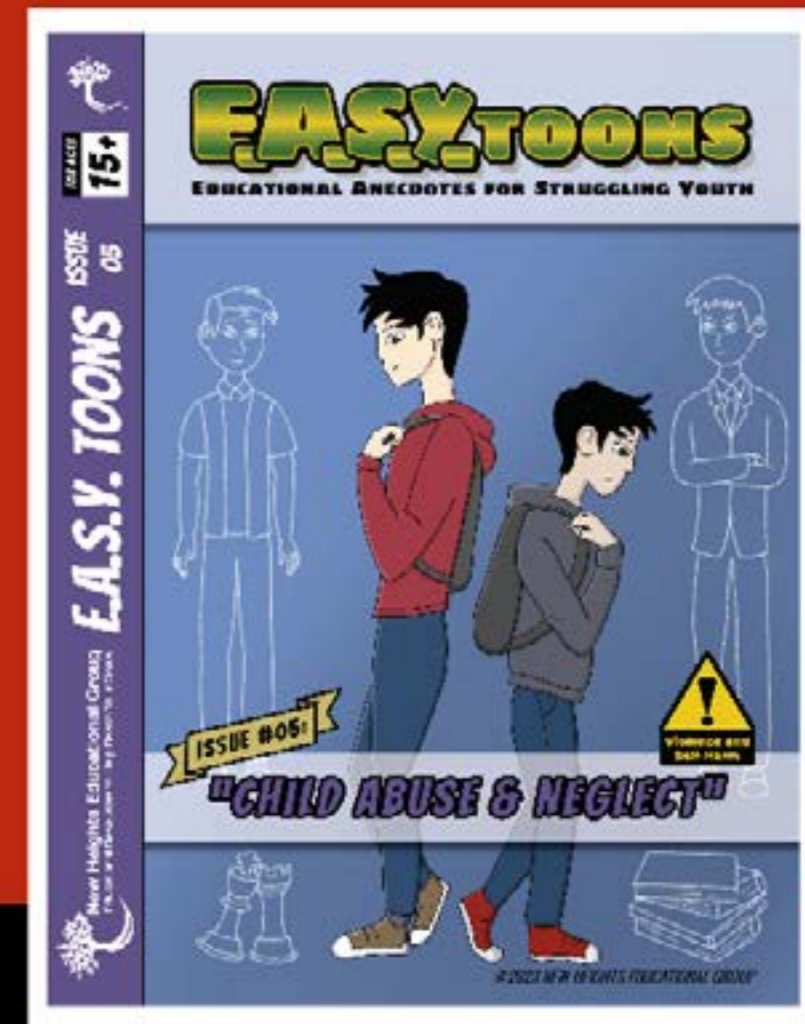
P.S. If anyone from the families would like to be interviewed on the show, email Info@NewHeightsEducation.org



NEW ISSUE

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AVAILABLE SEPTEMBER 1, 2023



www.yumpu.com/kiosk/newheightseducation



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.

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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.



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NHEG June Birthdays

JUN 01 New Heights Educational Group turns 20

JUN 17 Gary Stevens

JUN 30 Brennen Carter

NHEG May Anniversaries

MAY 04 Gary Stevens

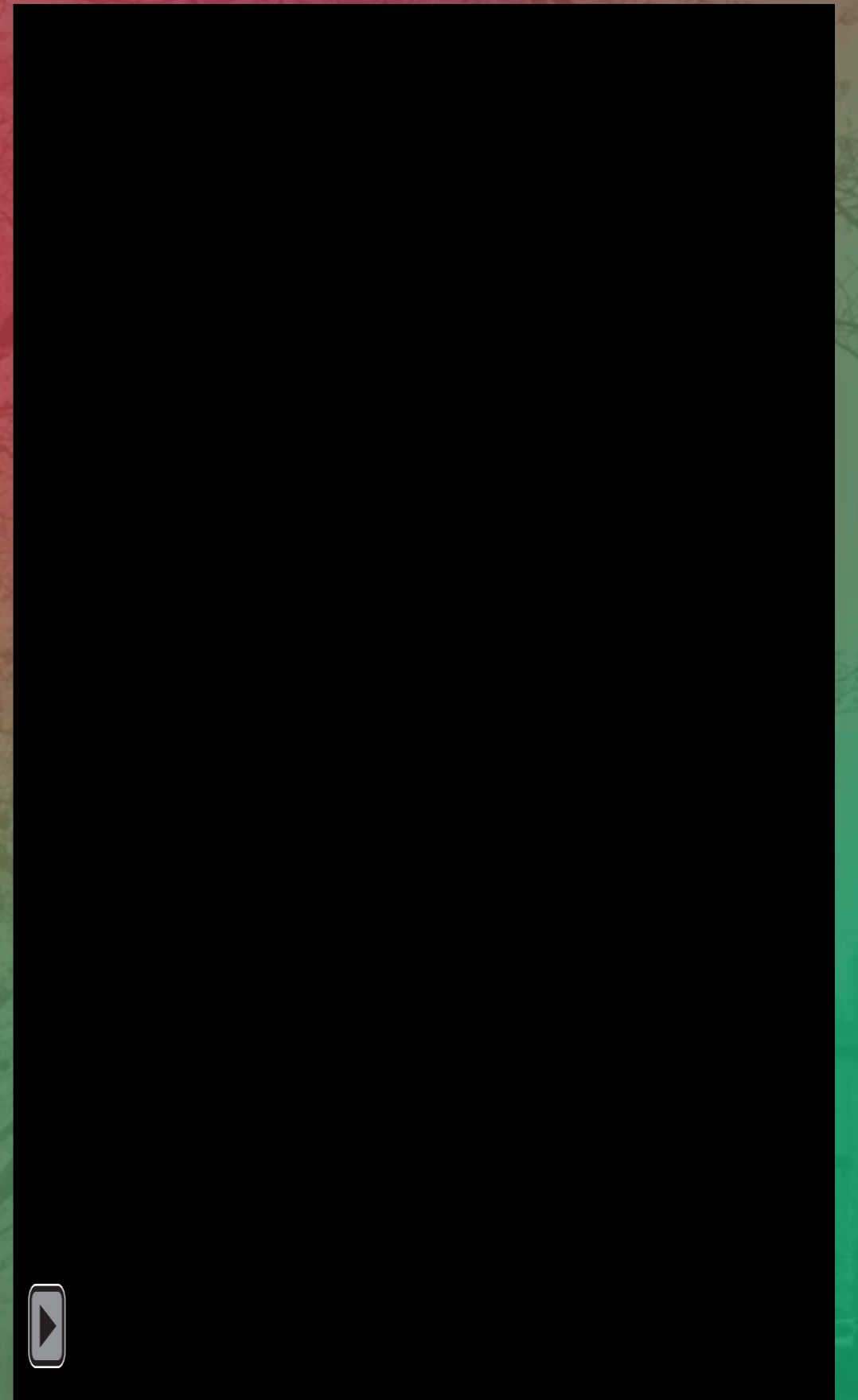
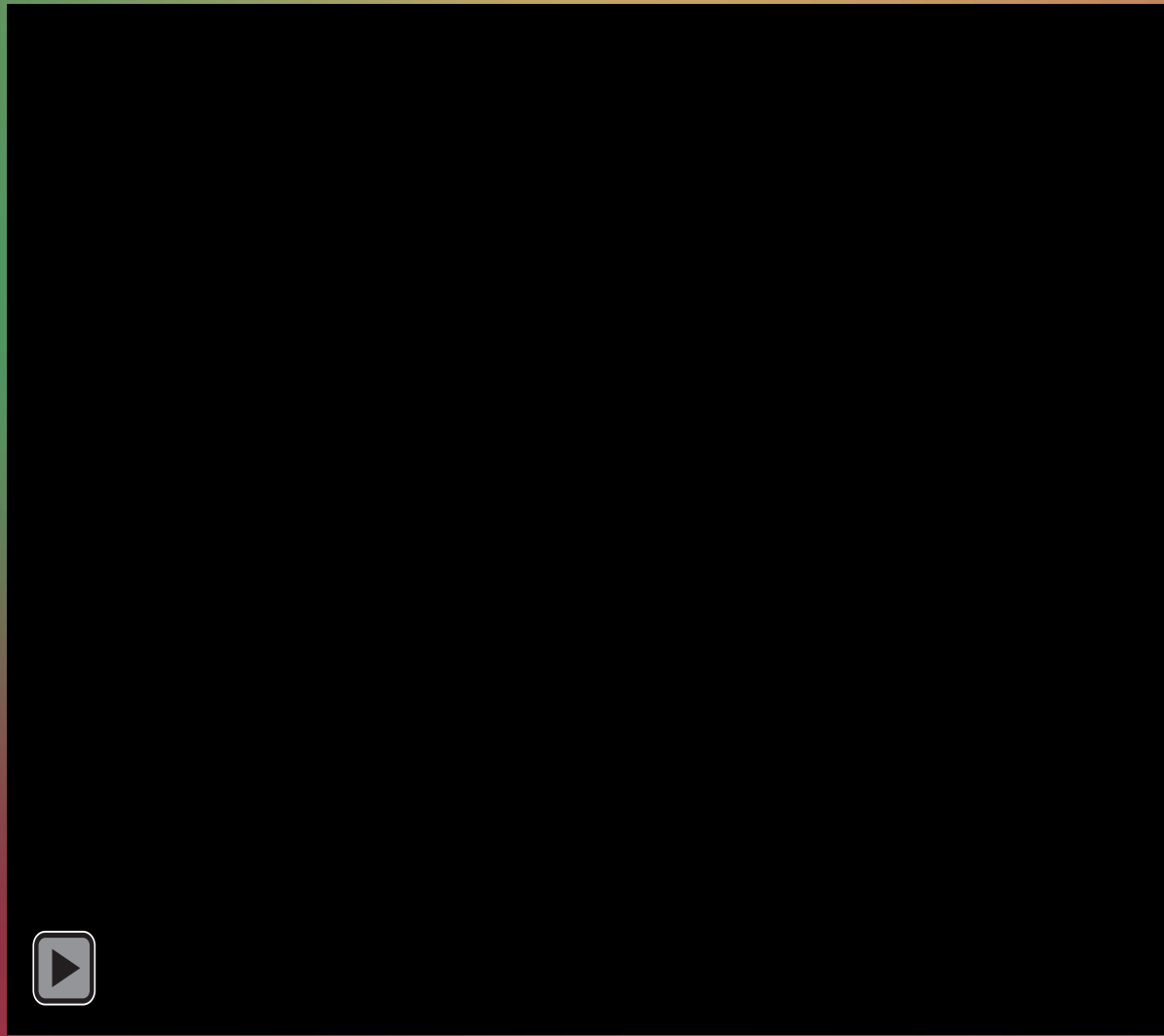
MAY 28 Katie Bucchop

