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“Aid to Ireland during the Great Hunger from Ontario and Quebec”

Dr. Harvey Strum

Russell Sage College

Her Britannic Majesty's Consul in New York City, Anthony Barclay, informed Quakers in Dublin in March 1847 that the "good inhabitants of Port Hope, in Canada West" donated \$750 for the "impartial distribution among the people of Ireland who are most suffering for want of food."<sup>1</sup> Historians studying the impact of the Great Hunger in Canada have focused on the problems created by immigration of the Irish to British North America and the Canadian response to the demographic, health, religious and economic issues of the Famine immigrants. For example, Mark McGowan, studied the impact of the Famine immigrants on Toronto. W. Donald MacKay wrote about the flight of the Irish to Canada before and during the Great Hunger. Anthony Barclay's letter raised an issue that historians have focused less attention on Canadian aid to Ireland during the Great Hunger.

Several studies briefly mention the international philanthropy of Canadians. Helen Hatton's excellent account of Quaker relief details contributions from Great Britain and overseas, but only mentions Toronto, Montreal, Canada West and Nova Scotia in passing. Two recent studies by Christine Kinealy on international philanthropy to aid the Irish and Pauline Collombier-Lakeman's article on the Canadian press and the famine briefly mention the efforts to raise funds and food in Canada to send to the Irish. Similarly, Joy Parr's earlier study of reaction in Ontario to famine migration credited voluntary relief committees in Canada West with performing "their Christian duty, collecting aid in goods and coin to send to the destitute." However, she only devoted a couple of paragraphs to fund raising in Ontario. Even the monumental study, *The Untold Story: Irish in Canada*, barely mentions famine relief. Terrence Punch's study of the Irish in Halifax mentions relief in passing. Donald Akenson in his work, *The Irish in Ontario*, discussed famine relief in Brockville in a couple of sentences and did not mention famine relief elsewhere in Ontario. The generosity of Canadians deserves greater attention because three times in the 19<sup>th</sup> Century Canada came to the aid of the Irish in 1847, 1863 and in 1879-80.<sup>2</sup>

Ireland's Great Hunger of the 1840s and 50s led to the deaths of one-eighth of the population of Ireland, about one million people. Another two million fled Ireland. While a majority would find a new home in the United States, many settled in British North America. Most the poorest Irish refugees fleeing the famine could not afford the costs of travel from Liverpool to American ports but could pay passage to Quebec or Saint John or Halifax. Travel to Canadian ports cost half of travel to American cities. Low fares to Quebec or Saint John appealed to the poorest of the poor among the Irish immigrants. By October 1847 100,000 headed for Quebec, but one sixth perished in the crossing or died in quarantine in Grosse Isle or nearby, about 17,000 immigrants failed to survive. Another 3,500 died in fever sheds at Point St. Charles, near Montreal. Over 17,000 Irish landed in Saint John, New Brunswick and 2,400 either died aboard ship or upon arrival at Partridge Island, Emigrant Hospital or Middle Island, Chatham. About 38,000 refugees, mainly Irish, arrived in Toronto and 1,124 died in 1847. Thousands of other Irish famine refugees died when they reached Halifax or Kingston or Hamilton. In Kingston alone, 1,400 Irish immigrants died of typhus and other diseases.

Irish immigrants spread disease from Halifax to Hamilton, primarily typhus and dysentery.

Even Michael Power, the Roman Catholic Bishop of Toronto, fell victim to typhus brought by the immigrants and died on 1 October 1847. The arrival of so many Irish

before and during the famine altered the ethnic and religious composition of British North America. By the time of Confederation, the Irish emerged as the second largest ethnic group after the French. Meanwhile, famine immigrants became in 1847 a major health, psychological and economic burden on Canadians. While dealing with the burden of the famine immigrants the people of British North America showed a willingness to organize and attend public meetings to help the starving in Irish and Scots. Canadians answered the call by aiding the Irish immigrants who reached North America and by sending food and money for distribution to the starving in Ireland and Scotland in 1847.<sup>3</sup>

The potato blight hit the Highlands and Western Islands of Scotland in earnest in 1846. On the Islands residents, could save only a fifth of the crop. In the Highlands, the impact of the blight varied with some communities escaping with few losses and many others losing nine-tenths of their crops. Reports showed that seventy six percent of the districts in the western Highlands suffered near total disaster from the blight. The smell of rotting potatoes filled the air as a sign of the worst hit areas. During the winter of 1846-1847 three quarters of the crofters in the northwestern Highlands and Hebrides (Western Islands) risked starvation. For a time, it looked like the Scots would share the plight of the Irish. While the death rate went up few died compared to Ireland, because the British government and Scottish church groups quickly organized and came to aid of the Scots. Alternative food sources and the ability to escape to the more prosperous industrialized cities of Scotland reduced the famine's impact. Large donations of food and money came from the United States and British North America helped alleviate the suffering.<sup>4</sup>

Meanwhile, Lord Elgin, the Governor-General of Canada, predicted to Colonial Secretary Lord Grey that Canada would raise 20,000 pounds for Irish and Scottish relief. Writing in May 1847 Elgin observed that the "very large subscriptions for the relief of the Irish and Scotch distress have been made in this province." Further, he made clear to the Colonial Secretary that the funds came from "inhabitants of all creeds and origins" including "several of the Indian tribes."<sup>5</sup> The Earl of Elgin emphasized a reality of famine relief in both British North America and the United States---people of all religious denominations and ethnicities supported the campaign for Irish and Scottish relief. Several Native American nations in Canada and at least four in the United States decided to help their starving white brethren in the British Isles. The Canadian Native Americans contributing to the Scots and Irish included the Chippewa, Mississauga of Credit River, Mississauga of Rice Lake (Hiawatha), and Mississauga of Alumuck, all located in Canada West (Ontario).

In the city of Quebec, the first meeting for Irish relief took place at St. Patrick's Church in late January 1847 and the congregation "appeared quite enthusiastic."<sup>6</sup> The predominately Irish congregation established a committee and subcommittees to collect funds for Irish relief in every ward of the city. They planned to send the money to the Catholic and Protestant Archbishops of Ireland. Simultaneously, a "Young Irishman" asked for a public meeting and called for "every Christian, no matter of what sect or political belief" to support famine relief.<sup>7</sup> People from Ireland comprised the largest immigrant group to settle in the province of Quebec in the first half of the Nineteenth Century even before the famine induced migration. In 1833, for example, the Irish comprised 7,000 of the city's 30,000 people.<sup>8</sup> While the Irish spearheaded the campaign

for Irish relief French Canadians took an active role in the ward committees collecting for the starving Irish.

On 12 February 1847 “one of the largest public meetings ever held in the city” met to discuss ways to solicit funds for Irish and Scottish relief. The chair of the meeting, Andrew W. Cochran, a former secretary to the governor of Lower Canada (Quebec), observed that the people who asked for the public meeting were from “all sects and classes and parties.” Common humanity and concern for the starving population of Ireland and Scotland brought together the diverse residents of the city in this worthy cause.<sup>9</sup> One of the other speakers, Monseigneur Bishop de Sidyme, reported that the Archbishop of Quebec had just sent out a circular to each curate in the diocese to hold meetings to raise subscriptions. Besides the Catholic Bishop of Quebec speaking to the assembled crowd so did the Anglican Bishop of Montreal. The speakers agreed that common humanity and their Christian duty required action and the meeting resolved to send three quarters of collections to Ireland and one quarter to Scotland. French language newspapers endorsed the appeal. According to historian Pauline Collombier-Lakeman the French language newspaper *Le Canadien* “praised the meeting for its ecumenical and universal character.”

Il etait beau de voir des prelates, des ministres de differentscultes faire et seconder

Les memes propositions; des hommes de toutes les origins et de toutes les nuances

Politiques, oubliant leurs distinctions...se donner la main et rivaliser de zele pour une oeuvre de philanthropie et de charite.<sup>10</sup>

Within two weeks of the meeting the inhabitants of Quebec donated 3,000 pounds, 2,500 for the Irish and 500 for the Scots. A slightly later collection brought in 760 pounds.<sup>11</sup> Subcommittees continued to collect funds. The St. Patrick’s Society and the Independent Order of Odd Fellows added their own collections. Members of the St. Patrick’s Society skipped their usual dinner to send the funds to Ireland. Every Catholic Church in the Quebec District solicited donations from its parishioners.<sup>12</sup> The total from Quebec soon reached over 4,000 pounds. Chairman Andrew Cochran sent the first installment of 1,500 pounds on 22 February to the Catholic Archbishop Murray and to the Anglican Archbishop Richard Whately in Dublin. Another 500 pounds went for Scottish relief. In his letter to Archbishop Murray, Cochran reported that 2,900 pounds had “already been gathered in our impoverished community by the contributions of persons of every rank, condition, class, origin, sect and creed.”<sup>13</sup> Whether in public meetings, editorials, or private correspondence Canadians emphasized that famine relief united people of different denominations, ethnicities, classes, and political parties.

Cochran’s Quebec Committee continued soliciting donations well into May as did the Roman Catholic Church. The Quebec Committee sent 1,571 pounds to the General Committee in Dublin and sent additional funds to the two Irish Archbishops. For example, in April it sent another installment of 525 pounds to the two Archbishops.<sup>14</sup> They acknowledged the contributions from Quebec. Another 259 pounds went to the Irish Relief Association, an evangelical Protestant relief association in Dublin, that distributed food to the starving of all denominations. In May, letters appeared in the Quebec press from the Irish Relief Association and the Edinburgh section of the Highland Destitution Committee thanking the citizens of Quebec for their help to the

starving in Ireland and Scotland, respectively. In all the Quebec Committee probably collected over 5,000 pounds.<sup>15</sup>

“*People of Montreal---People of Canada---*we make this appeal to the benevolent public on the behalf of the famishing people” of Ireland and Scotland. Members of the United Irish and Scottish Relief Committee asked as: “Fellow Men and Fellow Christians...to extend your sympathies and aid these poor people.”<sup>16</sup> Residents of Montreal met in several public meetings in early and mid-February to initiate the campaign. Several Irishmen called for a meeting for Irish relief in late January and early February 1847.<sup>17</sup> This soon turned into a call that included Catholic and Protestant Irishmen, Scotsmen, the French-Canadian Mayor of Montreal, former and future mayors, ministers of several denominations, including Catholic, Anglican, Church of Christ, and Unitarian. Earl of Elgin, the Governor-General of British North America, attended one of the meetings and donated to Irish and Scottish relief. He sponsored a separate soiree for relief. The Earl of Cathcart, the former Governor-General of Canada, attended the Irish and Scottish public meeting and donated to the cause. Prominent men in the community of Irish, Scottish, English, and French ethnicity participated in the meetings and public appeals. Members of the Canadian legislature and ministers of different denominations joined the appeal.<sup>18</sup>

The St. Patrick’s Society abandoned its usual St. Patrick’s Day dinner to help the Irish poor. Members of the Montreal Hibernian Society voted \$1,000 for Ireland.<sup>19</sup> The United Irish and Scottish Relief Committee planned to allocate three quarters of the funds donated to Irish relief and one quarter to Scottish relief. This represented the usual division in British North America and was not surprising. The largest Irish community in Canada lived in Montreal. Representatives of the St. Andrew’s Society opted for a second and separate appeal for Scotland and induced the Earl of Elgin to assume leadership of the Highland Society.<sup>20</sup> By late April, the United Relief Fund alone collected 4,700 pounds for the Irish and 1,509 pounds for the Scots. The first acknowledgements arrived from Ireland and Scotland of the contributions from Montreal.<sup>21</sup> Additional subscriptions continued and at least 5,873 pounds reached the General Central Relief Committee from Montreal. The United Irish and Scottish Relief Committee sent some funds to the Irish Relief Association.<sup>22</sup> Catholics in Montreal donated another \$8,676. No one kept a tally of how much went to Ireland from individual Irish women and men as remittances. Dublin Quakers like Jonathan Pim, wondered: “Are there not many remittances from Quebec and Montreal?”<sup>23</sup> Total donations from Montreal ranged from a minimum of 7,500 to 9,000 pounds. Additional donations arrived in Ireland from other communities in the province, like 128 workers at the Gaspé Fishery Company in the Bay of Chaleurs and residents of Three Rivers. Montreal also sent food to Ireland. A cargo of food aboard *Charles Richard* went from Montreal to Liverpool for the Irish Relief Association. Another shipment of food left Montreal on *Channing* for Dublin and General Central Committee. Montreal joined with Toronto and London, Canada West (Ontario) to send food aboard *Georgiana* to Dublin arriving in September with 3,000 barrels of flour.<sup>24</sup>

Hoping to generate public support in Toronto for Irish relief, the editor of the *Globe* argued that “we rejoice to see the very liberal manner in which the people of the United States are coming forward for the relief of their fellow-men.” Besides using the American example of philanthropy, the editor reminded his readers that “we are gratified

to see the active spirit which seems to pervade the whole of Canada...for the relief of the distress.”<sup>25</sup> Using this not so subtle pressure of the example of the Americans and other Canadians editors pushed communities to support famine relief. Members of the St. Patrick Society met in mid-February. Led by statesman Robert Baldwin and M.P.P. George Duggan, they issued an appeal for a public meeting for Irish relief and pleaded for “inhabitants of this Province, without distinction” to contribute.<sup>26</sup> Baldwin and Duggan urged public meetings in every village and town in the province and the establishment of local committees to solicit money and produce. A group of prominent citizens, including soon to be Solicitor-General William Hume Blake, joined in the call for a public meeting to help the Irish and Scots. Figures for 1848 indicate that the Irish comprised 9,044 of the city’s 23, 503 inhabitants (39%) and the Scots 1,605. Two thirds of the Irish in Canada West or Ontario were Scots-Irish Presbyterians, but Irish Catholics became the largest ethnic/religious group in Toronto. Famine induced immigration altered the ethnic/religious mix in Toronto. Some Irish Catholics considered Toronto the Belfast of Canada because it became home to seventeen lodges of the Orange Order, but peace endured between Catholics and Protestants in 1847.<sup>27</sup>

Citizens of Toronto, including “several ladies...who seemed deeply affected while listening to the several speeches” attended the meeting for Irish relief on 25<sup>th</sup> February. Resolutions adopted at the meeting explained the famine conditions in Ireland, the need to contribute to famine relief, but also stressed the obligation to donate because “we owe unbounded gratitude to the Almighty God for granting the people of this Province abundant harvests.”<sup>28</sup> The people of plenty theme, while commonly expressed at public meetings in the United States, did not appear often in relief meetings in British North America. People attending the meeting also approved a resolution encouraging immigration, rarely mentioned at public meetings or in the press, because of the comparative deluge of pauper Irish immigrants. Prominent members of the community either attended the meeting, like Sir Allan MacNab, Speaker of the last Upper Canadian assembly, and/or served on the relief committee, including Robert Baldwin, George Duggan, and Robert Baldwin Sullivan. On the behalf of the relief committee Chairman Robert Baldwin and Secretary John Duggan wrote an appeal to communities throughout Ontario to follow the Toronto example “to create sympathy and extend relief to the destitute sufferers” in Ireland and emulate “the laudable efforts” of the people of the United States and Eastern Canada.<sup>29</sup>

Meanwhile, Scottish residents called for a separate meeting for Scottish relief. The public met on 16<sup>th</sup> February to discuss the plight of the Scots and create a Scottish famine relief committee. Resolutions adopted at the meeting encouraged Scottish immigration to Canada. Ironically, public meetings for Irish and Scottish relief endorsed immigration to Canada while Toronto faced a health crisis created by poor sick Irish immigrants. Again, prominent members of the city attended including Robert Baldwin and Solicitor-General John Hillyard Cameron. Like the Irish committee, the Scottish group asked for donations from towns throughout Ontario.<sup>30</sup> Over the next several months both the Irish and Scottish committees solicited donations. Baldwin and Duggan solicited money from the city government of Toronto, “I am directed by the Committee for the relief of the destitution in Ireland to request the cooperation of this city.”<sup>31</sup> In mid-March the City Council supported a resolution to appropriate fifty pounds for “the relief of our fellow subjects in Ireland dying of want.”<sup>32</sup>



Special events were scheduled to raise funds like the Toronto Philharmonic Society's concert for Irish and Scottish relief on St. George's Day, 23 April 1847.<sup>33</sup> The St. Patrick's Society gave up its annual dinner for Irish relief. Money came in from a variety of groups and individuals: the faculty, students, and domestics at King's College, local schoolchildren, members of the Carpenter's Society, the city's police, Primitive Methodist Church, Roman Catholic Archbishop Power, members of fire companies, and "many of the very poorest have contributed their mite."<sup>34</sup> Lutheran and Presbyterian churches in the Toronto area sent in collections. Anglican Bishop John Strachan issued an address to the clergy and laity to set aside Good Friday, 2<sup>nd</sup> April for a special collection in each of the Anglican churches in the Toronto diocese for the "suffering brethren" in Ireland and Scotland. Roman Catholic Bishop Michael Power issued a pastoral letter in May to encourage further prayers and contributions for Ireland and to thank Catholics in Canada West for donations "towards the alleviation of their distress with the greatest generosity."<sup>35</sup> Some communities in Ontario sent their collections to the Toronto committees to forward abroad. By mid-July the two committees agreed to a proposal from William Baldwin and John Cameron to use remaining funds to provide a temporary house of refuge for widows and orphans of Irish and Scottish immigrants in the city, a public acknowledgment that "the Famine was no longer just an Irish problem, but a Canadian one as well." or as historian Christine Kinealy phrased it, "charitable assistance to the Irish poor was not simply confined to the island of Ireland."<sup>36</sup> By this time, the Irish Committee sent 3,472 pounds to the General Central Relief Committee, over 2,000 pounds to the Dublin Quakers, and additional funds to the Irish Relief Committee. Poor Irish residents of the city sent at least another 2,500 pounds as remittances to family and friends in Ireland. The Highlands committee sent over 3,000 pounds to Scotland.<sup>37</sup>

Communities around Toronto sent food as well as money to the relief committees. The Scottish committee, for example, received eighty-seven barrels of flour, four barrels of split peas, and six barrels of oatmeal from Markham township. Similar contributions came into the Irish Relief Committee. For a time, the Toronto Irish Relief Committee dabbled with the idea of converting some of its cash contributions into flour and speed their delivery to the British Isles. The committee sent two emissaries to Buffalo to purchase flour to be shipped by railroad to New York City, but they found this idea would not work. Instead, the Toronto committee waited until navigation opened in Canada and sent the *Georgiana* and two other vessels laden with foodstuffs to the Quakers in Dublin and the Highland Destitution Committee.<sup>38</sup> Other Ontario towns sent foodstuffs directly to the Dublin Quakers. In Durham County, Port Hope sent 150 barrels of cornmeal to Cork, Darlington sent 152 barrels via Liverpool, Clarke sent 119 barrels, and Cavan joined with South Monaghan in neighboring Northumberland County to forward ninety-five barrels of cornmeal. These Canadian contributions went to the British Consul in New York City, Anthony Barclay, or the New York City Irish and Scottish Relief Committee to forward to the Quakers.<sup>39</sup>

Letters sent to the Toronto Irish Relief Committee indicated that virtually every city and township in Canada West established a relief committee to collect funds for Ireland and Scotland. These committees divided the townships by school districts or other convenient designations to solicit funds and allowed people to donate to either or both Irish or Scottish relief or submit donations in foodstuffs.<sup>40</sup> "The people of Kingston

have moved, in common with their neighbors,” reported the *Herald*, “and subscriptions are rapidly augmenting.”<sup>41</sup> In February residents of Kingston met and decided on three subscription lists for Irish and Scottish relief. A local committee established subcommittees assigning aldermen and other prominent citizens to each ward. The Kingston committee encouraged the District Council and townships in the region to create their own fundraising committees. Resolutions adopted at the meeting asked ministers of all denominations to collect funds.<sup>42</sup> To augment the donations the local Philharmonic Society held a special concert in City Hall in early March to an overflowing crowd consisting of “all that Kingston claims in wealth, rank, beauty and fashion.”<sup>43</sup> On St. Patrick’s Day the Irish community in the city used the day for special contributions for Ireland.<sup>44</sup> Kingston forwarded 262 pounds to the General Central Relief Committee in Dublin. Patrick Phelan, Coadjutor of the Diocese, sent additional funds raised in Kingston to Dr. Murray, the Archbishop of Dublin.<sup>45</sup>

Throughout Canada West citizens met in their cities and townships to hold public meeting and donate funds and food for the Irish and Scots. For example, the “spirited inhabitants of the Townships on the Upper Ottawa” in the townships of Horton, McNab, and Pembroke in the Bathurst District “are doing their duty” to the Irish and Scots.<sup>46</sup> They followed the example of the residents of Bytown (Ottawa) who called a public meeting in mid-March for Irish and Scottish relief.<sup>47</sup> The local Catholic Church through the efforts of Rev. P. Telmon, the parish priest, sent fifty-two pounds to the Archbishop of Dublin, Dr. Murray.<sup>48</sup> Anglican and Presbyterian clergymen solicited donations. In addition to the citizens of Bytown and the congregations of Bytown’s churches, raftsmen on the Ottawa gave what they could for Irish relief. The *Bytown Packet* praised the “hard-working raftsmen on the Ottawa who have acquitted themselves nobly, considering their circumstances.”<sup>49</sup>

Many of the cities and towns that held meetings for Irish and Scottish relief decided to stress an appeal for foodstuffs and decided to turn contributions into foodstuffs to send abroad. Inhabitants of London and townships around the city contributed about 500 pounds and shipped wheat to Toronto and Montreal for shipment to the British Isles. In the Niagara District St. Catharines became the center for collections of foodstuffs that the Niagara District Committee forwarded first to Kingston, and then on to Montreal for Ireland and Scotland.<sup>50</sup> Donations in food and money flowed in, from all over, Hamilton, Galt, Belleville, Brockville, etc., In holding public meetings, like those in London and St. Catharines, Canadians emphasized that ministers of all denominations participate in this campaign. Although conflict between Protestants and Catholics would quickly surface again in Ontario during the campaign for famine relief sectarian differences were temporarily put aside as Catholics, Anglicans, Methodists, Presbyterians, Congregationalists, Baptists, and Lutherans helped the starving.<sup>51</sup>

Aid to the Irish and Scots in 1847 marked Canada’s debut as an agent in international philanthropy. Canadians donated at least 6,000 pounds for the Scots, and over 35,000 pounds to the Irish. Historians James Hunter and Tom Devine noted the importance of donations and foodstuffs that arrived from the United States and Canada at a crucial time in 1847 to aid the starving in the western Highlands and Islands of Scotland. While not detailing the amounts historian Helen Hatton praised the Canadians for their donations sent to the Dublin Quakers for distribution to the Irish.<sup>52</sup> Anglican Archbishop of Dublin Richard Whately acknowledged in the House of Lords “” those

liberal contributions, both from the United States and from Canada.”<sup>53</sup> Governor-General Elgin congratulated the people of Canada for the generosity that “all classes and origins have evinced in contributing to the relief of their suffering fellow subjects.”<sup>54</sup> British Colonial Secretary Earl Grey expressed his gratitude for the “very large amount...subscribed in the Province of Canada” to help the Irish and Scots” and appeared especially pleased to learn that “the Native Tribes have not been backward in taking their part in so laudable a work.”<sup>55</sup>

Canadians stressed that people of “every kindred and faith” contributed to Irish and Scottish relief.<sup>56</sup> Repeatedly, Canadians emphasized that residents of every denomination took part in this effort. Americans also stressed this theme of the ecumenical nature of famine relief. Canadians and Americans believed that people of every denomination, ethnicity, class, and political party supported famine relief. A feeling of pride developed because of the “liberality of the people throughout British North America and the United States.”<sup>57</sup> The press encouraged citizens to participate in the relief campaign and congratulated the people of British North America for their willingness to hold public meetings and organize campaigns for Irish and Scottish relief. Canadians and Americans frequently mentioned Christian charity and common humanity as reasons to donate. Both public meetings and British officials also argued that Canadians had an obligation to help their fellow subjects. Americans instead argued that charity for the Irish and Scots came from American republicanism, obviously, a theme never heard in British North America. Americans considered themselves a people of plenty with abundant harvests that created an obligation to help the starving. Meetings in St. Andrews and Toronto articulated the same theme. However, only a few public meetings expressed the feeling that Canadians were a people of plenty. The magnitude of the food crisis in the British Isles moved people on both sides of the border to rally to the cause of famine relief.

A few negative voices appeared in the press in Kingston and Halifax questioning the value of aid to the Irish. Protestant-Catholic conflict played itself out in the press in Halifax, in the streets in Charlottetown, and in the Orange riots in several communities in New Brunswick. However, this did not stop or deter the widespread outpouring of support for famine relief. Canadians in 1847 joined in the cause of international philanthropy while at the same time having to deal with the impact of tens of thousands of poor and ill Irish and Scottish immigrants arriving in British North America.

In 1863 when food shortages hit Ireland Canadians in New Brunswick, Nova Scotia, and Ontario came to the aid of the Irish holding public meetings to raise funds for the Irish. During the Little Famine of 1879-1882 Canadians, once again, engaged in international philanthropy. The Canadian government voted \$100,000 for Irish relief and Ontario added another \$20,000. Public meetings organized private citizens to join the new campaign for Irish relief. Regardless of denomination Canadians contributed to Irish relief. Along with their neighbors south of the border Canadians provided generous and needed aid to the starving in Ireland. Canadians did not only help the Irish. In 1896 Queen’s University Principal George Munro Grant and other academics led a campaign that raised \$30,000 for Armenian relief in response to the Ottoman killings of Armenians from 1894-96. During World War I Canadians organized the Armenian Relief Association of Canada and raised hundreds of thousands of dollars to aid the victims of the Armenian genocide. The Toronto *Globe* played an instrumental role in organizing

the relief campaign and pushing Canadians to contribute just as the press did in 1847. In addition, during World War I Canadians donated to Belgian relief and the Canadian press encouraged the campaign. Canadians organized the Canadian Committee for Belgian Relief. When the war ended Canadian labor unions and Ukrainian Canadians raised funds to help alleviate a famine in the USSR in 1920-21. Canada's international charity began with the Irish and Scots in 1847 and has continued to the acceptance of Syrian refugees in 2016-17.

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<sup>1</sup> Anthony Barclay to Society of Friends, 31 March 1847 in Society of Friends, *Transactions of the Society of Friends*

*During the Famine in Ireland*, Facsimile Reprint of the First Edition, 1852 (Dublin: Edmund Burke, 1996), 236.