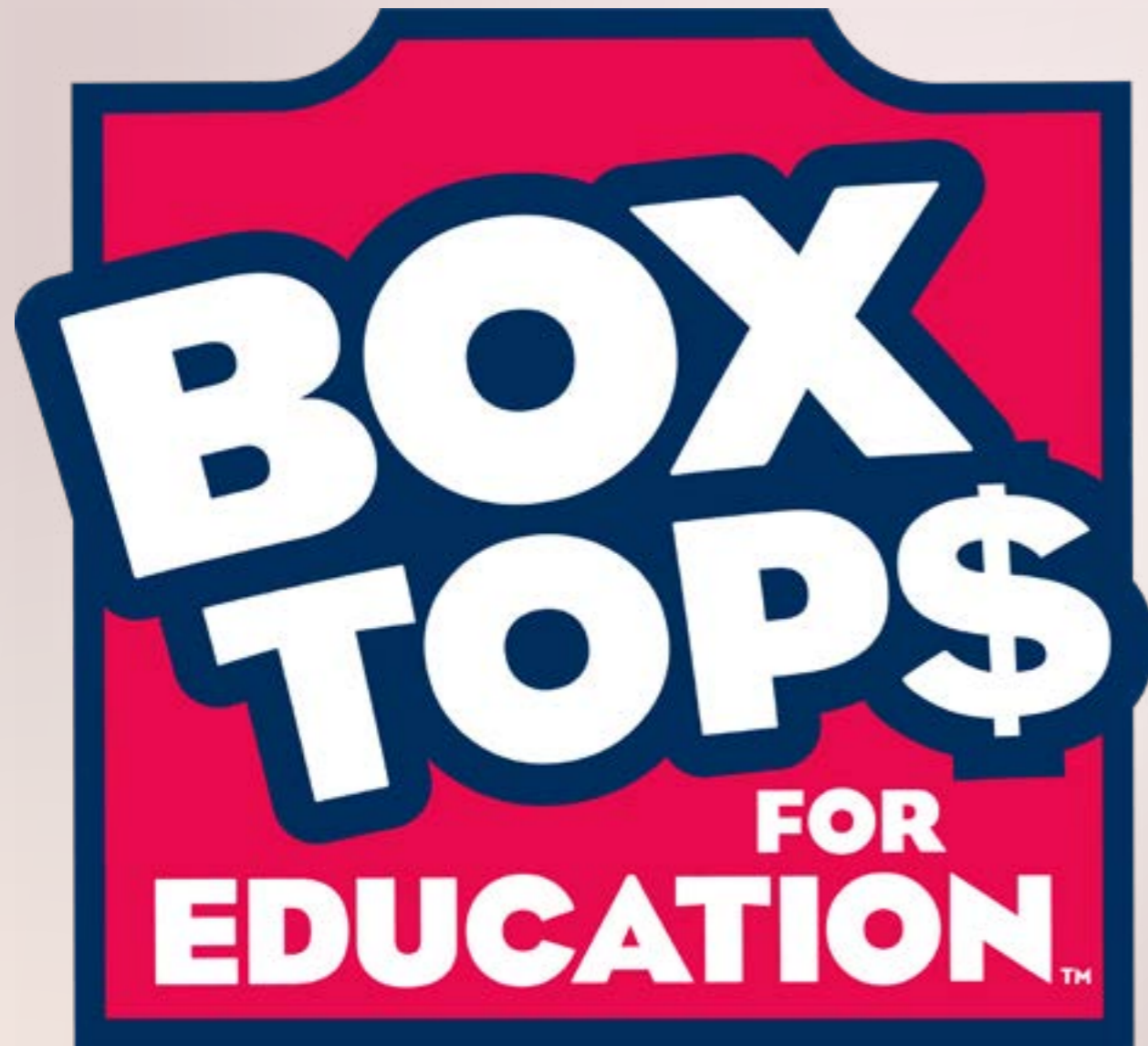
NHEG June Anniversaries

JUN 21 Kristen Congedo

NHEG Birthday Card

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PRESS RELEASE

ALL NEW - FREE VIDEO SERIES

The White House asked Hillsdale College to assist the Salute to America 250 Task Force in producing a new free video series, The Story of America—a sweeping, episode-by-episode journey through our nation’s founding in honor of its 250th anniversary.

As we approach the 250th anniversary of the Declaration of Independence, this series invites you to learn about the principles, courage, sacrifice, and faith that made America possible—and why this story still matters today.

Filmed in the historic Indian Treaty Room in the Eisenhower Executive Office Building in Washington, D.C., each episode brings a pivotal chapter of the American story to life.

Here’s a glimpse of what you can access on your journey at no cost:

- The Declaration of Independence — Larry P. Arnn, President, Hillsdale College
- How the Declaration of Independence defines who we are—and what it still asks of us.
- The Formation of the Army — Pete Hegseth, Secretary of War
- The moment citizen-patriots took up arms and answered liberty’s call against overwhelming odds
- The King’s Call to Arms — U.S. Senator Mike Lee
- When imperial authority collided with colonial defiance—and compromise was no longer possible
- The Culper Spy Ring — Brian Kilmeade, Co-Author, George Washington’s Secret Six
- The remarkable story of ordinary Americans who risked everything to outsmart the British and save the Revolution
- Story of the American Soldier — Michael Knowles, Author and Podcaster
- A tribute to the forgotten men whose sacrifice secured American independence
- The U.S. Marine Corps Birthday — Vice President J.D. Vance

The enduring legacy of courage, service, and sacrifice that defines the U.S. Marine Corps

Here is the link : https://info.hillsdale.edu/e3t/Ctc/LS+113/c2xp-04/VW4twR7C69k2W25B-fn3-QX2FW1TDTHt5NcZq-N3cFw5-5nR3bW7ICGcx-6Iz3l1W5jH8l017RrFnF1d0WWyYMWIw8NRyhF7QhMfgW3CQ2f47_6CFnW82Jvqq5LQ8T0W4gWMMFk1wXkjTW23RKj23-t6L7W4VNVj93Pz70WW2K_8v06xZx-9wW78-fRc6H7sjNW6n8y3X5km1v6V-X2Hz2nwnj3W6jn2D44R8Ms9VmTgTr5dCYrLW8kHQjP2Qq_CmW1wV37N7s15J6W21ZvPt1cy02GW1WnzyX5K-Jb1MXM3-_9g-221W1nL8Yj8NT8p5W82SW9K1yg164W5nHFxR55FWNBW34mPCm5YPvr7W8PGmbG7QhQrNW6ffMrv6sZBKfW5XshbB4IDfH5Vhg1rS8kr1MZW92qTWs1KTdNGW5xFgH-J6HHCLMW76yMjj4B3IZ5N2xv1_6tnkfpW4WB5yT5YrsdVW19K8FJ6dNnzdN52v4Q14BS62W6yV5PF3JNpKBW52BLfq80FnlW8pXvlf5kYVlKW4-LK6T33vmDMVS_Sx84kIGg-jVkkGs37pxF_gf7b4_YC04

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 public school 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/>

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

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

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

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/>.

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.

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 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.

https://info.hillsdale.edu/e3t/Ctc/LS+113/c2xp-04/VXb3fY2hTH5TV7IKQ41v9XpFW5I3Nw35g8q1SN1PJbts3qgyTW6N-1vHY6IZ3lfW4hyg5z17-J43W7SnRr57R-43LW1Q2Mk21fj04DW83zt6N2-ygn2W1wL_HM6R5SyRW7v_brC8qMZzBVR4SWS2Gbj-SyW7hFsf02M7kTzW70915v6MHZgdW1jR62Z1hhzwYW7h459C7IMvd_W5BR4Wz6x4YhMW79PK482fmGtjW5WbbSN1v6C1F-W6n2zmT2bd9bBVkGDcf83-YWyW7rKFwY36fWbyW8l8vth29_LxSW3TknqQ5pNFNjW2BFMwp6xNTVvW6wDbsh49qmBSVnk-wl-3M78Xxf4P84Y404

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

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



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.





THURSDAY, SEPTEMBER 4, 2025 Calculators changed math; now, AI is changing learning.
LIKA KOBESHAVIDZE

AI Has Come to Reshape Education

In the last few years, everything has changed for college students. Applications capable of writing assignments suddenly became a part of everyday life. What is the real impact of artificial intelligence (AI)? Is it a convenient tool for personalized learning or a path to academic dishonesty?