<sup>2</sup> Mark McGowan, *Death or Canada: The Irish Famine Migration to Toronto, 1847* (Toronto: Novalis, 2009); W. Donald MacKay, *Flight From Famine: The Coming of the Irish to Canada* (Toronto: McClelland & Stewart, 1990). Also, see Mark McGowan, *Creating Historical Memory: The Case of Famine Migration of 1847* (Ottawa: Canadian Historical Association, 2006); Donald Atkinson, *The Irish in Ontario* (Kingston: McGill-Queen's University, 1984). Helen Hatton, *The Largest Amount of Good: Quaker Relief in Ireland, 1654-1921* (Kingston and Montreal: McGill-Queen's University Press, 1993), 113, 116, 118. Christine Kinealy, *Charity and the Great Hunger in Ireland* (London and New York: Bloomsbury Academic, 2013) mentions Canada, 70, 94, 135-6, 155-6, 209-10. Pauline Collombier-Lakeman, "The Canadian Press and the Great Irish Famine: The Famine as an Irish, Canadian Imperial & Global Issue" *Memoir(s), Identite(s), marginalite (s) dans le monde occidental contemporain / Online!* 12|2015, posted April 16, 2015, accessed July 30, 2015 URL: <http://mimmoc.revues.org/1787>. 3-6 discusses aid from Canada to Ireland. Joy Parr, "The Welcome and the Wake: Attitudes in Canada West to the Irish Famine Immigration," *Ontario History* 66 (1974), 102—03 refers to aid from Ontario; Christine Kinealy in a recent article devotes a couple of sentences to Canadian aid. "British Relief Association and the Great Famine in Ireland," *French Journal of British Studies* XIX:2 (2014): 49-66. For online <https://rfcb.revues.org/230>, accessed 23 December 2016, 1-16. See page 9. Some figures on Canadian aid to the Irish can be found in John B. O'Rielly, "The Irish Famine and the Atlantic Migration to Canada," *Irish Ecclesiastical Record* 69 (October, 1947), 870- 882. Available on line Irish Emigration Database, Enhanced British Parliamentary Papers on Ireland, DIPPAM, <http://dippam.ac.uk/ied/records/29620>, Accessed 30 July 2015. On the online site see page 3. Robert O'Driscoll and Lorna Reynolds, eds., *The Untold Story: The Irish in Canada*, 2 Vols., (Toronto: Celtic Arts of Canada, 1988); Terrence Punch, *Irish Halifax: The Immigrant Generation, 1815-1859* (Halifax, Saint Mary's University, 1981), 34. For Akenson, *Irish in Ontario*, 241 on Brockville.

<sup>3</sup> Sources are: Ciaran O Murchadha, *The Great Famine: Ireland's Agony, 1845-1852* (New York: Continuum Publishing Company, 2011), 153; Mackay, *Flight From Famine*, 14-15, 290-92. See chapter 15 on the mortality rates.; McGowan, *Death or Canada*, 4,6-7.; Cormac O'Grada, *Black 47 and Beyond: The Great Irish Famine in History, Economy, and Memory* (Princeton, N.J.: Princeton University Press, 1999), 106 on the high mortality of the Canadian route of Irish immigrants. Also, Michael

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<sup>4</sup> Tom Devine, *The Great Highland Famine* (Edinburgh, UK: John Donald Publishers, 1988), 111; James Hunter, *The Making of the Crofting Community*, New Edition (Edinburgh, UK: John Donald Publishers, 2000), 108.

<sup>5</sup> Earl of Elgin to Earl Grey, 28 May 1847, Canada, #1 (No. 50), *Despatches*, 7.

<sup>6</sup> Quebec *Gazette*, 3 February 1847 citation. Additional details, 5 February 1847 (LAC) Also, Quebec *Mercury*, 2 February 1847 for the citation. (LAC)

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<sup>8</sup> Figures taken from: Marianna O' Gallagher, "The Irish in Quebec," *The Irish in Canada*, 258; D. Aidan McQuillan, "Beaurivage: The Development of an Irish Ethnic Identity in Rural Quebec, 1820-1860," *The Irish in Canada*, 263.

<sup>9</sup> Quebec *Mercury*, 13 February 1847; Quebec *Gazette*, 15 February 1847. For another account written fifty years later by a journalist who attended the meeting, James O' Leary, "Quebec and the Irish Famine of 1847," Quebec *Saturday Budget*, 13 March 1897. (LAC)

<sup>10</sup> Cololombier-Lakeman, "The Canadian Press and the Great Irish Famine," 5. Her citation of *LeCanadien*, 16 February 1847.

<sup>11</sup> Quebec *Gazette*, 24 February 1847.

<sup>12</sup> St. Patrick's Society, Quebec *Mercury*, 13 March 1847; For Catholic parish donations, Quebec *Gazette*, 29 March 1847. O'Leary sums up some of the contributions but does it in dollars, see Quebec *Saturday Budget*, 13 March 1897.

<sup>13</sup> Andrew W. Cochran, Chairman of the General Committee, Quebec to Dr. Murray, Archbishop of Dublin and Richard Whately, Church of Ireland, Archbishop of Dublin, 22 February 1847, NewCullen Collection, CUL/NC/4/1847/10, Pontifical Irish College.

<sup>14</sup> *Report of the General Central Relief Committee*, 10; Letter from the Secretary of the Protestant Archbishop to Dr. Murray, 24 April 1847, File 33/6 Irish Famine (1847-1850), No. 5, Murray Papers, Archives of the Archdiocese of Dublin.

<sup>15</sup> D. Latouche to Sir H.J. Caldwell, 18 March 1847 acknowledging a letter of 23 February 1847 with the 259 pounds; Adam Black, Lord Provost to Sir H.J. Caldwell, 20 March 1847 acknowledging a contribution of seventy-four pounds for Scotland;

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- George Forbes, Treasurer, to Sir H.J. Caldwell, 17 March, 1847 expressing gratitude for the donation for Scotland; George Forbes to A. W. Cochran, 17 March 1847; Adam Black Lord Provost to A.W. Cochran, 17 March 1847 acknowledging 500 pounds for Scottish relief. All in *Quebec Mercury*, 4 May 1847.
- <sup>16</sup> *Montreal Transcript*, 20 February 1847. (LAC)
- <sup>17</sup> *Montreal Gazette*, 8, 10 February 1847. (LAC) For the early requests by Irishmen, see: *Montreal Transcript*, "An Irishman," 21 January 1847 and Thomas McGinn, 2 February 1847.
- <sup>18</sup> *Montreal Transcript*, 9 March 1847. For the Hibernians, *Halifax Morning Post*, 17 March 1847.
- <sup>19</sup> *Ibid.*
- <sup>20</sup> For the Scots, *Montreal Gazette*, 10, 12 February 1847.
- <sup>21</sup> George Brooke to Thomas Ryan, 26 March 1847 (Ireland); George Forbes to J. Gordon Mackenzie, 31 March 1847 (Scotland) in *Montreal Gazette*, 28 April 1847.
- <sup>22</sup> *Report of the General Central Relief Committee*, 10.
- <sup>23</sup> Catholic figure taken from John O'Reilly, "The Irish Famine," 3. The Montreal newspapers that I looked at mentioned remittances, but remained vague on amounts and tended to cite examples in the United States. For Pim's quote, Jonathan Pim to Jacob Harvey, 31 January 1847 in *Transactions*, 257.
- <sup>24</sup> For the ships, see *Transactions*, 349. Dublin (Ireland) *Nation*, 11 September 1847 for *Georgiana*. Limerick (Ireland) *Reporter*, 7 September 1847 as well. Borrowed via interlibrary loan from University of Wisconsin. For Gaspé, *Report of the British Association*, 193+; for Three Rivers, *Report of the General Central Relief Committee*, 10.
- <sup>25</sup> *Toronto Globe*, 24 February 1847. LAC.
- <sup>26</sup> *Toronto Patriot*, 19 February 1847. LAC.i
- <sup>27</sup> Figures from Rev. D.S. Shea, "The Irish Immigrant Adjustment to Toronto: 1840-1860," *CCHA Study Sessions*, 39 (1972), 53-60. Figures on 56. Also, MacKay, *Flight from Famine*, 325-26.
- <sup>28</sup> *Toronto Patriot*, 26 February 1847.
- <sup>29</sup> Circular, Irish Relief Committee, Toronto, 27 February 1847, Broadsides Envelope 17, MU 2985 A-3P0I, David Thorburn Fonds, Archives of Ontario, Toronto; Second copy, Circular from Robert Baldwin and John Duggan, 27 February 1847, listed under 1 March 1847, Fonds 200, Former City of Toronto Fonds, Series 1081 Toronto City Council communications in the 19<sup>th</sup> century, Item 1547, Toronto Archives.
- <sup>30</sup> *Toronto Globe*, 17 February 1847. Also, see 20, 24 February 1847.
- <sup>31</sup> Robert Baldwin and John Duggan to the Mayor of Toronto, 1 March 1847, Toronto City Council Communications, Item 1547, Toronto Archives.
- <sup>32</sup> Council Minutes of the City of Toronto, 15 March 1847, Toronto Archives. A copy is also available on microfilm in the Ontario Archives. For discussion of the contribution from the city council, see *Toronto British Colonist*, 2 March 1847. Used on line Paper of Record, Accessed 23 February 2017.
- <sup>33</sup> Toronto Philharmonic Society Concert for the Benefit of the Irish and Scottish Relief Funds, 23 April 1847, Program of the concert, Toronto Public Library.
- <sup>34</sup> *Toronto Patriot*, 5 March 1847.

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- <sup>35</sup> Pastoral Letter, 13 May 1847. Letter book of Michael Power, Michael Power Papers. Archives of the Roman Catholic Archdiocese of Toronto. Copy kindly provided by Gillian Hearn, Manager. For the Anglican appeal, Toronto *Patriot*, John, Bishop of Toronto, 18 March 1847 in 26 March 1847.
- <sup>36</sup> Temporary House of Refuge, 2 August 1847, Toronto Public Library; McGowan, *Death or Canada*, 68; Kinealy, *Charity and the Great Hunger in Ireland*, 70.
- <sup>37</sup> Figures from: *Report of the General Central Committee*, 10; Kinealy, *Charity*, 70; Toronto *Globe*, 19 June, 30 July 1847 for the Scottish totals. Remittances cited in the *Cavan Anglo-Celt*, 21 May 1847 (Irish newspaper), University of Wisconsin.
- <sup>38</sup> For efforts to purchase flour in Buffalo, Toronto *Patriot* 12, 19, 23, 26 March 1847. *Cavan Anglo-Celt*, (Ireland ()), 21 May 1847.
- <sup>39</sup> Anthony Barclay to the Society of Friends, 31 March 1847, in Society of Friends, *Transactions*, 236 for Port Hope, for the rest, see list of "American Contributions," 345.
- <sup>40</sup> *Cavan Anglo-Celt*, 21 May 1847.
- <sup>41</sup> Kingston *Herald*, 23 February 1847 (LAC)
- <sup>42</sup> *Ibid*, 9 February 1847; Kingston *British Whig*, 19 February 1847. Copy kindly provided by Jane Reeves, Special Collections, Queen's University to the author who graduated from the M.A. Program in history at Queen's.
- <sup>43</sup> Kingston *British Whig*, 9 March 1847.
- <sup>44</sup> *Ibid*, 19 March 1847.
- <sup>45</sup> *Report of the General Central Relief Committee*, 10; Patrick Phelan to Dr. Murray, 23 April 1847, New Cullen, CUL/NC/3/1847/22, Cullen Papers, Pontifical Irish College Archives.
- <sup>46</sup> Bytown (Ottawa) *Packet*, 27 March 1847. (LAC)
- <sup>47</sup> *Ibid*, 12 March 1847.
- <sup>48</sup> *Ibid*, 6 May 1847; C. Curran to Dr. Murray, 25 February 1847, New Cullen, CUL/NC/4/1847/11, *Cullen Papers, Pontifical Irish College Archives. For Archbishop Murray's acknowledgement, see Archbishop Murray to Rev. Telmon. 24 March 1847 in the 6 May 1847 Packet.*
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- <sup>50</sup> St. Catharines *Journal*, 11 March 1847. (LAC); London *Times*, 5, 12 March 1847. (LAC)
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- <sup>52</sup> Scottish figure which may not be complete, Destitution Committee of the Free Church, *Destitution in the Highland and Islands of Scotland, Seventh Report*, October 1847, 13; Devine, *The Great Highland Famine*, 116; Hunter, *The Making of a Crofting Community*, 64, 108; Hatton, *The Largest Amount of Good*, 124-25.
- <sup>53</sup> Whately cited by Kinealy, *Charity and the Great Hunger in Ireland*, 250.
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- <sup>55</sup> *Ibid*, 118.
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<sup>57</sup> London *Times*, 5 March 1847.



**A Statistical Analysis of Romance Novels**  
A Script From A Presentation for the National Social Science Association  
Real Time Fall Virtual Conference Program, October 12-14, 2020.  
For the Conference Proceedings

By

Patricia M. Kirtley  
William M. Kirtley  
Independent Scholars



**Introduction** - Romance novels from Jane Austen's *Pride and Prejudice* (1812) to modern Harlequin novels focus on a love relationship with a happy ending. Romance novels are the epitome of commodity literature. Publishing companies provide fantasy and a means of escape from the stresses and strains of everyday life by mass producing and marketing romance novels. These books generate profits by offering predictable products to the greatest number of consumers at the lowest price. Within this framework, publishers remain attuned to the changing values and tastes of their customers. "It's the most effective way to produce and market a large number of books to a particular audience" (Rodale 53).

John Storey, the ultimate source on popular culture, explained that "there is always a dialog between the process of production and the activities of consumption" (259). It is not so much that romance novels are predictable and formulaic. It is that the women who read them expect familiar and accessible language and plot elements like a happy ending and, if they do not get it, they do not buy or read the book.

People are reading more during the 2020 covid pandemic. A survey by *The Guardian*, reports time spent with books has doubled in the UK (Flood). "Reading trends during the pandemic", an article in the *Washington Post* reported that the share of adults reading books due to the coronavirus in the United States increased 33%. Sales of romance novels alone increased 17% (Graham). Dystopias, social justice, and romance were the most popular genres (Graham). Americans crave a sense of hope and seek escape from multiple crises – Why not by reading romance novels?