Out of nowhere, AI became students' best friend. A tool created in 2022 is now a daily habit. Professors may see dishonesty, but students see efficiency. Is AI additional help or a shortcut to avoid learning? The real problem is a decline in educational standards. Will over-reliance on AI make students smarter, or does it come with darker consequences?

According to a new study by scientists at the Massachusetts Institute of Technology (MIT), the latter might be true. Researchers found that writing essays with ChatGPT can lead to "cognitive debt" and a "gradual decline in the quality of written assessments."

Over four months, MIT researchers asked 54 adults to write essays in three groups: those who used ChatGPT, those who used a search engine, and those who used only their own skills. The team tracked brain activity and analyzed the writing to see how engaged participants were. The results were interesting: those who relied on AI showed much less brain engagement and even struggled to remember their own quotes. When later asked to write without AI, they performed the worst of all.

The study was small, with only 18 participants making the final round, but it raises a big question: Does over-

reliance on AI make it harder to think for ourselves?

Artificial intelligence is still a relatively new tool. But its rise has created major challenges for academic integrity. This skepticism is not new; people had similar concerns when digital calculators emerged. They were also seen as "easy fixes." But, in the 1970s, exams were redesigned to match a new reality; instead of calculating by hand, students were expected to use calculators and solve complex problems.

The real challenge is that the institutions haven't updated their standards or don't even know how. Teachers still assign the same tasks and expect the same outcomes as five years ago, ignoring the fact that a powerful new tool now exists.

It is essential that current and future generations can think critically and creatively and solve problems. However, AI reshapes what this means. Writing essays by hand is no longer the only way to demonstrate critical thinking, just as long division doesn't automatically prove numerical skills.

Already, 89% of US college students admit to using ChatGPT for homework, despite its limitations. Adaptation is urgent. Some universities, like Stanford, Barnard, and New York University, have begun offering AI literacy courses, where students learn to evaluate the consequences of AI and understand when not to use it.

Europe is taking a slightly different path. The European Commission's guidelines emphasize transparency, accountability, and fairness in AI education. Instead of banning the tool, they are trying to integrate it into the learning process. Students may use AI to brainstorm ideas, correct grammar, or support research. The goal is for students to understand how it works, its risks, and capabilities.

Asia, however, is the leader of integration. In South Korea and Singapore, students use AI in classrooms and in assessments. Singapore, through its second National Artificial Intelligence Strategy (NAIS 2.0), has positioned itself as a global leader. The plan outlines 15 steps over the next 3-5 years to advance AI in manufacturing, finance, healthcare, education, and public services.

AI is a huge part of today's world. No matter how much universities or schools wish it never existed, it seems like it's here to stay. Just as calculators handle our calculations, AI can support learning. But the real problem is not reliance on AI, but misuse. Pretending that this technology doesn't exist or banning it weakens education. This is not 1955; not all the students write exams by hand. They need to be challenged and taught how to use AI responsibly and ethically. In fact, mastering AI should be part of academic success. Ignoring it leaves students unskilled, unprepared, and ultimately less competitive.

Source: The Foundation for Economic Education (FEE)

<https://fee.org/>





WEDNESDAY, FEBRUARY 1, 2023 How game theory can help you be a better parent
PETER JACOBSEN

3 Rules of Rational Parenting Derived from Good Economics

As an economist, one of the most common questions I get is inquiries on which stocks to buy. As I've explained before for FEE, economics doesn't actually equip me to answer this question. However, economics has provided me with good rules to aid me in (believe it or not) parenting.

There's a good chance that parents will hear or discover these rules on their own, but the underlying logic for why they are good rules is based on a sound understanding of economics.

So, after five years of parenting and three years of being a professor, I present to you the three rules of rational parenting.

Rule 1: Cave Never or Cave Forever

One common struggle of being a parent of young kids is the possibility of tantrums. Kids frequently throw tantrums publicly when they don't get what they want, and your response to tantrums needs to be strategic.

Any time you encounter a situation where your best decision depends upon the actions of another person, we can think of that interaction as a game. Something being a game doesn't imply there is a loser or a winner, it just means your best action is dependent on the action of someone else. These sorts of interactions are analyzed

by economists with the tools of game theory.

So let's think of what we'll call the tantrum game. In the tantrum game, a child makes a decision whether to throw a tantrum; and the parents, in turn, are given the opportunity to respond.

We're going to analyze the decisions of the child and parent using a diagram called a decision tree. At the end of each branch of the decision tree, we can see the final payoffs each person ends up with. The only important thing to understand with the payoffs is that bigger is better.

So say you're at the store, and your son or daughter wants you to buy a toy. You refuse, and a tantrum ensues. Let's look at your options.



Let me explain each result. If the child chooses not to throw a tantrum in the first place, the parent is very happy and receives a payout of 10. The child receives no toy and 0 payoff.

If the child does throw a tantrum, the parent is left with two options. Cave in and buy the toy or hold strong and do not buy the toy.

If parents cave in, they are unhappy with the tantrum starting, but they stave off the embarrassment and headache of an extreme tantrum. Preventing the full tantrum is precisely why many parents do cave in situations like this. The child is happy and receives a payoff of 10, and the parent has a bad payoff of -2.

Alternatively, parents could hold strong and not buy the toy. The downside to this (at least immediately) is large. The tantrum continues for longer. This leads to an unhappy child with a -1 payoff and a parent who has a big headache and a -5 payoff.

It appears that the best option in the case of a tantrum is to simply buy the toy to make life easy, but this is a deceptive result. If children only threw one tantrum in their lives, this might be the best answer. In fact, this same logic is why grandparents are notorious for spoiling kids and saying yes. If you spend time with a child in limited amounts, why let that time be destroyed by the tantrum?

The problem for parents is this is not a one-shot game. It's what economists call a repeated game. In other words, if you cave and buy a toy, the next time you go to the store the child believes their options are to either not throw a tantrum and get a 0 payoff, or they can throw a tantrum and get a toy with the attendant 10 payoff.

With this choice in front of them, the child will throw a tantrum every time.

If, instead, the parent holds strong during the tantrum and doesn't buy the toy, the child will learn the only two options are 1) get no toy (0 payoff) or 2) get no toy and scream (-1 payoff). In other words, the tantrum is not worth it if the parent never gives in.

So this leaves us with our rule. If you cave and buy a toy, you should expect a tantrum every time you're in the store. That doesn't mean you can't buy your kids toys; it just means you shouldn't do so when threatened with a tantrum. If you're going to cave on something, you should prepare to always cave on that thing.

For example, my wife and I have set up expectations for our kids during church time. My kids know that if they ask for the candy given out to kids at church my wife and I will say no. This led to some drama at first, but now they expect the answer and have moved on.

Note, the rule is not simply never cave to demands. Sometimes it is okay to give kids what they want! If you think it's reasonable, buy kids popcorn when you go to the movies. I'm not saying deny them out of principle! You should just be prepared for them to expect you always to cave on that particular demand if you often do so.

Rule 2: Don't Make False Threats

A similar logic underlies Rule 2: "don't make false threats." Just like in Rule 1, the best solution for a one-shot game is not always the same as the solution for a repeated game.

I still own my first Gameboy Pocket and copy of Pokemon Red. My daughter, a Pokemon lover, frequently asks me if she can play it. Whether or not she's allowed to depends on how she treats her little sister. If she's been nice, I'll let her. If she is mean, I don't.

If I really want my daughter to do something like clean her room, one option I have is I could say that if she doesn't clean, I'll never let her play the Gameboy again. That threat would probably convince her to clean, but it's a bad threat nonetheless. The problem is, I like that she gets to play the Gameboy. It's fun to watch her figure out the same things I figured out when I was a kid. I don't want to enforce that punishment.

There is a chance that if I made that threat, she might still leave her room a mess. If that happens, I have two options. I can either carry out my threat and take away the Gameboy forever, or I can renege on my threat.

If I choose the second option, I've created a big problem for myself in repeated interactions. From now on my threats are not credible. If I said she would lose the Gameboy forever, and she didn't, why would she believe anything I have to say about the consequences of actions?

So, if I don't want to take away the Gameboy forever, the rule is simple—I shouldn't threaten to take it away forever. A more reasonable threat that I'd be willing to make is, "you can't play it today if you're mean to your sister."

A quick way to tell that discipline has gotten out of hand is if parents frequently issue nuclear level threats which kids ignore. Don't make threats you won't keep.

It's very tempting to dial threats up to 10 to assure your kids listen to you, but you need to keep a cool head and offer reasonable consequences you know you will enforce. Otherwise, frankly, your kids shouldn't believe you.

Rule 3: Be Transparent

The "games" above have results which make sense because I've spelled them out explicitly. The actions and consequences have been made clear enough to understand. This brings us to our final rule: be transparent.

Kids should understand they do have choices (this is true whether you want them to or not) and those choices do have consequences. I don't have a rule for which particular consequences you have if your children, for example, hit each other. I'm not a parenting savant. But I can tell you that the consequences you establish should be clear.

Without clear payoffs or consequences, players in a game cannot make the best decisions. Imagine how frustrating basketball would be if your points per basket were totally random. Why would you ever try from 3 point distance if you might end up with 1 point? Ultimately, the game of basketball would be frustrating and unwatchable if players and viewers couldn't understand the rules. The "game" of parenting fares no better.

Not only is it not fair for you to impose arbitrary mystery consequences on children, but it also won't help you make things better. Inconsistent or illogical consequences will leave a child unable to figure out the best option. Instead children will either underestimate the consequences and ignore them, overestimate the consequences and be afraid of you (which you shouldn't want), or some combination of both.

So although economic theory can't tell you which stocks to pick, it is full of valuable insight for all sorts of everyday interactions. And these insights are, in my opinion, worth more than a well-picked stock.