Statistics are important for two reasons. First, they explain how people cope with the pandemic. Second, scientific surveys clearly express the expectations of women for the novels they read. Publishers understand this and tailor their products to the demands of the market. This presentation divides them into two groups. One analyzes the novels themselves, and the other describes the people who read them.

**The Novels** – Publishers sell romances in several formats. Hard cover books have a protective cover, larger size, good paper, and are found in book stores. Trade books feature a paper or cardboard cover, larger size, and are also sold in book stores. Mass produced books are small in size, printed on lower quality paper, and sold in supermarkets and pharmacies. E-books are available in digital form, readable on computers or other electronic devices. Supermarkets and pharmacies pioneered the sale of affordable romance novels in the 50s and 60s. Today, consumers purchase 60% of this genre in electronic or print versions through the internet ("Reading Trends"). As with most books, romances decrease in quality of material and size according to price.

Romance novels are all about profit and popularity. They are big business – \$1.6 billion in 2019 ("29 Book Sales"). Romance novels, according to Markinblog, comprise 29% of all fiction. They are a perfect example of consumerism in popular culture. Publishers know as long as their product stays within the parameters of what avid consumers want and can afford, then they will make money. They learn what discerning consumers want through statistics conducted by the Nielsen Company, the Romance Writers of America, and individual authors.

The infamous *Fifty Shades of Grey*, self-published by E. L. James (2013), sold 150 million copies and made 95 million dollars its first year of publication. The author subsequently published a trilogy of Gray novels and saw her creation made into film. Romance writers took heart from her success and continued to push the boundaries of the

genre, even though erotic romance novels had thoroughly covered BDSM. Amazon reviewers rated it four out of five stars. However, reviewer Carvanz noted "When the whole world is talking about this book I expected more" (Customer reviews). Some thought *Fifty Shades of Gray* was not a romance novel. Others insisted since it dealt with relationships and had an uplifting ending thus falling within the definition of a romance novel. Mandy noted, the constant use of the "inner goddess," the "mean machine" and the lip biting, got old quickly (Customer reviews). Joanne commented, "I bought this book to see if the writing was as bad as I had heard, and I wasn't disappointed." (Customer reviews).

**The Readers** - According to the Romance Writers of America (2019), the readers of romance novels are 82% women and 18% men. Men reading romances increased 9% from 2014 to 2019. The evidence on why more men now read romances is anecdotal. Perhaps, they want to read a well-written story featuring a conversation between a woman and a man.

Why do people read romance novels? (See Appendix A). Most of these categories have something to do with relieving stress. Let us address the idea that women read romance novels to "escape the boredom" of everyday life. Most women today do not have a lot of boredom to contend with. Even with modern conveniences that certainly help women cope, "everyday life" isn't the same either! There are still meals to plan and cook, living quarters to keep clean and maintained, laundry to be washed, dried and sorted, budgeting to manage and bills to pay, as well as children to care for AND...often a job as a member of the out-of-home workforce! Soooo...in describing why women read romance novels let's use the word "escape" in its real sense, i.e. "breaking free" even for a few minutes! (Sigh!).

Male authors looked down on the romance genre for centuries. Nathaniel Hawthorne, author of the *Scarlet Letter*, described romance writers as "a damned mob of scribbling women." Critics have long looked askance at romance novels and their readers. One critic described the genre as "fluff reading, not for very bright individuals" (Rodale 32). Elizabeth Curtis Sittenfeld, a romance novelist, wrote, "I reached the point where I recognized that most romances are badly written" (Flood). Crime writer Jane Casey countered "I'd say the vast majority of romance writers are exceptionally good at maintaining suspense & characterization or NO ONE WOULD READ THEM" (Flood).

Many women disguise their reading choice with a cloth or plain paper cover. Romance readers (89%) believed others looked down on them (Rodale 47). However, according to a survey by Nielsen 44% attended college, 51% work outside the home, and 68% read the newspaper every day (Krentz 12). Maya Rodale, a romance novel writer, reported even higher educational levels. Sixty-six percent of the romance readers she surveyed attained a bachelor's degree or higher (47). Scientific surveys prove the critics are wrong. Romance readers are well educated, work outside the home, and read newspapers at above the national average

According to Jayne Krentz, a romance novel writer, primarily women from age 30-45 buy romances (12). Harlequin novels attract a slightly younger group. Southern readers buy more romance novels than other sections of the country. The number of readers currently involved with a man is 79% and 61% consider themselves feminists (Rodale 92). Romance writer Maddie Caldwell noted, "What I need is a woman writing a book where she gets what she wants and that is feminism. Hell yes!" (Rodale 135). Women include romance novel purchases on their shopping list. Seventy-one percent buy one at least

once a month (Rodale 92). Publishers cannot afford to alienate such discerning and committed consumers.

Appendix B shows what subgenres readers prefer. There were over 9,000 romance novels published in 2013 (Rodale 164). There is apparently something for nearly every taste and preference. Broadly defined, “contemporary” romance novels have settings from 1950 to the present. Popular topics include action/adventure, billionaires, cowboys, humorous, international lovers, love in the workplace, shape-shifters, medical, gay, and BDSM. Historical Romance novels employ backgrounds prior to 1950. Historical events are integral to the plot, in contrast to period romances, where events serve only as a backdrop.

What characteristics do readers like in principal characters? Radway (82) noted readers preferred heroes that demonstrated humor (37%), honesty (34%), and kindness (29%). She found readers liked heroines with intelligence (36%), humor ((36%), and Independence (28%). Rodale noted only 6% thought the heroine had to be beautiful (156). Would-be romance writers should note the importance of humor in principal characters. Well-developed secondary characters are essential, especially in bringing out the comedy found in the predicaments of the main characters.

Forty-seven percent of readers think you can judge a book by its cover (Rodale 67). Romance novels are randomly displayed in supermarkets, unlike books stores where they are alphabetized by author. Twenty-seven percent of shoppers buy romance novels on impulse. Covers offer powerful evocative codes, replete with symbols, images, and allusions helping busy shoppers gravitate to their favorite authors and sub-genre (See Appendix C). The back cover and spine of the book provide additional information. A recent innovation provides the reader with a genre designating cover, plus a more enticing image on the following page. The importance of visual cover art is equally important for readers shopping for E-books.

Readers abhor violence. Radway stated the following should never be included in a romance novel: 89% percent of readers disliked rape scenes, 80% explicit sex scenes, and 70% sad endings (74). Radway found when readers discover offensive scenes, 55% toss the offending book into the trash can. Twenty-one percent read the ending to see, if the book is worth finishing (70). On the contrary, a well-written sex scene flows from the emotions of the characters. It is not the minute description of a sexual encounter, “it’s the tension within the characters as they struggle with desire, deny it, and then surrender to it” (Rodale 115).

Doctoral candidate Dana Menard published a study titled “Insert Tab A into Slot B” (2011). She surveyed romance novel characters in twenty of the most recent winners of the RITA award for excellence in romance novels. She found males initiate sex 54% of the time, females 33%, and simultaneous initiation 13% (Menard 4). Her survey showed 86% of heroines and 77% of heroes were consistently attractive, Caucasian, heterosexual, single and young. Very few of the scenes (17%) included “romantic” scene-setting elements, such as flowers, candles or lingerie.

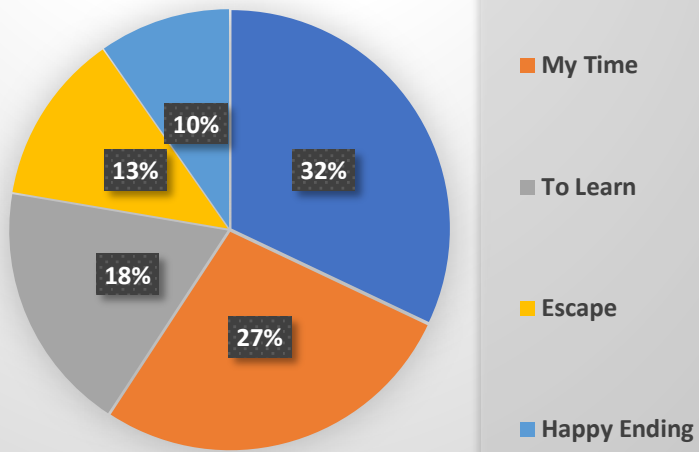
The pandemic brought out the best in us and the worst in us. We discovered our strengths and our weaknesses as never before. Worldwide problems far exceed solutions. We crave a few minutes of distraction, humor, and caring. For some, a fairly inexpensive and available novel helps. It may provide a distraction and relieve some of the tension long enough for many to cope. This, in itself, is amazing in the current focus on the modern

audiovisual age. Some seeking to escape physical, mental, emotional, and economic pain, actually find respite and relief in the art of reading the written word once again. That alone is amazing.

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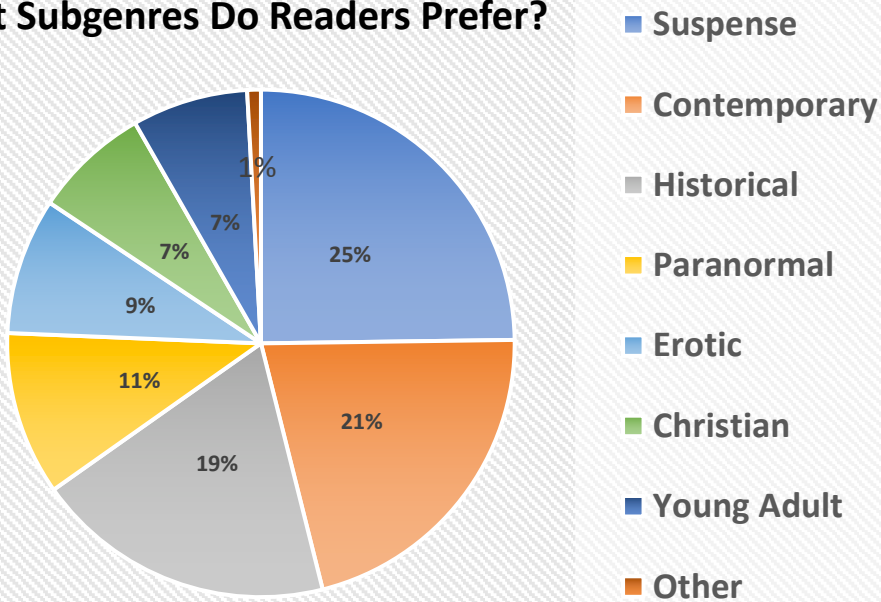
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Appendix A – data from Radway 61, chart by author.  
Why do people read romance novels?

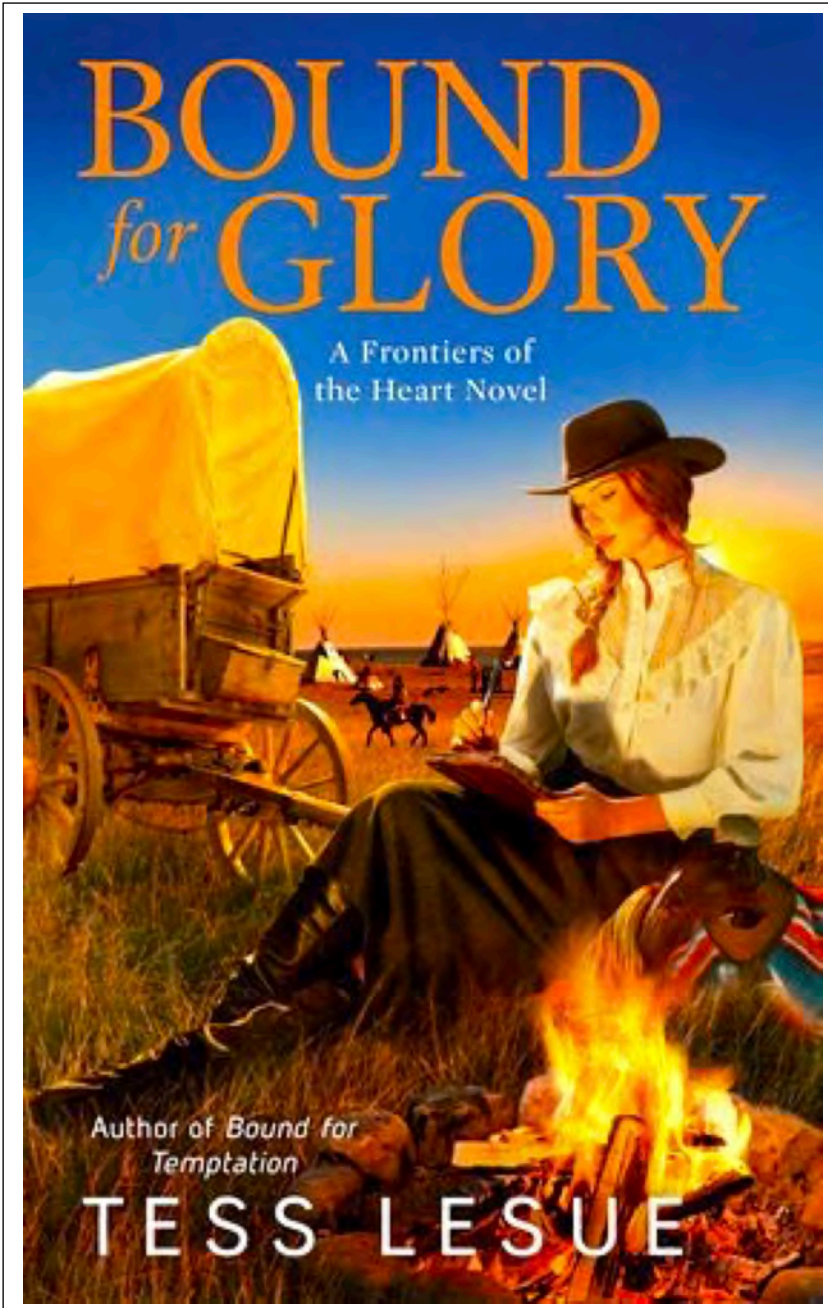


Appendix B -Chart by author. Data from Rodale 66, N=800).