Source: The Foundation for Economic Education (FEE)

<https://fee.org/>



THURSDAY, SEPTEMBER 11, 2025 Freedom of speech is all.
ALLEN MENDENHALL

A Tribute to Charlie Kirk (1993–2025)

That is not a sentence I ever imagined writing, certainly not in 2025. He leaves behind a devoted wife as well as two young children, who will grow up in a world without their father.

Charlie Kirk was the founder of Turning Point USA, a conservative student activist group, and host of The Charlie Kirk Show, a nationally-syndicated daily radio show. The focus of Turning Point was empowering young people to speak out for free markets and limited government. Much of Charlie's work involved speaking and debating on college campuses. He was willing to debate anyone, to hold out his views and be challenged. It was during such an event on the campus of Utah Valley University that he was shot and killed Wednesday afternoon, at the age of 31.

I wish I could say I knew Charlie, but I didn't. Neither did most of the people celebrating his death on the Internet. Some are calling it justice; others, karma.

The cheering was the worst part—not simply that it happened, but the ease of it, the unthinking certainty that justice had been served, that a man's death was the proper price for defending his convictions.

Though I cannot mourn Charlie as a close friend, I can mourn what his death represents: the collapse of the great American experiment in self-government, the

return to that Hobbesian state of nature where might makes right and the strong devour the weak.

My son, age 13, knew Charlie better than I did, if it can be called knowing to watch a man through a screen. Thirteen is an age suspended between innocence and experience: old enough to see that ideas have consequences, young enough to hope those consequences need not include death.

He would watch Charlie debate, and what he learned was not any particular doctrine but something more fundamental: that it is possible to believe strongly enough to defend those beliefs in public, to submit one's convictions to the test of argument and counterargument.

When he got out of school yesterday, I had to tell him that the man whose clarity of thought he admired had been murdered for, it seems, the crime of thinking aloud. This is the world we are making for the next generation: a place where ideas are so dangerous that men must die for having them, where the ultimate answer to every disagreement is the gun.

Because I associate Charlie with my son, and my son with Charlie, I worry about inheritance—not of money or property, but of the vast structure of beliefs and customs that makes civilized life possible.

We inherit the assumption that we can disagree without killing, that ideas can be met with ideas, that the proper response to speech we dislike is more speech, not violence.

This inheritance was not given to us whole. It was built slowly, painfully, across centuries of human struggle, each generation adding its small contribution to the great work of learning to live together despite our differences.

And in a single moment, it seems gone.

Charlie's death is a mirror in which we can see ourselves as we truly are: a people who have lost faith in our own founding bet that free people can govern themselves through reason rather than force. If we cannot reclaim the inheritance of reason over violence, of speech over silence, then his death will not be the end of one man's story. It will be the beginning of our own undoing.

Those who did know Charlie, even those who disagreed with his politics, speak of a man who was warm and gracious. This is what we should remember. If there is any redemption in this tragedy, it lies in whether we choose to see in Charlie's death not only what we have lost, but what we must recover.

Source: The Foundation for Economic Education (FEE)

<https://fee.org/>



WEDNESDAY, SEPTEMBER 3, 2025 In the EU, Big Brother menaces freedom and innovation.
CLÁUDIA ASCENSÃO NUNES

Chat Control

Soon, the European Union is set to vote on the so-called “Chat Control” legislation. Under the pretext of protecting children from online predators, the privacy of millions of users could be undermined. If passed, this means that Brussels will impose its vision on the world, one increasingly detached from liberty.

Concerns about Chat Control have been growing among Europeans in the leadup to the vote, scheduled for October. However, the attempt to control citizens’ private conversations is not new: the debate has dragged on since 2021, and in the United Kingdom, similar legislation passed through the Online Safety Act of 2023. Child safety is, in itself, a real problem. It is a disturbing reality that online child sexual abuse has been growing within the European Union. In 2023, according to the Internet Watch Foundation, 36 million reports of abusive content were registered, and about 62% of confirmed child abuse pages were hosted within the EU.

However, the majority of these figures refer to public pages and servers, with no data establishing a direct correlation between the rise in crime and private messages on encrypted platforms—the kind targeted by Chat Control. While such platforms can be misused to share content, they are not the root of the problem.

Chat Control would rely on client-side scanning: an inspection conducted inside users’ phones before

encryption, powered by artificial intelligence algorithms. Every message, image, or file is analyzed on the device itself and compared with databases supplied by authorities. If the system identifies something suspicious, the content is automatically flagged and reported.

This mechanism, however, is prone to errors, and legal content such as family photos of children, journalistic or academic discussions of sensitive topics, or even support group conversations may be flagged as criminal, leaving ordinary citizens vulnerable. Meanwhile, criminal networks could quickly find ways to bypass these systems.

The United Kingdom took the lead in this approach with its Online Safety Act. The law includes a clause that allows authorities to force companies like Signal, WhatsApp, or iMessage to implement client-side scanning. But the companies refused. Signal threatened to leave the UK market, WhatsApp declared it would not weaken encryption even under legal pressure, and Apple, which had announced plans to roll out its own client-side scanning system, backed down after strong public backlash.

More recently, the British government attempted to force Apple to create a backdoor to access encrypted content on iPhones and iCloud. It retreated after strong international pressure.

The United States, with direct intervention by Vice President JD Vance, pushed Whitehall to drop the demand, which the Home Office acknowledged was technically unfeasible and politically unsustainable. The economic and diplomatic challenges to the UK's law can be seen as a test of the Big Brother vision represented by client-side scanning. Yet if the European Union proceeds with Chat Control, the situation becomes more complex. Unlike the UK, which companies could realistically abandon (or threaten to, prompting the government to retreat), the EU is far too large to ignore. Companies may instead feel compelled to comply.

The consequences would not be only social, with a threat to freedom of expression, but also political and economic. Implementing client-side scanning systems requires massive costs in software, servers, and compliance teams. Large multinationals can absorb such costs, albeit at the expense of user trust. Startups and emerging companies, however, would struggle when faced with these costs.

A fintech that depends on privacy, an innovative messaging app, or a digital health platform would have no chance of competing in a market where surveillance is mandatory by default. The result would be a less competitive European technology ecosystem, with a flight of talent and startups to the United States or to countries that value privacy as a pillar of innovation. This trend has already been intensifying due to the excess of regulation in the European Union.

In the end, European consumers would be left with fewer choices, more concentration of power in the hands of tech giants, and, ironically, less digital security.

The fight against online crime must be waged through innovation, not against it. That means targeted investigations, stronger international cooperation to take down websites and servers that host harmful content, and the development of voluntary digital safety tools.

Freedom is fragile. Once the door is opened to this kind of control, it is almost impossible to close it again. Chat Control is presented with a noble goal, the protection of children, but beyond all the practical challenges it carries an even greater risk: expansion. Today it's about child abuse; tomorrow it may be "hate speech" or any other expression that authorities decide is a crime. Ultimately, it will always be a threat to individual liberty, reinforcing the state's power to police ideas.

Europe seems ready to become a laboratory of global surveillance.

Source: The Foundation for Economic Education (FEE)

<https://fee.org/>



SATURDAY, JANUARY 28, 2023
KERRY MCDONALD

In 1964, FEE founder Leonard Read made the case for the free market in education. His words are even more relevant today.

The (Further) Case for the Free Market in Education

In 1964, Leonard Read wrote a powerful essay celebrating the free market in education. Read, who founded FEE nearly two decades prior to promote individual and economic freedom, recognized the ways in which government control of the K-12 education sector constrained choice and prevented diversity and abundance of learning options.

In "The Case for the Free Market in Education," Read asked us to imagine that education had been freed from government interference and was instead "restored to the free, competitive market."

"What would happen?" wondered Read. "No one knows!" he answered.

Rather than a flaw, Read recognized that the unknown of what would inevitably emerge from this restoration would be its strongest feature. In a free market, education would become an entirely decentralized sector based on voluntary association and exchange, with entrepreneurial individuals creating various learning opportunities and families deciding for themselves which ones they prefer for their children. Consent would replace coercion in education, sparking endless possibilities.

As Read put it:

"Creative thought on education would manifest itself in millions of individuals. Such genius as we potentially and compositely possess would assert itself and take the place of deadening restraints. Any person who understands the free market knows, without any qualification whatsoever, that there would be more education and better education. And a person with a faith in free men is confident that the costs per unit of learning accomplished would be far less... The free market is truly free: it is free of restraints against creative action; it presupposes free exchange; its services are as free as the sun's energy."

Some might argue that we already have a free market in education outside of government-run schools, with private schools free to operate and compete for families who have the means to exit an assigned district school for private options. Yet, here too the government interferes in the private sector to varying degrees. Compulsory schooling laws in all states mandate school attendance, and most states require private schools to be registered with local or state officials. Some states influence private education more directly with various curriculum and evaluative requirements. And in a few states, such as Iowa, private schools can't even exist without being accredited by the state department of education or one of only a few accrediting organizations approved of by the state. How this works in practice is heartbreaking. I wrote recently about a Sudbury-model school in Des Moines, Iowa that spent months trying to get launched but finally had to give up in 2021.

because state regulators would not allow such an out-of-the-box educational model to exist in their state. Sudbury schools, modeled after the well-known Sudbury Valley School in Massachusetts, are found across the US and around the world. I featured the Sudbury model and Sudbury Valley throughout my *Unschooling* book. These schools embrace an educational philosophy of democratic self-governance and non-coercive, self-directed learning, with no adult-imposed curriculum requirements, classes, or evaluations. Sudbury Valley continues to operate today, more than 50 years after its founding, and has many successful alumni, including the Academy Award-winning documentary filmmaker, Laura Poitras.

Yet, states such as Iowa won't allow certain types of schools, like Des Moines's Sunrise Sudbury School, whose cofounder is a former high school physics teacher with a graduate degree in teaching, to open their doors.

Beyond such outright coercion in the private education sector are more subtle overreaches. Many states erect regulatory hurdles for private education providers, especially those that challenge the conventional schooling status quo. Zoning and occupancy restrictions can prevent experimental models, such as microschools and learning pods, from getting off the ground or growing, as can restrictive child care licensing laws that can ensnare non-traditional programs aimed at school-age children in a daycare regulatory morass. I talk more about these regulatory roadblocks in my State Policy Network report. Advocates in some states, such as Utah, are trying to push back against government overreach in the private education sector to encourage greater education entrepreneurship and innovation.

By removing both the overt and subtle government control of education, and unleashing a free, competitive education market, a panoply of educational models will emerge, representing a wide assortment of different educational philosophies and approaches. As in any healthy, dynamic market, some of these models will succeed and others will fail. Quality programs that are responsive to parents and learners will gain popularity and traction, while undesirable and unresponsive programs will wither.

We see early glimpses of a free, competitive education market in states such as Arizona, which has comparatively low private education regulations and has cultivated a culture of choice over the past several years, aided by expansive school choice policies that enable parents to opt out of a government school assignment. In Arizona, and increasingly elsewhere, parents are regaining responsibility for their children's education and finding the best educational fit. This might include enrolling in one of many private school, learning pod, or microschool options, collaborating with others on homeschooling efforts, taking advantage of tutoring services, using individualized curriculum resources and materials, and exploring a host of learning supports.

Auspiciously, Read spoke about this more than a half-century ago when he predicted the positive outcomes of a free market in education:

"While one cannot know of the brilliant steps that would be taken by millions of education-conscious parents were they and not the government to have the educational responsibility, one can imagine the great variety of cooperative and private enterprises that would emerge. There would be thousands of private schools, large and small, not necessarily unlike some of the ones we now have. There would be tutoring arrangements of a variety and ingenuity impossible to foresee. No doubt there would be corporate and charitably financed institutions of chain store dimensions, dispensing reading, writing, and arithmetic at bargain prices. There would be competition, which is cooperation's most useful tool! There would be a parental alertness as to what the market would have to offer. There would be a keen, active, parental responsibility for their children's and their own educational growth."

Read would likely say, and I would agree, that today's school choice policies that redistribute taxpayer funds from government-run school systems to individual students to use as they choose are still rooted in government compulsion and distort the restoration of a fully free, competitive education market. Indeed, without vigilance, it's possible that these policies could lead to even greater government regulation of private education—a tragic potential consequence.

But these policies, especially in low-regulation states such as Arizona, are showing that they can help to loosen the government's grip on education, which is the first step in restoring a free, competitive education market. These policies help to put parents back in charge of their children's education, and encourage the proliferation of new and diverse learning options through entrepreneurship and innovation. They don't go nearly far enough, though. As Read explained, the only way to achieve a truly free education market is to eliminate compulsory attendance laws, remove government influence over curriculum, and end forced taxation of education.

Read concluded his influential essay by stating that the "myth of government education, in our country today, is an article of general faith. To question the myth is to tamper with the faith, a business that few will read about or listen to or, if they do, calmly tolerate." Today, more parents, educators, and entrepreneurs are tampering with that faith and challenging the government's outsized role in education. They are increasingly seeking new and different education options, and building what they cannot find. They are pushing ahead despite many regulatory barriers, and creating bottom-up education solutions that outshine top-down incumbents.

These parents, educators, and entrepreneurs are becoming champions of a truly free market in education. And, as Read reminded us in his final line, "becoming is life's prime purpose; becoming is, in fact, enlightenment — self-education, its own reward."

Source: The Foundation for Economic Education (FEE)

<https://fee.org/>



MONDAY, JULY 23, 2018
GONZALO SCHWARZ

There is a stark difference between a focus on boosting absolute upward economic mobility and simply attempting to reduce income inequality.

Do Poverty, Inequality, and Mobility Have a Lot in

One unfortunate pattern that has emerged recently in public policy debates regarding economic mobility (a measure of how much a person earns compared to the earnings of their parent(s) at the same age) is the now routine intertwining the concepts of economic mobility, poverty, and income inequality. These issues are not the same, and the policy responses to address them vary. Conflating these distinct concepts is not only misleading but can even create negative long-term unintended consequences that undermine efforts to boost social mobility and poverty alleviation.

On a global scale, the reduction of absolute poverty is one of the most under-discussed success stories of our modern era. According to data from the World Bank, 36 percent of the world's population was living in extreme poverty in 1990. By just 2011, that number had been reduced by more than half, with just 15 percent of the world's population living in extreme poverty. This progress can be traced directly to the rapid spread of global capitalism—the most important lesson being that the most destructive form of exclusion is exclusion from a well-functioning market system. But just as global capitalism has lifted millions out of extreme poverty, many policymakers and academics insist that it has caused (or at least grossly exacerbated) another social problem: income inequality.

Despite the stellar success of ordinary people lifting

themselves out of poverty through production and access to a stable market, the income inequality narrative has come to dominate our current public policy discourse, especially in the United States. The cliché, “The rich are getting richer and the poor are getting poorer” might help policymakers pursue increasingly broad wealth redistribution agendas, but the truth is far less alarming. The rich are getting richer, but the poor are getting richer too, just not necessarily as quickly. Though there is plenty of room to improve upward economic mobility in the United States, it remains the case that roughly three in four American adults (and the vast majority of poor children) live better than their parents did, after taking the rising cost of living into account.

Policies that aim to remove the barriers faced by people looking to climb the income ladder should be rigorously discussed and pursued, but such a goal will require a deeper understanding of the tradeoffs at play within a public policy context. There is a stark difference between a focus on boosting absolute upward economic mobility and simply attempting to reduce income inequality. At first glance, these goals might seem complimentary, but such mutual compatibility is shockingly rare.

Policy solutions aimed at reducing income inequality will not necessarily positively impact those looking to escape poverty, nor is there a guarantee that such efforts will simultaneously help society as a whole achieve more long-term upward economic mobility. Quite often, these goals can come into conflict.

For example, one of the most common policy proposals offered by those seeking to reduce income inequality is to raise the minimum wage.

But such efforts (if they achieve their goal of reducing income inequality at all), come with a heavy set of tradeoffs. In June 2014, the Seattle City Council approved an increase of the minimum wage to \$15 per hour, to be phased in over several years. In the ordinance itself, the authors cite the work of French Economist Thomas Piketty and the “need to act on income inequality” as motivation for the increase. But after a couple of increases in the minimum wage occurred (before reaching the \$15 threshold), a research team at the University of Washington found that, “total payroll for such jobs decreased, implying that the Ordinance lowered the amount paid to workers in low-wage jobs by an average of \$74 per month per job in 2016.”

In addition to empirical failures in boosting the wages of low-wage workers, minimum wage increases also have the effect of indirectly damaging long-term prospects for upward economic mobility as well. It is increasingly clear that non-cognitive skills, such as interpersonal skills, communications skills, and social intelligence, or soft skills, are highly sought after in the modern labor market. Furthermore, early work experience, most often obtained in an entry-level minimum wage job, is one of the best mechanisms to develop and hone soft skills. However, these soft skill incubators are disappearing as there are simply fewer entry-level job opportunities available, especially for younger workers. The primary culprit in the decline of these opportunities has been the rising minimum wage, either directly, by pricing younger workers out of the labor market, or indirectly by artificially encouraging the adoption of labor-saving technologies.

Another popular public policy “solution” to address income inequality is to raise the corporate income tax (CIT) and use the proceeds to fund government programs aimed at boosting wages, training, or educational opportunities for low-income people. Making the corporations pay “their fair share” was even a major plank of one-time 2016 Presidential hopeful and self-proclaimed Democratic-Socialist Senator Bernie Sanders. A recent Harvard Business School working paper entitled, “Corporate Tax Cuts Increase Income Inequality,” makes the case that state reductions in corporate income tax rates exacerbate income inequality. But the authors also find that a reduction in state corporate income taxes increases real investment, a key driver of economic growth. This is consistent with data from the Organisation for Economic Cooperation and Development (OECD), which published a wide-ranging 2008 paper that found that taxes on income tend to hamper economic growth significantly more than other tax instruments. Furthermore, the study's authors concluded that corporate income taxes were actually the most detrimental to economic growth.

Although it is well-documented that taxes negatively affect economic growth in general, and corporate income taxes in particular, the benefits of a growing economy and tight labor market can be more difficult to visualize. Decades ago, Brookings Institution Scholar Arthur Okun showed how workers have the greatest opportunity to realize wage gains when the economy approached full employment. Investment and economic growth are by far the best mechanisms to boost employment, and in turn, opportunities for workers to gain new skills, experience, and move up the income ladder. These are direct tradeoffs that must be addressed by those advocating for increased corporate income taxation to combat income inequality.

Pursuing an agenda focused on boosting upward social mobility is more conducive to the discovery of the barriers in the way of human flourishing and wealth creation. Breaking down these barriers, both artificial and natural, is the best way to ensure that each and every person has the opportunity to achieve their American Dream. Certainly, we don't need more income inequality to achieve broader prosperity but chasing the inequality red herring puts that goal at risk.



FRIDAY, SEPTEMBER 26, 2025 Leonard E. Read identified what is indispensable to a free society.
LAWRENCE W. REED

Faith in Free People

Leonard E. Read, FEE's founder, was born 127 years ago today. In honor of this anniversary, we're highlighting this tribute to his life, written by our President Emeritus Lawrence Reed and published December 1, 2018.