What Subgenres Do Readers Prefer?



AppendixC,  
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author



**Social-Cognitive Aspects of Anthropomorphism in Children's  
Literature**

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## Abstract

This presentation provides a background on anthropomorphism of animals, and especially animals in children's literature. It then focuses on an exploratory study of how animals have been given human-like qualities in the Little Golden Books series. Little Golden Books published from 1942 to 1970 were examined for several forms of anthropomorphism, attributing human-like characteristics and clothing to more than ninety different types of speaking and non-speaking animals.

## Introduction

Books for young children are a multimodal genre of literature that reflects social and cultural phenomena such as behaviors, gender roles, dress, communication, food, and living spaces (Markowsky 1975). Authors' frequent use of animals with human characteristics in literature is a type of anthropomorphism that helps children to identify with animals, engage in fantasy, create a greater variety of characters with different personalities, and adds humor. Children's literature uses text and illustrations to transport children into an imaginary play world where they can empathize with characters and explore deep, non-literal and often humorous meanings. The use of animals as people, showing emotion and making mistakes, creates a powerful emotional distance for the reader, especially when the story message is embarrassing, dangerous, or sends a message about morals or ethics. In addition, the stories may playfully resonate with a reader who shares similar experiences.

The use of animals as story characters that talk is an ancient genre commonly used as satire; for political or spiritual including religious messages; or for carnivalesque humor (Cosslett 2002). Anthropomorphism in folklore has existed in many cultures such as African, Native American and Latino oral adult and child folklore for centuries. The animals frequently have cognitive attributes such as thoughts and beliefs, and personality attributes such as arrogance or wisdom.

The first books considered children's literature were published in England in the 1740s and had a dual purpose of amusing and instructing children. This was the time period when children were beginning to be recognized as not just miniature adults but as people with specific developmental needs including play. Children were considered closer to animals having more imagination than adults, so animal stories with pretend characters were appropriate for children (Cosslett 2002). From the 1840s to the 1940s the purpose of children's literature was similar and written to help the child acquire knowledge and reading skills and learn lessons about adult social expectations. Part of the playful enticement for reading in the 1840s was to use talking animals with human characteristics. The first attempt to add humor along with teaching social messages was in 1845 with Heinrich Hoffman's *Struwwelpeter* (Slovenly Peter) series of silly stories about such topics as disobedience. Another purpose for animal stories might have been to instill in children a kindness towards animals such as *Black Beauty* (Sewell, 1896) where it is the voice of the horse telling the story. *The Tale of Peter Rabbit* (1902) by Beatrix Potter is an example of Victorian children's literature where anthropomorphism in her stories was important and clothing played a significant role in the story lines and illustrations. In 1921 the well-known *Wind in the Willows*, with Frog and Toad, included animals with clothing who spoke like humans and provided humor in the stories (Grahame 1908). By the 1950s a shift in visual thinking and narratives meant that some authors

combined illustrations with their writing as picture book artists and storytellers. By the 1960s there was a new era of vibrant color in illustrations that resulted in the emergence of the true picture book with or without written narrative and character discourse.

Arbuthnot (1964) grouped animal stories into only three categories: stories where the animals dress and act like people such as Grahame's *Wind in the Willows* (1921); stories where animals look like animals but talk, such as *Bambi* (1923), *The Puppy Who Wanted a Playmate* (1995) or *Rainbow Fish* (1992); and stories where the animals are just animals. She suggested that children progress developmentally from the first type to the third, for which there is little evidence. Only the first two types are anthropomorphic, but it is likely that there are other categories based on the degree to which the animals are dressed, speak and behave. For example, *Sheep in a Jeep* (1986) has animals without clothing, and they do not speak, but they show human like behaviors and cognition such as pulling a jeep out of mud with a rope.

One series of books where many of the books contain animals as characters is the Little Golden Books. This was a highly successful children's picture book franchise targeted to the age range 3-6 years. The Little Golden Books, first issued in 1942, revolutionized children's picture books because they were sturdy, available in general stores, and the cost was minimal compared to other children's books. The books were written by many different authors and are still being published today. The earliest published books from 1942 included the well-known *Little Red Hen* and *The Lively Little Rabbit*. Later books such as *Bugs Bunny's Carrot Machine* (Carlisle 1978) and *Hopping Hens Here* (Gikow 2000) show that some books in the series began to be linked to television, movie and cartoon characters, thus reflecting social changes in what adults thought would appeal to children.

Anthropomorphism in children's literature has been discussed by several researchers, but few have examined in detail the types of animals and the variations in human-like features through dress and appearance in children's books for the 3-6 year olds. We discuss the history of anthropomorphism in children's literature and explore several forms of anthropomorphism in different types of animals in the Little Golden Books from 1942 to 1970s. Our research questions were, "What are the most common animals authors included in children's books? Were the animals those that are considered pets like cats and dogs, popular farm animals, or zoo animals? What were the variations in the degree of anthropomorphism such as limited or extensive clothing? Finally, what types of clothing were typical for different animals and the social and cultural implications such as a reflection of clear gender roles?"

## Method

The Little Golden Books collection in the Strong Museum of Play in Rochester, New York was the data source for this study. The Museum awarded a summer research fellowship to the first author to access materials in the Sutton-Smith Library and Archives. From their extensive collection of the Little Golden Books, she extracted the books from 1942 to 1970 where animals were anthropomorphized, and these were then examined for content and illustrations. Duplicate copies were excluded. These books consisted of 125 different titles that formed a convenience sample. The first step was to identify which animals the authors had included in their stories and to determine which animal types were most popular. Even if a particular animal was pictured several times in one book it

was only counted once for that book. Then, each book was coded on whether the animals spoke and whether they wore clothes or not. Finally, extensive notes on the characters, clothing, and examples of their speech were compiled.

## Results

In 125 books there were 98 different types of animals. The most common was the rabbit, then cat, bear and pig found in 33-42 books. These were followed by the mouse, dog, fox, duck, and chicken in 14-31 books. Animals that were only found in a single book included the beaver, woodpecker, koala, badger, kookaburra, warthog, possum and a yak. We observed a trend in the Little Golden Books. The books varied and could be categorized as those with animals that 1. did not talk and behaved like animals, 2. did not talk but exhibited human-like behaviors, 3. did not wear clothes but did talk to each other or to humans, 4. wore minimal clothing and talked, and 5. wore elaborate and varied clothing and talked.

The number of books containing animals who spoke was 112 (90%) and 13 (10%) did not. In all of the books where the animals did NOT wear clothes, they did speak. In the books where animals did not speak, sometimes they made animal sounds (see Fig 1).

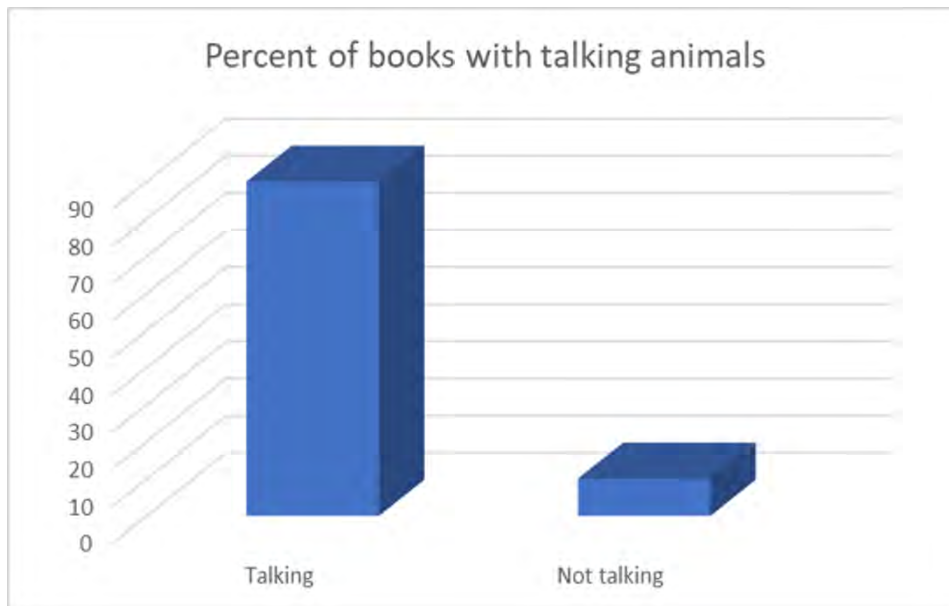


Figure 1. Talking and non-talking animals

Out of the 125 books, 64 (51%) books had animals in clothing, and 46 (37%) books had animals who did not wear clothes. Fourteen (11%) had limited or few clothes like just wearing gloves or a scarf or jacket and one book had some animals with clothing and some without so was inconsistent (see Fig. 2).

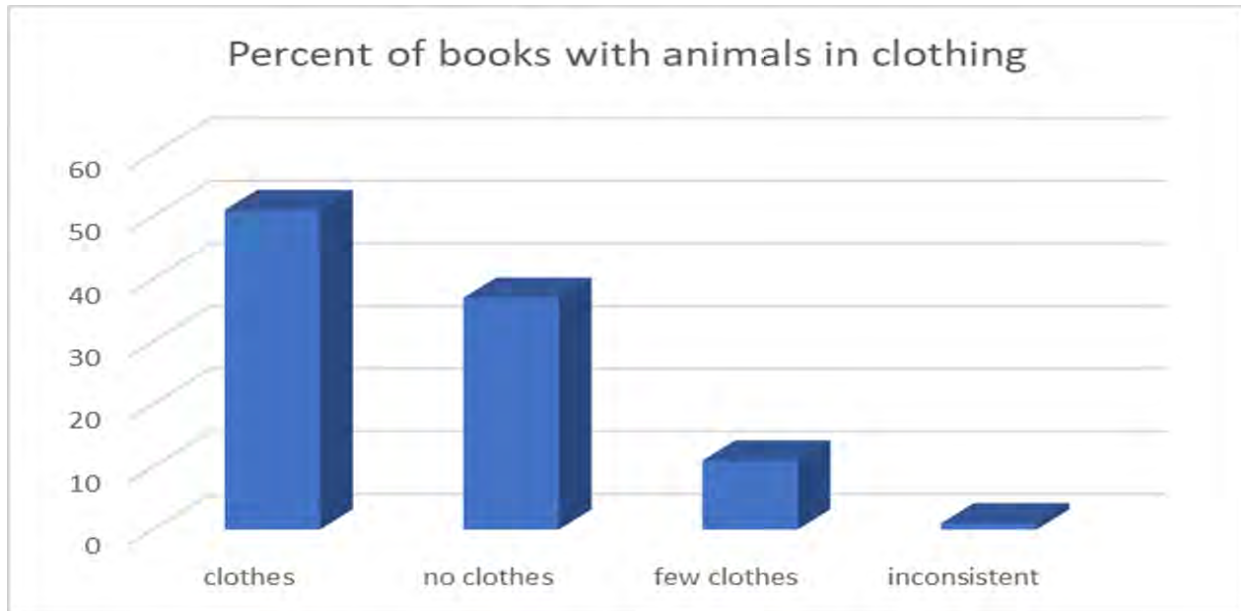


Fig 2. Animals with and without clothes

Books where the animals spoke but did not wear clothes varied from classics like *The Gingerbread Man* (1972) to cartoon books like *Tom and Jerry* (1951) to stories about farm or zoo animals. In contrast other books across the time period had animals dressed in elaborate clothing including shirts, jackets, overalls and hats. A more detailed analysis of types of clothing revealed that most dressed animals did not wear shoes with only a few exceptions such as a chimpanzee called Muggs in *J. Fred Muggs* (1955). The classic clothing was dress and pinafore for the mother figure, and shirt and pants for father figure, with a variety of accessories such as a pipe.

## Discussion

The Little Golden Books were published by many authors and some authors were also illustrators and others had different illustrators. There were a larger variety of animals as characters than expected. Choice of animals was likely an author decision when writing the story and most seemed to select familiar, soft and endearing animals like rabbits and cats. However other animal characters are common because of associated personalities like the fox being cunning. Classic fairy tales like *Goldilocks and the Three Bears* (1973) and the *Three Little Pigs* (1948) have the bear or the pig as the central animal. Farm animal stories were more common than zoo animal stories and likely related to socio-cultural factors in that many children lived in rural communities. Some of the Little Golden Books became linked to popular culture of cartoons and comics where a different kind of animal such as Bugs Bunny was portrayed.

Surprisingly, more books than we expected had animals speak, but not in clothing. The purpose behind this choice must be related to the degree of fantasy the authors wished to include. The clothing was classic and traditional, associated with traditional gender-based roles, with the pinafore for the mother, and vest and pipe for fathers. These books were up through the 1970s, so maybe since the 70s we might notice changes. The

reason for not having shoes except indoor slippers might be a way to retain some characteristics of the animals so they do not look too human.

Unlike Arbuthnot, we found more than her two categories of children's books with anthropomorphism of animals, and including, as she did, a category of animal stories with no anthropomorphism, that would make five categories rather than Arbuthnot's three.

## Future directions

We plan to expand this research to further explore what the authors of these books had the animals say and how the words they used are suitable for children's reading levels. Although most Little Golden Books had an educational consultant, as indicated inside the books, the complexity of the language in some cases seems in advance of the assumed age of readership. Additional research moving forward will include further exploring the cultural and social aspects of these animal characters and their behaviors.