This is the first in a series of essays throughout the month of December 2018 celebrating the sixtieth anniversary of the essay "I, Pencil" by Leonard Read.

Sixty years ago this month—December 1958—a now-classic and well-known essay debuted before the world. It was titled "I, Pencil." Written as though the author was the subject, we all know that it wasn't the pencil who did the writing. It was, of course, FEE's venerable founder, Leonard E. Read.

If you haven't yet read it, please do so at your earliest convenience. You can find it right here. As I explained in the Introduction to the most recent editions of the essay,

Ideas are most powerful when they're wrapped in a compelling story. Leonard's main point—economies can hardly be "planned" when not one soul possesses all the know-how and skills to produce a simple pencil—unfolds in the enchanting words of a pencil itself. Leonard could have written "I, Car" or "I, Airplane," but choosing those more complex items would have muted the message. No one person—repeat, no one, no matter how smart or how many degrees follow his name—could create from scratch a small, everyday pencil, let alone a car or an airplane.

"I, Pencil" teaches multiple principles: A simple pencil isn't so simple after all. Since you and I can't make one all on our own, we're smoking some bad weed if we think we can solitarily accomplish things even more complex. Intellectual humility is a necessity if we are to understand the world and embrace personal growth. Freedom is required if we expect inventions and production to materialize. By encouraging cooperation between people far apart and personally unbeknownst to each other, markets perform miracles every moment of every day.

Anticipating this anniversary occasion, I re-read "I, Pencil" for the umpteenth time. My purpose was to mine it for any additional insights I hadn't fully appreciated before. Sure enough, I found one. It's within this passage:

— [I]f one is aware that these know-hows will naturally, yes, automatically, arrange themselves into creative and productive patterns in response to human necessity and demand—that is, in the absence of governmental or any other coercive master-minding—then one will possess an absolutely essential ingredient for freedom: a faith in free people. Freedom is impossible without this faith.

That's strong language. Leonard identifies "faith in free people" as more than simply important to freedom. He identifies it as indispensable. No faith, no freedom. Can this be literally true or was he exaggerating?

Isn't Faith Just Uninformed Belief?

Some might dismiss such talk as mystical nonsense. It's taken for granted in certain intellectual circles that "faith" is unscientific, perhaps even anti-scientific. That view is most often associated with critiques of one religion or another (or all religions). Leonard uses the term in a special context: The focus of "faith" is on what free people will do rather than on a Supreme Being, but the two are not so different. Each kind of faith represents a firm belief in something for which there may seem at the moment to be no incontrovertible proof, no hard or incontestable evidence derived from our senses, and each is believed with especially strong conviction.

Scientists employ human logic, reason and objective standards of evidence to determine "proof." But they surmise, hypothesize, conjecture, and extrapolate all the time. And the good ones understand, as astronomer Carl Sagan put it, that "Absence of evidence is not evidence of absence." To assume that it doesn't exist if we can't see it, touch it, or hear it could well be arrogant and presumptuous. After all, being blind and deaf doesn't mean there aren't things to be seen and heard.

A critic of Leonard's categorical statement about "faith in free people" might say that the past is not prologue, that the future is unknowable and nothing about the past guarantees anything about the future. Maybe free people won't undertake the creative, productive activities Leonard assures us they will. They might decide en masse to take a permanent vacation. Then perhaps it will be necessary to unfree them to get things done, that is, somebody will have to crack the whip.

At that point, faith would not evaporate. Its object would simply transfer from free people to those with the whips—the central planners, the know-it-alls, the self-anointed who claim for themselves the right to rule others. With no guarantee of future performance (and likely minimal penalty for lack thereof), these schemers with power would demand that the rest of us have faith in their wisdom.

I say no thanks to that! As the late William F. Buckley Jr. put it, "Government can't do anything for you except in proportion as it can do something to you."

Beware of the Self-Anointed

Frédéric Bastiat, author of *The Law*, which Leonard Read played a key role in bringing to 20th-century audiences, said it even better:

If the natural tendencies of mankind are so bad that it is not safe to permit people to be free, how is it that the tendencies of these organizers are always good? Do not the legislators and their appointed agents also belong to the human race? Or do they believe that they themselves are made of a finer clay than the rest of mankind? The organizers maintain that society, when left undirected, rushes headlong to its inevitable destruction because the instincts of the people are so perverse. The legislators claim to stop this suicidal course and to give it a saner direction. Apparently, then, the legislators and the organizers have received from Heaven an intelligence and virtue that place them beyond and above mankind; if so, let them show their titles to this superiority.

They would be the shepherds over us, their sheep. Certainly, such an arrangement presupposes that they are naturally superior to the rest of us. And certainly, we are fully justified in demanding from the legislators and organizers proof of this natural superiority.

No such proof, of course, has ever been offered (lots of claims to it, yes, but no proof). Quite the contrary, the track record of the self-anointed is lousy. If they aren't already corrupted before they attain power, then power will surely corrupt them. They always promise omelets, but they only break eggs.

Faith in free people, on the other hand, is rooted in our best understanding of basic human nature: Men and women act to improve their well-being. They do so by creating wealth and offering it to others in trade. They respond to incentives and disincentives. The great majority derive satisfaction not only from the utility provided by goods and services but from the joy that comes from the act of wealth creation. Unleash their creative energies and they put them to work!

Leonard's faith in free people also enjoys a track record that outshines any of the whip-crackers by a country mile. It's on full display here in an old essay written by the late John C. Sparks, a former FEE president and long-time trustee. Published by FEE in 1954 and again later in 1977, it brilliantly reinforces Leonard's call to trust what free people can accomplish:

If Men Were Free to Try by John C. Sparks

Private ownership, private initiative, the hope of reward, and the expectation of achievement have always been primarily responsible for the advancement of mankind. Continued progress—be it spiritual, mental, or material—rests squarely upon a better understanding of the idea of individual freedom of choice and action, with personal responsibility for one's own decisions.

For the purpose of illustrating this idea, let us suppose you had lived in 1900 and somehow were confronted with the problem of seeking a solution to any one of the following problems:

1. To build and maintain roads adequate for use of conveyances, their operators, and passengers.
2. To increase the average span of life by 30 years.
3. To convey instantly the sound of a voice speaking at one place to any other point or any number of points around the world.
4. To convey instantly the visual replica of an action, such as a presidential inauguration, to men and women in their living rooms all over America.
5. To develop a medical preventive against death from pneumonia.
6. To transport physically a person from Los Angeles to New York in less than four hours.
7. To build a horseless carriage of the qualities and capabilities described in the latest advertising folder of any automobile manufacturer.

Without much doubt you would have selected the first problem as the one easiest of solution. In fact, the other problems would have seemed fantastic and quite likely would have been rejected as the figments of someone's wild imagination.

Now, let us see which of these problems has been solved to date. Has the easiest problem been solved? No. Have the seemingly fantastic problems been solved? Yes, and we hardly give them a second thought.

It is not accidental that solutions have been found wherever the atmosphere of freedom and private ownership has prevailed wherein men could try out their ideas and succeed or fail on their own worthiness. Nor is it accidental that the coercive force of government—when hooked up to a creative field such as transportation—has been slow, plodding, and unimaginative in maintaining and replacing its facilities.

A Better Road

Does it not seem odd that a privately owned automobile company found it expedient to sponsor a national contest with tremendous prizes and to conduct its own search in order to correct the faults of the publicly owned and inadequate highway system? The highway dilemma has become more and more acute until someone other than the public owner has sought an answer. If the points of ownership had been reversed in 1900—that is, motorcar development in the hands of the government, and highways left to private individuals—we would have likely participated in a contest sponsored by the privately owned highway companies to suggest how to improve the government's horseless carriage so that it would keep pace with the fine and more-than-adequate highways.

How could roads be built and operated privately? I do not know. This is a subject to which none of us directs his creative attention. We never do think creatively on any activity pre-empted by government. It is not until an activity has been freed from monopoly that creative thought comes into play.

But go back to 1900. Could any of us then have told how to solve the six problems to which solutions have been found? Suppose, for instance, that someone could at that time have described the looks and performance of the latest model automobile. Could any of us have told him how to make it? No, no more than we can describe how privately to build and operate highways today.

What accounts, then, for the present automobile and other "fantastic" accomplishments? Government did not pre-empt these activities! Instead, these have been left to the area of free, uninhibited, creative thinking. Millions of man-hours of technically skilled, inventive thought have been at work. And the end is not yet. Nor will there be an end as long as the inhibitory influence of government is confined to its proper functions of protecting equally the life, liberty, and property of all citizens—as long as men are free to try their ideas in a competitive and voluntary market.

Source: The Foundation for Economic Education (FEE)

<https://fee.org/>





TUESDAY, JANUARY 22, 2019 Where top-down economic planning fails, spontaneous ground-up order prevails.
MATT WARNER

Can Local Solutions Succeed Where Foreign Aid Has

In Ruhira, Uganda, an international aid project once offered villagers \$300,000 to grow maize instead of matoke, a banana-like starch. Maize, the aid experts reasoned, was better to farm because it is nutritious, drought-resistant, and produces high yields. The experts were right. At harvest time, the villagers found themselves with a bumper crop of 3,840 tons of maize.

What happened next, though, cut short any celebration. No one could figure out what to do with all the excess maize. Transport costs to distant markets were too high to be profitable, and the village lacked the kind of storage facilities needed to preserve the corn for future use.

So it rotted. As one widow and mother of nine explained, “Maize is everywhere! Under the beds, in the living rooms, in the kitchens—everywhere! And the rats are everywhere, too.” What began as a hopeful, well-funded effort by foreign experts with good intentions ended in disappointment and even resentment on the part of those it was meant to help.

The Folly of Foreign Aid

The Ruhira misadventure occurred in 2007, but the larger effort behind it—the Millennium Villages Project (MVP), a \$300 million total investment, which was widely promoted as the recipe to end poverty for good—received its first independent evaluation in late 2018 by

the UK’s Department for International Development. In a blow to traditional aid strategy, the report concluded “there is no evidence people living in the MVP areas have escaped the poverty trap” and that “what has been achieved could have been attained at a lower cost.”

What’s more, 2018 also saw the release of the first-of-its-kind Project Performance Database (PPD). It was painstakingly assembled by aid scholar Dan Honig, who captured data on more than 14,000 scored aid projects from nine different international development agencies. The findings suggest the Ruhira experience is less the exception and more the rule. Based on the agencies’ own self-assessment, which Honig points out are likely inflated, and using established thresholds by independent scholars, the PPD reveals that nearly 40 percent of all projects were deemed failures, and only 14 percent were given top marks.

For some, the persistent inefficacy of foreign aid is a stubborn mystery that is just one project away from being solved (“Next time, more money to cover transport costs and more money to build storage facilities!”). Such dogged do-gooders fall prey to the seductive but mistaken belief that outsiders can solve other people’s economic problems with just the right combination of financial resources and technical expertise. But for others, the time has come to propose more imaginative fixes to aid’s approach to international poverty.

Why Foreign Aid Fails

For example, Honig also used the data to better understand the reasons for project failure, concluding that the complexity of the task meant that centralized control by outside agencies often made failure more likely. In his book, *Navigation by Judgment: Why and When Top-Down Management of Foreign Aid Doesn’t Work*, he explains how many of the projects would be less likely to fail if they gave more autonomy to local aid workers.

Honig wants central authorities to understand that many of the unpredictable decisions that need to be made throughout the course of an aid project require the kind of “soft” information that distant technocrats do not and cannot possess.

Similarly, Pablo Yanguas, in his 2018 book *Why We Lie About Aid: Development and the Messy Politics of Change*, stands on his ten years of work in international development to contend that the complexities of local context are underappreciated by aid agencies that lack the tacit knowledge needed to better predict the consequences of their interventions. Yanguas sums up successful economic development as institutional change, which he describes as a societal transition from old rules to new rules.

For Yanguas, aid agencies must then grapple more directly with politics and public perception, a task made unavoidably difficult because of what he calls the “thick substrate of social norms, cultural values, policy ideas, and popular expectations,” which can easily frustrate the plans of any outsider.

Both Honig and Yanguas want to see aid reformed, but since both are determined to keep government-led aid agencies at the center of any new strategy, neither takes their intellectual journey far enough.

If local aid workers are marginally better equipped than their central office counterparts to navigate decisions on the ground, how much better equipped are the local people themselves to discover a path to their own prosperity? And if institutional change is the key to development, and understanding local complexities is necessary for securing a successful transition to new rules that stick, why pin our hopes on foreign aid workers to figure that out?

Spontaneous Order and Dispersed Knowledge

Writing for a 2018 volume honoring Douglass North, who won the Nobel prize in economics for his work on institutions, economists James Caton and Edward Lopez argue that the successful evolution of institutions depends on the trial and error emergence of the uniquely shared and interlocking mental models of a particular society, the whole of which cannot be understood by a single person.

In this way, they write, “a theory of institutions requires a theory of knowledge.” Those insights suggest that the kind of “soft” information Honig values and the kind of “tacit” knowledge Yanguas prizes are really endogenous to local people, leaving outsiders least qualified to intervene for fear of clumsily substituting for and obscuring that local knowledge.

Whether to plant maize or matoke is a decision individual Ugandans should make, and the value of those types of choices is materially influenced by the degree to which local institutions respect and facilitate the full expression of those economic decisions.

What does this mean, then, about the role of outsiders and philanthropy in addressing poverty?

Oxford economist Eric Beinhocker in his book, *The Origin of Wealth: Evolution, Complexity, and the Radical Remaking of Economics*, explains an important truth about the process of economic development every outsider should bear in mind:

We use our brains as best we can in economic decision-making but then we experiment and tinker our way into an unpredictable future, keeping and building on what works and discarding what does not. Our intentionality, rationality, and creativity do matter as a driving force in the economy, but they matter as part of a larger evolutionary process.

In this way, according to Beinhocker, “markets are an evolutionary search mechanism” with no designer at the helm. Therefore, any successful philanthropic strategy for economic development must prize individual economic freedom as its ultimate goal.

That’s not all. Beinhocker also explains:

Economies rely on the existence of two factors: physical technologies to enable people to create products and services that are worth trading, and social technologies that smooth the way for cooperation in creating and trading those products and services.

Equating social technologies terminologically with institutions, Beinhocker cites development economist William Easterly’s research findings when he writes, “The most significant factor [explaining why some countries are richer than others] [i]s the state of a nation’s Social Technologies.”

Put another way, institutions, such as those relating to rule of law, property rights, free markets, financial regulation, business licensing, and others, are key to economic development. Beinhocker concludes, “Patiently building the institutions and culture required to support economic evolution is the only path for...countries out of poverty.”

So, a philanthropic strategy for outsiders must honor both of those truths. It should focus on achieving institutional change aimed at strengthening economic freedom in order to expand economic choices for the poor and, importantly, it should be led by local reformers, not outsiders.

Who Are These Local Reformers?

Over the last twenty years, a new player has emerged that is proving uniquely positioned to resolve the dilemma outsiders face. This player is as sophisticated in its strategic relevance as it is banal in its description: the local, independent think tank.

The quantity and quality of local, independent think tanks committed to strengthening economic institutions have grown considerably in the last two decades. Of the 486 such organizations working today in 95 countries, only 151 of them existed 20 years ago, and they covered only 40 countries. More importantly, they are achieving tangible, institutional victories throughout the world on a monthly basis, according to monitoring performed by my organization, Atlas Network.

In Côte d’Ivoire, for example, it was a local think tank, Audace Institut Afrique, that figured out how to work with village leadership to transition oral land-ownership customs to secured titles in the formal market. In Argentina, Libertad y Progreso rallied public opinion around their research explaining the injustice of a tariff on laptops and tablets, leading to its elimination and a drop in prices.

In Honduras, low-income would-be entrepreneurs faced steep government licensing fees until a think tank, Fundación Eléutera, made the case for their considerable reduction.

Each of those improvements represents a milestone on the institutional path to economic development. The identification, prioritization, sequencing, and design of such pathways cannot be led by outsiders, no matter how technically savvy or well-intentioned, because the underlying norms, culture, and customs are substantially influenced by a local, tacit knowledge that is both integral to institutional development and at the same time non-transmittable to foreign minds.

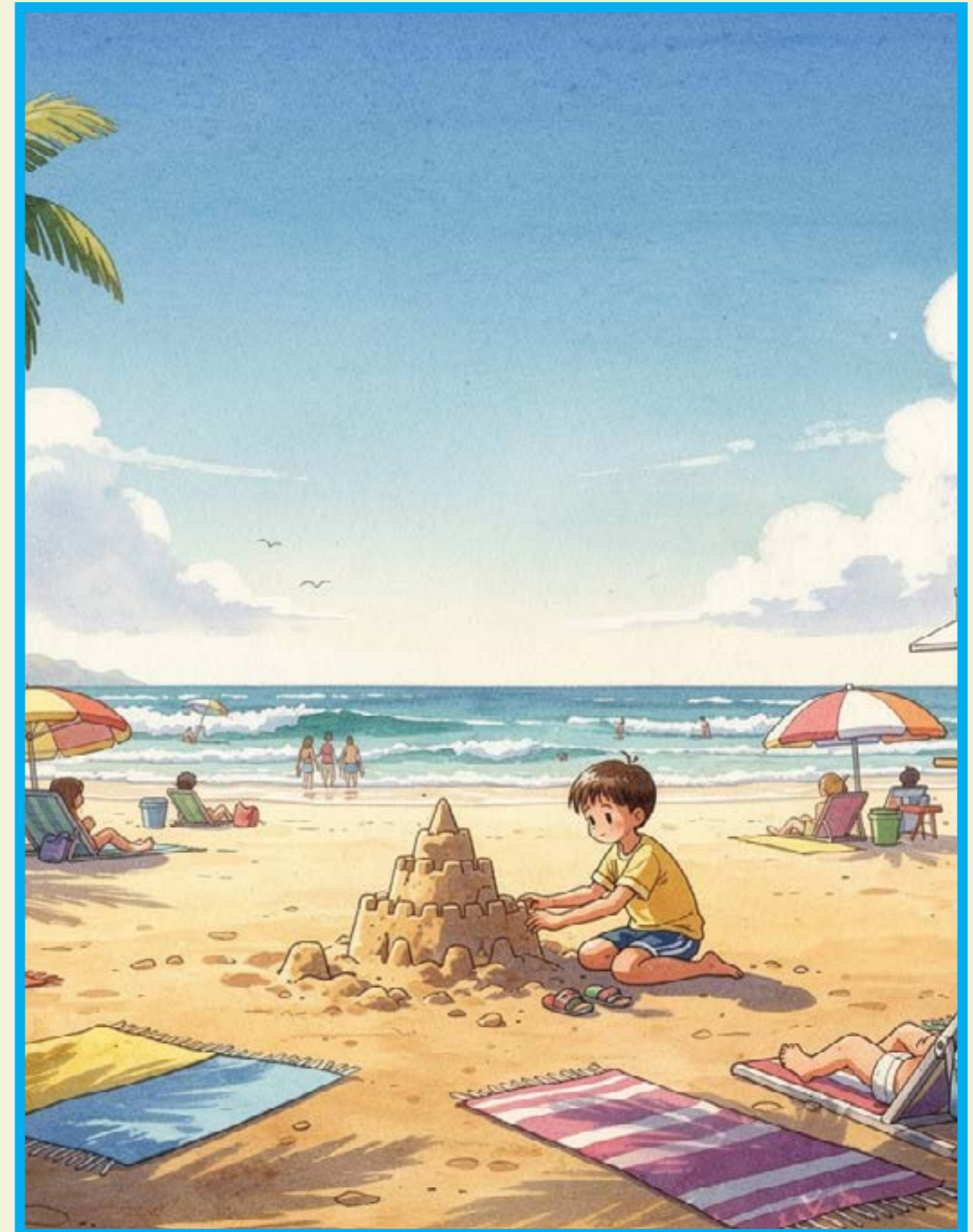
In the conclusion of Honig’s book, he details some of the ways foreign agencies have been trying to take the “local knowledge” mantra seriously by cooperating more closely with recipient countries, paying more attention to local politics, and even establishing more field offices on the ground.