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## **LIUZHOU REUNION SYMPOSIUM: COVID IN CHINA**

### **Introduction**

Rex Wirth

Central Washington University, Professor Emeritus

### **Impact of COVID-19 in Wuhan City**

Chen Chaohua (Emily)

Guangxi Economic and Trade Vocational Institute

### **Impact of COVID-19 on Tourism in China**

Yujin Qin (Jean)

Liuzhou City Vocational College

## **Mutual Assistance: International Sister Cities and COVID-19**

GAN Quan (David), General Secretary

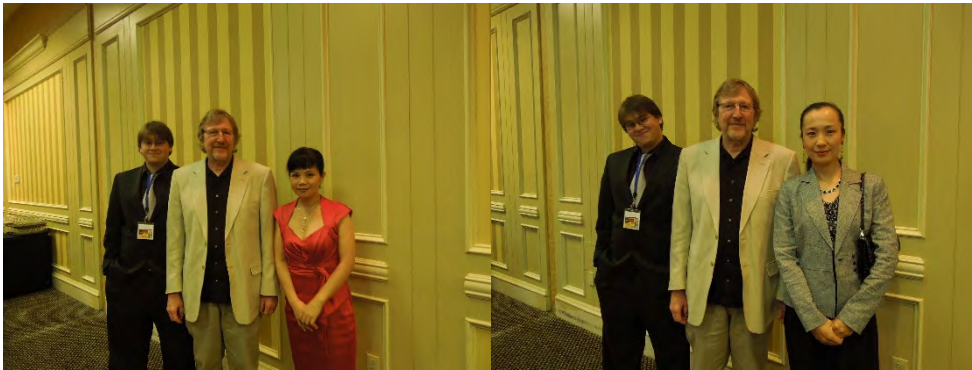
Nanning People's Association for Friendship with Foreign  
Countries (NNPAFFC)



## Introduction

### Liuzhou Program

In 2011 CWU contracted with Liuzhou City, China to offer a Master's Program in Public Administration and Management for their mid-level administrators.



Two of these students both deans in the Liuzhou City College System presented at the annual NSSA meeting in the spring of 2012 and both joined us on line for the reunion session along with another 2012 graduate of the program. All three thought it would be a good idea share their insights on the pandemic at the NSSA live online conference.

The Political Science Department at CWU was in the in the Master's business from Fall 2011 to Spring 2016. When the opportunity arose, I was asked if I thought it to be possible. I thought that it would be because Ann Plug, who joined us for the reunion, was available and the REM program was a specialized MPA program on which we could draw. Things were off to a good start, Ann consulted with the experts at Syracuse (They designed the MPA program that is used in the top universities in China.) to make sure we were covering the essentials and REM was fully engaged contributing two courses and recruiting interested American students into the Liuzhou sections.



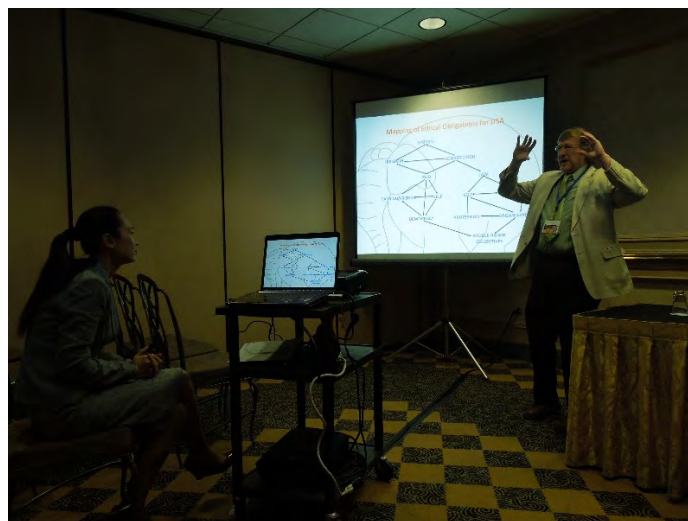


While the three presenters in this reunion session were with us, Ann used her extensive contacts, as a retired city manager, to arrange site visits to cities of various sizes with the different types of governments throughout the Washington State. They did field work that involved group projects for various governmental entities around the state and visited the Washington State Legislature. By spring quarter those of us teaching the core proposed to make the program part of the regular curriculum. We were very optimistic. We envisioned attracting the best undergraduate Chinese speaking American students from the top schools in the country because of the unique opportunity we could offer: a mentor program with a mid-level administrator from China. We felt certain that internships could be arranged to make it a true state of the art program. Unfortunately, it didn't happen and at the end of the second year Anne had to leave.

At the end of the third year, as rumors began to circulate that the Liuzhou contract might not be renewed, the core faculty were finally given the opportunity to visit the city that we had been learning and teaching about for three years. It was a truly great experience. I spent three weeks covering most of the counties in the city and many of their workplaces. During the farewell festivities they informed me that the contract would be renewed—three years for certain and all most certainly five.

This turned out not to be the case and the relationship ended two years later with the graduation of the last cohort in 2016. Fortunately, Anne was back at CWU at the conclusion of the program.

The relationship between the Liuzhou Administrators and NSSA progressed much better.



Starting with two at Las Vegas in 2012 it grew with each conference, including Summer and Fall, to culminate with sixteen presenters from the last cohort at the Summer 2016 meeting in Denver.



All but three of the 21 administrators in that cohort presented conference papers and all but five published them in the proceedings. They are a wonderful group—too bad they didn't get to mentor America's best at CWU.

Since we all share the campus experience, the best way to introduce the focused papers on COVID in China is the Liuzhou campus. January 17-February 25 was the winter holiday for Chinese students. That meant that all college students in China were back home for Spring Festival which began on January 24<sup>th</sup> as COVID hit Wuhan. Since college students in Wuhan come from all over China, the virus was spread quickly throughout the country. From about January 24 strict controls were implemented at the Liuzhou campus. Anyone who entered the college had to sign in and teachers were told not to go to campus unless absolutely necessary. If teachers wanted to enter, they had to pass a health screening and be COVID symptom free.

In late February, as the new school term approached, teachers were told to get ready for on-line classes. The college Provided a new teaching platform for teachers to upload on-line teaching materials as teachers tried every means to find a suitable online teaching APP, some APPs like Tencent Meeting began to provide free access for online teaching. On March 2nd, online teaching began. Online teaching lasted until late April or early May. Different colleges and different departments in the same college reopened on different days from around April 25th to May 12 in order to prevent students from returning in crowded vehicles. Before returning to the camps, students and teachers had to be COVID symptom free every day for 14 days using the DING on line APP. Those who coughed or had temperature had to postpone returning until they were cured.

As students returned throughout May and June, they were divided into two halves. They took turns going to the classroom and staying in their dorm rooms for on-line teaching. The students in classroom had to keep one meter's distance from one another. Teachers held class for students in the classroom and in the dorms at the same time. All students and teachers had to wear masks. They entered the classroom

buildings and the classrooms from the front door and left from the back door. Every day, someone was assigned to take the temperature of every one who entered the classroom buildings. Similar rules applied when going for meals at the canteens.

By July things were getting back to normal. Everyone was having lessons together in the classroom but still keep a certain distance. Summer holiday began on July 17 and on September 7 when the new school term began, everything was back to normal except for registration at the college gates for temperature checks and testing. Now, any student with a cough or fever has to have a nucleic acid detection test. Tests are free.



### Impact of COVID-19 in Wuhan City

It all started on **January 21<sup>st</sup>, 2020** when the 83-year-old epidemiologist Zhong Nanshan broke the news to the public of evidence showing that there was definitely Human-human transmission. “The novel Corona virus, in fact, has evolved. It can now pass through people to people.” People across China were alerted as the situation in Wuhan deteriorated and medical workers were infected. From that point on, everyone knew that the virus was highly contagious.





Huanan seafood market was believed to be the ground zero of the virus outbreak so local authorities closed the market on January 1. Unfortunately, the virus was already on the move.

Starting at 10 am on **January 23<sup>rd</sup>**, public transportation across the city, including 18 buses, subways, ferries and long-distance buses, were suspended and Wuhan went into lockdown in an effort to stop a deadly virus from spreading further through the nation.



President Xi at a meeting of the Politburo standing committee on New Year's Day urged Party committees and governments at all levels to give top priority to people's safety and health. Wuhan locked down and on **January 24<sup>th</sup>** began work on a new hospital. The new Huoshenshan hospital would have 1000 beds, specially designed to treat Corona virus patients. A second emergency hospital with 1600 additional beds was to follow. By early February, over 10,000 medical workers from the rest of China arrived in Wuhan to help and that number tripled in the following weeks. Gloves and protective suits were donated from across China and even from overseas.

**On February 13<sup>th</sup>** eleven military aircraft brought medical teams and supplies; a total of 1400 military medics arrived in Wuhan.



Overall, more than 30,000 medical workers came to Wuhan from 29 provinces and regions and as production increased availability of N95 medical masks increased from 35,000 to 3,000,000 per day.

The government decided to use public buildings such as stadiums and convention centers as temporary hospitals. Within three weeks Wuhan had converted 16 structures into temporary hospitals and put 15 of them into operation adding another 15,000 beds to treat patients.



These temporary hospitals provided care to patients with mild symptoms until they could take care of themselves.

By **February 17<sup>th</sup>** Wuhan was able to quarantine all people who might spread the virus.

This was done by walking, knocking and more knocking. Each community worker had to find and ascertain the health status of at least 1,000 residents per day to accomplish the goal. To further prevent the virus from infecting the healthy population, the city strengthened its lockdown measures.

Everyone was ordered to stay home until further notice.

Only residents with medical emergencies or those with jobs related to fighting the epidemic were allowed to leave.

Groceries had to be purchased online, left at the entrance, and pick up later to avoid contact.

Demobilizing people in Wuhan and quarantining the city cut off paths for the virus to spread. The city slept in isolation for six weeks.

**Wuhan wakes up! Re-opening started at midnight on April 8.**



September 8<sup>th</sup>



Medal of the Republic

Zhong Nanshan, renowned respiratory disease expert.

People's Hero

Zhang Boli, Traditional Chinese medicine expert who presided over research into the COVID-19 treatment plan combining traditional Chinese medicine and Western medicine.

Zhang Dingyu, Head of Wuhan's designated coronavirus-treating Jinyintan Hospital.

Chen Wei, Military medical scientist who made major achievements in COVID-19-related basic research and development of a vaccine and protective medicine.

National Anti-epidemic Commendation Conference



## Impact of COVID-19 on Tourism in China

After the Corona Virus infection in Wuhan tourism in China and for Chinese people shut down completely.



For all intents and purposes there was no tourism during the months of February and March. As the virus was contained and Wuhan began to awaken, tourism started to recover as gradually throughout the summer people began to travel.



By October things were getting back to normal with both National Day and the Moon Festival showing tourism at 80% of pre-pandemic levels.

Even though traditional holiday travel looked pretty much the same the overall pattern which was much more varied, including a lot of international travel, has taken on the local and peripheral pattern of holiday travel that confines most activity to China. Instead of international destinations people now vacation in Western China (Gansu, Xinjiang, Tibet).



COVID has sparked a new interest in Health Tourism and made self-driving very popular. The industry has responded by shifting its emphasis from high visitor flowrate to quality experience and has adopted a “Wisdom” approach to understanding and meeting the post-COVID desire for safe, high quality products through the integrated management of marketing and quality services.



COVID is still the driver of innovation. Since this is only a post-lockdown recovery, containing the virus remains the priority. Measurements, testing and tracking have to be built into the overall Wisdom framework. Initially they are integrated with on-line booking to acquire information and control tourist flowrates after which tourists’ temperatures are carefully monitored along with other measures as required by local health codes in the course of travel. The Ding Talk app used to monitor travel between provinces the best-known application.



All of these developments have led to a rural tourism boom. The new boom is a continuation a trend that started around 2015. Rural tourism is centered upon a commodious restored homestead and combines healthy living and a return to nature with organic agriculture focused on techniques from local cultures and natural features.

Nature, peace and fresh air



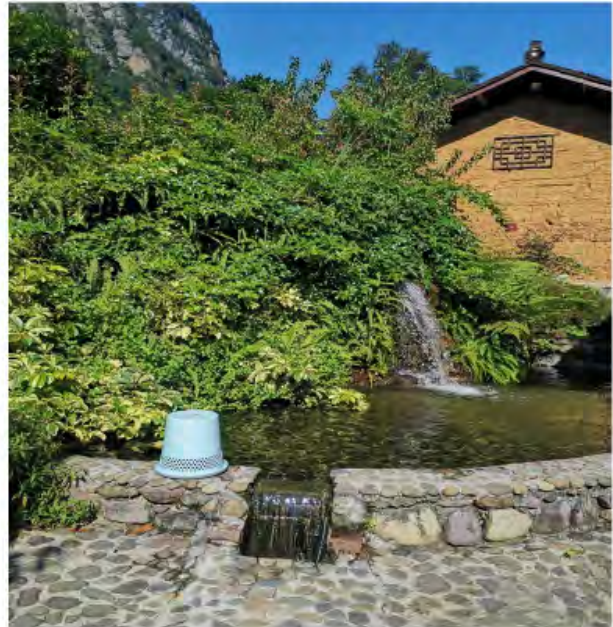
All of the elements of the experience are brought together as a natural theme park with accommodations linked to cultural and natural attractions



The themed rural homestead showcases the natural attractions while providing the most luxurious accommodations and fine dining that is healthy and based on local and family traditions.



Rural homesteads with comfortable accommodation





## Rural homesteads with comfortable accommodation



Mountain spring water Swimming pool

## Healthy organic food



## Trails for walking, hiking or jogging



## Climbing



A stay usually provides an emersion into the culture of one of the many nationalities of China that stresses healthy living and the enjoyment of nature.