Honig is skeptical that any of those tactics truly get to the heart of the problem. He quotes one government official in Liberia who complained, “USAID consults [us] on strategy, but it’s their strategy.”

Of course it is. This existential dilemma is perhaps too intractable for those philosophically and professionally committed to the foreign aid infrastructure we’ve inherited. For the rest of us, it is our opportunity to acknowledge the full breadth of the outsider’s role in aid’s inefficacy to date and to adopt a new strategy that puts us in our proper place and local think tanks in theirs.

Source: The Foundation for Economic Education (FEE)

<https://fee.org/>





THURSDAY, JUNE 6, 2019
JUSTIN SPEARS

While the education system is to blame, the victims are the students.

The Collapse of Academic Standards Is the Real

In March of this year, the higher education world was rocked by revelations of a widespread college admissions bribery scandal. The scandal was such a big story it has its own page on the LA Times website that now boasts almost 100 different articles covering the issue.

The evolution of the story gripped the nation as more and more names and schools were brought forth each day. In all, over 33 parents have been targeted with fraud-related activities, and 11 universities that took part in the scandal have been identified.

Those who follow college sports were not shocked by this story. Almost six months before the admissions scandal broke, the FBI was investigating University of Arizona men's basketball coach Sean Miller over a "pay-for-play" recruiting scandal. Cheating to get into school is nothing new.

High School Credentials

However, this news is certainly upsetting to those who have worked extremely hard in school and attempted to get into the college of their dreams only to be rejected. All the while, there are students with lesser credentials who have paid their way into school. It callouses those who identify nepotism and privilege among those who get what they want—and how can we blame them?

While the bribery scandal garnered a lot of press due to the involvement of big names and the number of schools and people involved, there is another aspect of this story that went unaddressed: the credentials of high school graduates.

I want to be clear that this is not an attack on students' work ethic or a rant against lazy millennials. This is an attempt to create a dialogue about what is happening within the machine of public education. This year an estimated 3.6 million students will graduate from high schools across the country. Clearly, the accomplishments, achievements, and aptitudes of these students fall on a very wide spectrum.

Setting aside the qualifications for earning admission into post-secondary school, we must ask a vital question: What skills are our students leaving school with? More importantly—and more scandalously—are they meeting the standards to graduate, or are they being "pushed through"?

In my 10 years of working in education, I have seen an alarming rate of students who are being pushed through the system. There are a number of ways this is occurring.

Credit Recovery and Skewed GPAs

Students are increasingly needing to take more and more credit recovery courses. According to the Department of Education, an estimated 15 percent of high school students took a credit recovery class as of the 2015-2016 school year.

The issue with this is the lack of applicable skills students attain in taking these online classes. Again, the findings of the Department of Education tell the story, noting that

students in the online Algebra I course scored lower on an end-of-course assessment and received lower grades in Algebra I than students assigned to an in-person course.

In addition to the increasing number of students participating in credit recovery, students are missing an increasing amount of school. In a report conducted by the Department of Education, it was estimated that over seven million students missed 15 or more days of school—the number the department uses to designate "chronic absenteeism." I can personally attest to students who have missed 15 or more days in a single trimester (13 weeks)! This is important to highlight because many teachers will simply "exempt" students from in-class work they miss, and the student must move on upon returning to school, missing any content from the previous day(s).

Another troubling aspect that emerges when examining our high school graduates is the grading scale and subsequent grade point average students earn. GPAs have almost become a joke in high school amid weighted and dual credit classes. Some schools will have students graduate with a 5.0 on a 4.0 scale. What does this even mean? In theory, it should tell colleges—and more importantly, the student—that they have attained a certain level of accomplishment in their work. Let's examine.

Are Students Being "Pushed Through" School?

The level of work (typically achieved by higher level thinking, thoroughness, and completion) has been suffering. I recently spoke with a co-worker who said he simply grades on completion at this point. This omits grading for accuracy and attaining the level of work desired in the assignment. Again, this highlights the issue at hand:

What does it mean to earn a grade on an assignment or an overall course grade? How accurately is this reflecting what students know or what skills they have achieved in completing a class?

The bottom line is we are pushing students through who are woefully unprepared for either post-secondary school or the workplace. Schools aren't even trying to hide the fact that they are doing this. NPR ran a fascinating story in 2017 on Ballou High School, located near Washington, DC, that celebrated every student earning admission to college. The problem was that the majority of students did not earn this achievement. It was a hoax, and unfortunately, it is more prevalent than what many in public education would like to admit.

Why are schools taking part in doing this? Isn't the main function of the school to educate and prepare students for the next phase of their lives? In theory, yes. In reality, schools are going to do what they must to obtain funding. Graduation rates are a significant factor in school district funding. Anything that could jeopardize that funding must be squashed.

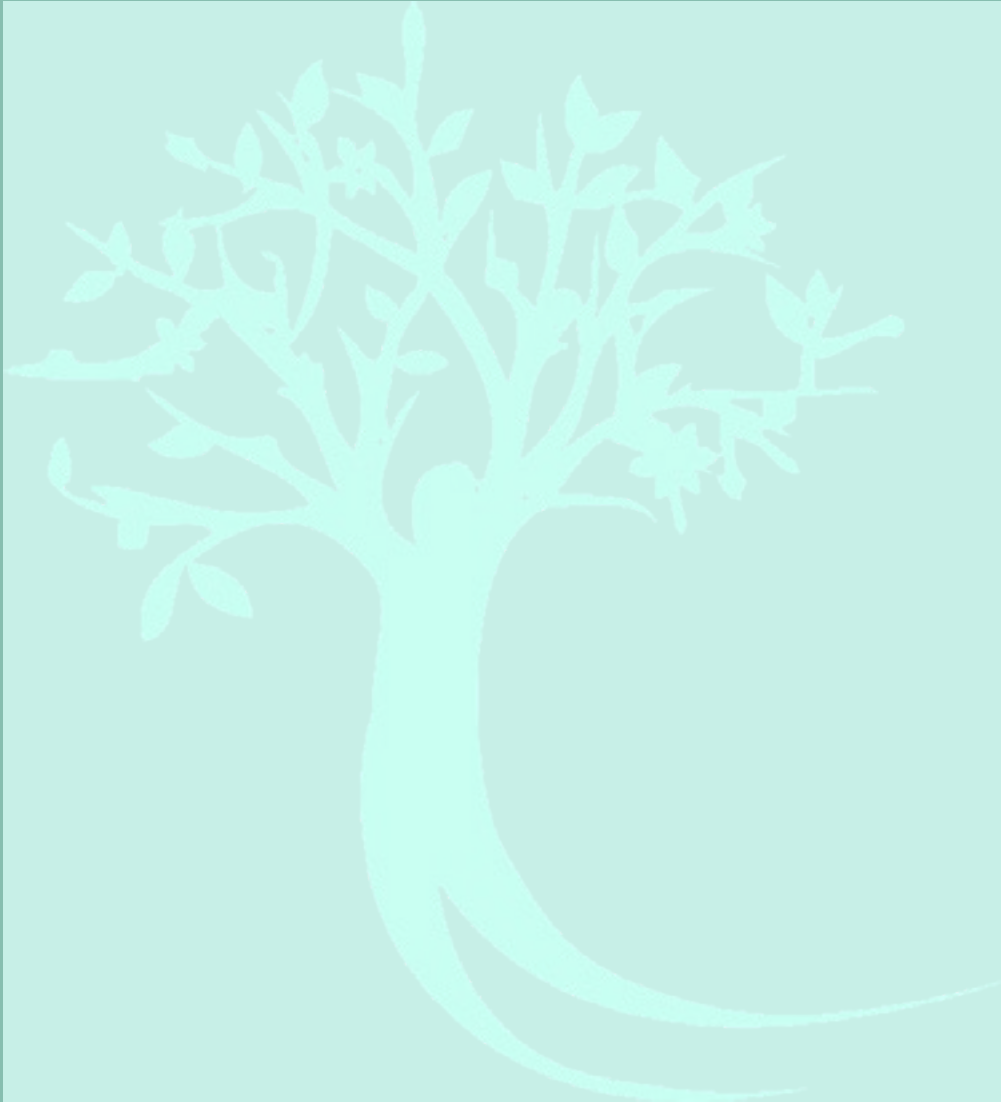
While the system is to blame for this, the victims are the students. Students are forced through this broken system, and many do not ask for this outcome. It is a scandal that must be addressed and corrected, but how? Students should not have to hold teachers accountable, but that is an option. More pressing, teachers must remain resolute and not cave to calls to push students through.

Source: The Foundation for Economic Education (FEE)

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