## Culture experiencing: Learning Embroidery from Yao Nationality People



<http://www.gxcounty.com/e/DoPrint/?classid=38&id=100850>

## Healthy organic food



## Culture experiencing: Medicated Bath of Yao Nationality People



The pandemic brought about a new awareness of the great natural and cultural diversity within China and spurred the development of world class accommodations that make local travel more attractive now and which should keep it competitive post-COVID global context.

### **Mutual Assistance: International Sister Cities and COVID-19**

#### ***No Man Is an Island***

*No man is an island entire of itself;  
every man is a piece of the continent,  
a part of the main;  
if a clod be washed away by the sea,  
Europe is the less,  
as well as if a promontory were,  
as well as any manor of thy friends or of thine own were;  
any man's death diminishes me,  
because I am involved in mankind.  
And therefore, never send to know for whom the bell tolls;  
it tolls for thee.*

**John Donne**





information for the city's procurement operations, donations of medical supplies began arriving from our sister cities.

The beginning of the COVID-19 epidemic was really a hard time for Nanning due to a shortage of N95 medical masks and other equipment. Actually, this was a common problem faced by most cities in China. Because of the long holiday of Spring Festival, production had been down. So, local governments had to start emergency global procurement to solve the problem. Many of Nanning's international sister cities helped us when we were in need.

The strong measures taken in Wuhan with the lockdown, large-scale nucleic acid test, strict centralized quarantine and personal protection (wearing mask) proved to be effective and were applied throughout China. That was the right way to deal with the epidemic. During this three-month period production was restored and accelerated so that supplies of PPE from manufacturing sectors were more than sufficient. However, as COVID-19 spread many of our international sister cities turned to us for help. Nanning quickly and happily provided PPE support to these cities many times double what they had provided to Nanning.

While the COVID-19 pandemic endangered human health and harmed the economy, it profoundly changed the international order for the better. Mutual Assistance of International Sister Cities is a good example of how humanity can stand together and cooperate closely to overcome a worldwide challenge.

During February Nanning received friendly donations from Khon Kaen city of Thailand, Akita city of Japan, Perak state of Malaysia and Vietnam.



Perak state of Malaysia donated 50,000 pairs of medical gloves to Nanning

While supplies were streaming in from our Asian neighbors, Paysandú province, Uruguay donated 20,000 medical masks and the Nanning North American Association



donated 280,768 CNY to our city. They also mobilized the Nanning North American Association to assist us in donating materials to Shiyan City, Hubei Province.



The situation in China began to improve after the most severe period in February. As soon as the situation in China was under control, our eyes turned to the rest of the world. From March to April, Nanning provided over 200,000 N95 and surgical medical masks, as well as several batches of anti-epidemic materials such as protective glasses, protective clothing and washing disinfectant.

These donations went to our sister-cities around the world:

***Crema and La Spezia, Italy***



On behalf of all the citizens of Crema, I would like to express my sincere thanks to Nanning.

During the novel coronavirus pneumonia, we are able to withstand heavy battering, Nanning gave us timely and selfless help, which made us recognize and cherish the strong friendship between the two cities.

Stefania Bonaldi  
Mayor of Crema, Italy

## Murcia, Spain

We have received a batch of medical supplies from Nanning. Thank you very much!

We also very much agree with the saying that "the sun always comes after the wind and rain".

I sincerely invite Nanning citizens to visit Murcia after the outbreak!

Jose Ballesta

Mayor of Murcia, Spain



## Wakefield, UK

## Ivano-Frankivsk, Ukraine



**No matter how far away the world can hear the echo of friendship.**

From the beginning to the end, Ivano-Frankivsk City paid close attention to the epidemic situation in Nanning and made every effort to transport medical materials to Nanning.

But soon, they also get trouble of COVID-19, so Nanning timely give them help back.

## Bundaberg, Australia

## Gwacheon, ROK





**Pokhara, Nepal**  
**Banjul, Gambia**



### 和平友爱亲如一家

Let's all live in Unity, Freedom and Peace

As far away as the African continent, sister cities are also under the exam of the epidemic.

China and Africa are like brothers, and have never been juston paper.

**Lilongwe, Malawi**  
**Paysandú province, Uruguay**

Nanning is grateful for the support our sister cities delivered in our time of need and we are happy to provide protection for our friends abroad in the spirit of international cooperation whenever we can.

Mutual Assistance: International Sister Cities and COVID-19





## LIUZHOU



Since the outbreak of novel coronavirus pneumonia, masks are in very short supply. In February, the Sister City of Liuzhou in Japan has donated 20,000 N95 masks for Liuzhou.

On March 26, Liuzhou Municipal Government raised 40,000 disposable protective masks, double the number of donation to its sister city has done for Liuzhou.



A butterfly in a rainforest on the Amazon River in South America, occasionally flapping its wings, could cause a tornado in Texas two weeks later.



The history of mankind is a movement from "isolated islands" to a territory called "globalization". There will be tornadoes in Texas and novel coronavirus, but fortunately, we can be each other's butterflies.

Thanks to everyone who has contributed to international cooperation in the fight against this global pandemic.



# **Senate Leaves Impeachment Verdict to the Voters**

Rex Wirth

Independent Scholar

## **Impeachment in an election year? It's never been done before!**

I listened to a lot of talking heads for months about “quid pro quo”. I watched the president say it dozens of times. It never occurred to me until I decided to watch the hearings in their entirety that he always said “no quid pro quo” and that it is actually a Trumpism for “not negotiable”. In the end, Sondland’s testimony convinced me that mine was the best explanation and, in many contexts, the only one that made sense. Who said quid pro quo first? Someone in the press or congress? Could even have been someone in the administration, but I don’t think it was/could have been Trump. Once out, it was irresistible. Great talk radio and rally stuff—“Lock her up!” “Build the wall!” “Four more years!” “No quid pro quo!”—even if it has an extra word. What follows are my thoughts and digressions on what to me were the most impactful things from the House hearings and the Senate trial. I wrote them down and elaborated on them sequentially in the evening while watching the entire impeachment drama unfold on television. Although things may not have grabbed me when they were first mentioned, when one did, it always sparked memories that became part of these reflections.

### **Round One: House Inquiry**

The Intelligence Committee held hearings because it is the first time there has been an impeachment inquiry explicitly about a breach of the National Security of the United States. Concerns voiced by Republicans/Tea Partiers about the involvement of the Intelligence Committee in the current impeachment inquiry were picked up by the media and faithfully reported, no questions asked, as a deviation from normal process in the Nixon and Clinton cases with no retort from Democrats. Congressional committees responsible for national security, the Intelligence Committee among them, didn’t even try to get Nixon for Cambodia. They could have made an air tight case, but not without implicating themselves. There was no international problem at all with Clinton—The Cold War was over and we were taking our victory lap. So, the response to both the partisans and the press is that this time a President undermined established National Security policy without consultation or rejecting the advice of relevant experts and his own people. Notably, in this case those responsible for intelligence in Congress were shut out and, consequently, not implicated.

Nixon got things started by upsetting the Congress when he sequestered monies appropriated to support domestic programs. This time, after an election scandal involving Russia started things, Trump withheld funds appropriated by Congress to contain the Russian incursion in Ukraine. This undermined ongoing policy that was fully supported by Congress and the National Security community. The Cold War may be over, but Russia has recovered and is back in the game. It’s a new game that Trump doesn’t know about, understand or even want to learn about—he just wants his own victory laps.

Back to Nixon, the Judiciary Committee was in charge because the issue was a domestic crime, a break in at the Democratic National Headquarters. They were after dirt on the opposition, but they violated domestic law to get it. Trump, Giuliani and crew were after the same thing, but they broke into State Department operations in Ukraine in their effort to get dirt on Biden. Mc Govern was no threat at all to Nixon and it was hard to see Biden as much of one to Trump. If paranoid silliness is the high crime or misdemeanor, they are both guilty. When it comes to “rising to the level”, in terms of silliness, Nixon beats Trump; but in terms of threat to the republic, Trump rises to the highest level. Watergate posed no threat to the security of the United States or anyone else in the world; it was inconsequential silliness. On the other hand, the Ukrainian interventions did pose a grave threat to Ukraine and the interests of the United States; it was consequential silliness. If the Congress could/would have nailed Nixon/Kissinger for their real consequential crimes in Cambodia, we would have had a precedent that might have deterred Trump in spite of paranoia and silliness.

It wasn't really be the first time until it came to a vote. After all, there was serious congressional consideration, pre-impeachment proceedings of serious foreign policy breeches by both Reagan with Iran-Contra (<https://www.youtube.com/watch?v=ccZkcFEyUyc>) and G. W. Bush in Iraq. In fact, we have seriously considered impeaching every president who was re-elected between LBJ and Obama. Some might say that there were serious efforts directed at Obama, but the focus was not foreign policy and the actual impeachment of Clinton was purely domestic. The Clinton case was the silliest of them all; without paranoia or crime he was impeached at the end of our cold war victory lap.

He lied!

They all lied; Bill's problem is that he was the worst, that is to say the most ineffective liar. If that's what it's all about then Trump need not fear, he is the best, most effective liar, ever. Unfortunately, Foreign Affairs, in this case, involves no women so we have to move from the Clinton to Reagan. Ron never had to lie; his people and the professional experts did it for him—he was loved. What if Reagan's Lt. Colonel had been Vindman instead of North? Reagan's actions were principled and for him and North there was a moral imperative—if he lied it, was to protect the American people in the face eminent danger caused by illegitimate congressional meddling in matters of national security—the Boland Amendment was, after all, one of those hated “riders”. Everybody knew this and it never got close to a vote even though, even according to *American Dad*, “it was technically high treason” (<https://www.youtube.com/watch?v=Mb1GfP5Rwys>). After some 40 days of Congressional joint committee hearings Reagan was, as Trump would say, “fully exonerated”: The published report blamed the debacle on “Reagan's passive style of leadership for allowing the conduct of foreign policy without involvement of any elected official”. There's nothing passive about Trump's conduct of anything and, of course, any joint committee was out of the question in 2020.

It's probably easier to find a moral imperative for Nixon in Watergate than it is to find one for Trump in Ukraine. The House leadership has been dealing with such things throughout their long careers in Congress. Knowing what happened when their



predecessors went off halfcocked with Boland and ceded the moral high ground, they exercised extreme caution in the face of growing pressure. It might never have come to a vote; like it didn't with tricky Dick. The Trumps did make preparations to officially retire to Mar-A-Lago. Unlike Nixon, he didn't need the presidential retirement package, but he could have made a grand exist like de Gaulle—Mar-A-Lago sounds almost as good as Colombey-les-Deux-Églises.

### **Javelins in the Swamp**

Zalinski came out of TV, comedy rather than reality, to drain the swamp in Ukraine. In his case there really was a swamp to drain. Trump seems to have been unconcerned about that Ukrainian swamp since he increased aid both quantitatively and qualitatively by giving the past keeper of the swamp Javelins. The entire US national security establishment lauded his decision because Ukraine was fighting off an invasion from Russia—the Great Swamp.

It seems that the first thing down the drain was the past president, the one for whom Trump had shown approval by increasing US aid. They say that some \$30 billion in US taxpayer's money went down the drain with him, a drain that emptied into the Russian Swamp. Now we are told that it was because of an ongoing concern about corruption in general and past corruption in Ukraine that POTUS decided to hold up the aid he had committed to the Ukraine until he was certain about the new administration. Certain about what? Logically, it would be whether or not the new administration would be as good as the old one. As good at corruption? Luckily, due to the corrupt shenanigans of the Democrats and the US National Security swamp that aid was restored, all most in time to maintain the effort against Russia. The Ukraine aid package was important enough to our national security that Congress stepped in and back filled the hole left by the hold.

Meanwhile operations were moving ahead on the dreaded swamp at home. Yovanovitch went down the drain to Georgetown and the hunt was on for the whistle blower. Perhaps he'll end up in the Great Swamp with Snowden, but it's unlikely he'll take any taxpayer money with him. Hunter was an American, like many generals and congressmen before him, making hay in the private sector which by definition is usually not part of the swamp and in this case corruption charges against Birisma had been dropped before he joined the board. It looks like he might actually have repatriated some of the \$30 Billion before it was swallowed up.

### **Wouldn't it be stupid?**

*"If the president really wanted to replace you [the witness Yovanovitch] because you were in the way, why would he appoint Taylor, the Democrat's star witness to replace you? Wouldn't that be stupid?"*

Yes, for a "star witness" and no, in the case of Taylor. Trump assumed that Ambassador Taylor would never do such a thing! He was a Bush appointee, like Bill Barr, and given the people around the Bushes who were deciding such things he,

obviously, had confidence that Taylor, a military man, would be his man on the ground in Ukraine. Trump's problem was that he didn't accurately foresee the future. Taylor no doubt was his man and would have remained so unless it violated his oath of office—that's what West Point does to cadets. It explains why Lt. Col. North remained loyal to Reagan and why Vindman and Taylor could no longer back Trump. It got so bad that even Bill Barr wasn't behaving and appeared to be starting down the same road as Jeff Sessions before him. Lawyers have little trouble with oaths, but the law is embedded in them. Why would he appoint Sessions or Mathis or, even Bolton? These three and many more might shine real light on the question. It might turn out that the real question is: Why did the president want me to do stupid things?

This a fun story, but in the overall context it is beside the point because of the month gap between Yovanovitch's departure and Taylor's arrival in Ukraine. The gap was filled by the "three amigos" who attended the inauguration of the new Ukrainian president the day after her recall. The official leader of the delegation was Ambassador Sondland who took the lead on Ukraine until Taylor arrived and who continued to serve as Trump's intermediary. A businessman, in the hotel business, and a big donor he looked like a prudent pick; but after he amended his original statement and testified, we saw that even this appointment might have been stupid.

### **Imperial Presidency Redux**

Johnson and Nixon were the main actors in our extended Imperial Presidency drama of the 60's and 70's. After the press and congress joined forces to tear down the Imperial Presidency in Watergate, Jerry's reconciliation and repair of the republic was followed by Jimmy's repentance and Ron's restoration. The gross imbalances in our constitutional arrangement attributed to the usurpations of congressional authority by Johnson and Nixon were redressed, the constitutional balance was restored and the Republic was stronger than ever. We and particularly they, future presidents, would certainly remember and no president would ever try to do it again. That is to say, place himself or herself above the law and if one were to try, safeguards were in place.

Sad to say, I seem to have forgotten and it appears that I am not alone. Maybe it's the golden glitz of the Tower and Mar-A-Logo that have blinded us, or the Clinton's mindless Lewinsky drama, the Bush Dynasty and the Obama celebration. All playing in our living rooms, but through a new kind of media. Choice now reigns supreme and we only watch what we like. The question of the difference between nasty emperors and a beloved Sun King never arises. Those who love the king see only his benevolence and can't see any reason why his word shouldn't be law. Isn't that what the Constitution says in Article Two? Otherwise, how can he lead the Free World? Those who remember how he tried to mess up the Obama celebration have never seen anything good about the usurper. No Walter Cronkite to help us out, no more Woodward and Bernstein. Objectivity isn't gone, it's split apart and emerges as competing truths backed by the same facts. GW said it best when he let us know that while we may be stuck with facts, he [the president w/his men] was making history.

What a mess. Now, as back in the USSR, any change at the top requires the un-writing of history so the new history-making can move forward, but no one has to tune in or out as all of the old histories keep playing—competing. Amazingly enough the Republic holds together, no matter who is King or which branch of government dominates, things move along. We maintain the stability Madison hoped for when he engineered our Constitutional system. The mechanics have not changed, but only because institutional arrangements have evolved along with the society and the economy so that as we enter the fourth industrial revolution with a population well over 300 million our governance system is still doing the job. Few presidents, if any, know how the work of the contemporary institutional presidency gets done. The same can be said for members of Congress or the Supreme Court. No one is in charge and that's the way it was intended to be—engineered.

This makes it easy, even necessary, to appear to be in charge—It may be Graham's turn to take over from Schiff—and it has been harmless because the institutional presidency had evolved to cope. Obama was the first to effectively use social media, but Trump has mastered it. He has found a way to really take charge. Whenever GW wanted to claim victory in some war, the institutional presidency made the arrangements and Obama only used social media to get and keep the job. Like network TV with Johnson and Nixon a new tool has come on line as part of the latest social-economic revolution. Trump has it and uses it. He says he is in charge and, unlike those before him, he is because our constitutional arrangements can't yet cope with his Tweets. GW needed Cheney, Nixon needed Kissinger, Obama needed Democrats, but Trump needs no one and, even though he can't guarantee victory at the polls, no Republican could weather a tweet storm. One-man rule is real and the impeachment inquiry is the result of institutional reaction to the unprecedented threat. After all of the naysayers, the generals and CEOs, were eliminated from the Whitehouse, *The Apprentice* playing out in real life moved down into the institutional presidency. Having disparaged it in rallies, tweets and public pronouncements as the swamp or deep state, he felt free to dramatically fire any apprentice that might be an obstacle. To drain the swamp, it was necessary to do whatever he felt needed to be done whenever he wanted to do it.

Yovanovitch had to be fired before he could start messing with the mechanics of governance. Even though it sparked Watergate like resignations in protest, the bid to get Biden was not threatened. Had they confined leverage to the Oval Office meeting and turned to Graham and the Senate Judiciary Committee for the kill, it would have been a sure thing. Not knowing, caring or wanting to learn it was full speed ahead. The way was clear now and it was time to put on the pressure. He had unknowingly become a hero in Ukraine, but being oblivious he failed to exploit the Javelins and proceeded to squander his political capital and the support that had galvanized for him among those working on Ukraine across the whole national security establishment.

I haven't heard and I doubt if anyone knows how the \$400 million in military assistance came to his attention or who thought it would be a good idea to put a hold on

it as backup leverage, but he ordered the hold and sent Mulvaney over to the money section of his swamp to deliver the message. Not knowing or caring what that meant, they moved ahead. Ignorance of the law it seems is sometimes a good excuse—No harm, no foul. In this case their ignorance of governance caused immediate harm and the entire Ukraine security establishment reacted to right it before it was too late by telling the president's men about it. No one seems to have understood, maybe they just didn't listen after all the show must go on and this one was just getting good.

None of this occurred to me, I paid little attention to it as it unfolded. Even when it became the subject of the prime-time extravaganza, *The Impeachment Inquiry*, I, like everyone else, was so caught up in the drama that I didn't think about anything until Cooper rose up from the swamp to tell the story. It's a straight forward story of how the job gets done and why there can be no corruption in our swamp—it's a swamp of a very different kind. After \$400 million was appropriated by congress, the president signed the bill and it was law, the Office of Management and Budget with the responsible agencies had until the end of the fiscal year (Sept. 30) to spend the money—sign the contracts to purchase whatever was going to go to Ukraine. We never dump money in bulk as most Americans and Trump believe. The appropriation authorized the contracting, but only after anti-corruption and readiness provisions required by law had been met. It had taken until March for DOD to complete these certifications and start the clock on contracting. They seem to have spent, had contracts for, somewhere around \$75 million when the hold went into effect. The hold meant no more contracts or contract negotiations. Every day that passed was millions not spent and potentially lost on the last day of the fiscal year. Only 55 days? It seems that that was an estimated \$100 million lost, but once the hold was lifted the deep state kicked into high gear and spent all but \$35 million. We assume that everyone on the committee knew this because they had passed a supplemental appropriation to back fill the hole left by the hold—congress always gets the essentials done, whether they know it or not.

So, what's the problem? Why did we need to know? Cooper told us that there is a law. One of the laws passed as part of the Watergate package to re-balance our constitutional mechanics and update the governance system. It deals with impoundment, one of Nixon's favorite dirty tricks. The law makes impoundment illegal. No president can refuse to spend money that has been appropriated—authorized by congress in a bill and signed into law by the president. Trump did it; that's a crime. He not only placed himself above the law, he prevented other public servants from doing their jobs and upset the constitutional mechanics that preserve law and order by structuring governance so that the job gets done and as president implementing the law, getting the job done, is his primary constitutional responsibility. Even if they had managed to spend all of the money in time, it would still be a crime. There is no such thing as attempted impoundment and ignorance of the law is a not a good excuse for the deep state so they told their superiors and tried their best to inform the president of the problem. They didn't tweet and they didn't leak. They did everything they could to remedy the ignorance and only when there could be no excuse, they acted on their oaths of office. Laura Cooper's story changed everything. Without it the last day of

testimony would have played differently. Of course, it's a free country, we can ignore her story.

### **Rehash, Vote and on to the Senate**

With the full return to the normal procedure in the formal impeachment hearing, the Judiciary Committee offered the same accommodations for participation and due process as in the past, somehow this made it even clearer to Trump that it was a witch-hunt. He would not participate! The great rehash—everybody got to talk in committee and on the floor before the Democrats, minus three, passed the two articles as expected.

It wasn't Clinton's indiscretion that was criminal, only lying about it. Not a problem, not for Trump since his lies become truth, but it was for Jordan, Trump's mouthpiece in the House. He seems committed to truth and he's not good at lying. The Jordan case came down to this: The effort to get the public announcement [and the subsequent investigation] was botched and there was no announcement. This shows that there was no "clear intent". It means, in effect, no high crime. NOT GUILTY! The same logic applied to Watergate: the Cubans at the behest of the president broke into the DNC headquarters. It was a botched attempt. Because they didn't actually get the dirt and use it, there was no high crime. Nixon could not have had "clear intent". He was foolish to have resigned when he clearly was not guilty! The only problem was the Republicans didn't make the argument for Nixon. Instead they encouraged/forced him to resign in the face of certain impeachment—No vote, no trial.

It wasn't the break in or quest for dirt that got Tricky Dick. It was the high crimes related to covering up the crime—obstruction of justice. This is where the Nixon crew used executive privilege as a legal dodge. They were really good at it, but it still didn't work. Perhaps the problem was that they were sneaky and that implied guilt. That's not the Trump way. It seems that there is much to be said about being up front—Tell it like it is. Admit the crime and insist that it doesn't matter because it's just part of the job. Call the investigation a "Witch-hunt" and refuse to cooperate. This new kind of real transparency made executive immunity work. The president and his men were covered on "Justice" leaving the House with only high crimes related to obstruction of Congress.

### **Happy New Year!**

What ever happened to our Christmas gift from North Korea?

Ruining Christmas by bombing Iraq didn't deflect much for Bill. Of course, as with Trump, popular wisdom was that it was unnecessary given the composition of the senate. Maybe the New Year's fireworks of the highest profile drone assassination ever worked for Donald, but what was it for?

After more distraction and delay the articles were finally delivered to the Senate and I was back to impeachment watching.

## Round Two: Senate Trial

### **A Republic if you can keep it.**

The rules were cooked and Mitch was in full control. Unlike Nancy, it was alright, constitutionally, for him to negotiate the Senate rules with the Whitehouse without a full Senate vote. Well done is about all there is to say about the House managers' presentation and nothing new came up in the continuing procedural squabble. If they had had the last word, they might at least have gotten witnesses, but since they didn't the real action was with the president's team. Their defense amounted to a legal coup if they pull it off. Once they established themselves as defenders of the Republic by accusing the House of attempting a coup, they were half way there. The House was on the defensive and President's lawyers were fighting, using the law, to preserve the Republic.

This is not new! Without *Marbury v. Madison*, the seminal and ultimate model that made the United States what it is today, they would have had nothing to work with nor would they have been trained in how to work it. It seems that back in the day, while the founders were still founding, Jefferson and Madison did the unthinkable, they organized, conspired to win the election and America had a political party. The unorganized Federalists were out of business, but John Marshall had the Supreme Court, such as it was. Confident in their ability to win forever, the Jeffersonians relaxed and prepared bring his vision of America into being. When Madison, as Secretary of State, refused to deliver Marbury's appointment as Justice of the Peace, Marbury sued Madison and it was John's turn. The founders had not yet given the Supreme Court the power of Judicial Review. They had talked about it, but it didn't make it on to their third list. So, John continuing in his founding role established it as Constitutional principle. He made an iron tight case both legal and moral against the usurping executive, but fortunately or unfortunately, the law that gave Marbury his victory was unconstitutional. Therefore, Madison won the battle and Marshall won the war—we are the Federalist state and the Supreme Court is the source of our "rule of law". The Court's hold on the prerogative of judicial review remained tenuous until it was buttressed over time through reliance on the establish principle of English law, precedent. Both precedent and judicial review through careful cautious nurture are now founding principles with full constitutional status. The founding is complete; we have three co-equal branches—the three-legged stool that keeps the republic stable. A coup that saved the Republic?

### **The New and Most Heinous Coup**

Impeachment in an election year? it's never been done before! The democratic majority in the House of Representatives was usurping the power of the people by nullifying their votes in the last election and preventing a free and fair election in 2020. Even though it was done in 1868 (Johnson did not get to try for re-election even though he was acquitted.), no one knows or remembers so it's not precedent. Conclusion: If the partisan House Democrats are not stopped, elections won't matter, the constitutional balance will be upset, and any majority in the House of Representatives—a half leg on

the stool— will be unchecked. So, it's up to the Senate—the other half of the leg—to save the republic. Sounds silly, but properly clad in legal garment it became official, constitutional and just common sense.

The lawyers did the law very well and Don did good old “swamp” politics even better. Trump is master of the swamp and since he already had his victory in the Senate, the lawyers on both sides took the case to the Court of Public Opinion. It was the court of last appeal because it's the only way to sway the Senate. In a re-run of Marshall's game, the president's lawyers carefully explained how our law-abiding president would have obeyed the subpoenas, but they were not legal or, even, constitutional because the House had not, as in the past or as required by precedent, explicitly authorized them by a vote of the full house. Nancy Pelosi had violated the Constitution by usurping authority vested only in the full house.

Even though the president would have been obligated by law to respond to a congressional subpoena, just like Madison was obligated to deliver the paperwork, because of a ruling from the Justice Department saying that it would be unconstitutional, he had to refuse. To win the battle the Senate would have to convict. Confident that the Senate wouldn't do it; all they had to do is weave a legal, moral, mostly political argument that Schiff and his gang were only out to undo elections. If they satisfied the public, they would do better than Marshall in Marbury, they would retain their victory in the Senate and win the war—The Constitution: Article Two really would say he can do anything he wants to do because the executive gets to rule on the constitutionality of the rules governing the Senate and the House. Of course, no one intended to set it up this way. It wasn't a Trump scheme, but as a business man he took the win and ran.

### **It Was Perfect! I Did Nothing Wrong.**

Trump believed it to be true! His lawyers had to prove it—We know what happens to an apprentice who fails! The opening arguments took me back to McMurphy's truths in *Cocoo's Nest*: “somethings can't be the truth even if they did happen” and “some things are the truth even if they didn't happen.” Caught on the horns of such a dilemma the lawyers' job was to prove that he did nothing wrong. Somethings can't be right even if they did happen, but one way to prove them right is to conflate them with things that are right because they happened differently. It can't be the truth that the president secretly put a hold on aid to Ukraine or he did something wrong. But, since he didn't do anything wrong, the way to prove it right is to conflate the hold with other holds that were right. Really showing that he was wrong, but asserting that it proves “He did nothing wrong.” It's legal magic and when it works wrong becomes right because it is transformed by the company it keeps. The point was never that holds are wrong, but that the Ukraine hold was wrong because it was not announced, Congress was not informed. Instead of dealing with that the lawyers asked, “What about all of those other holds?” As the lawyer goes down his list, he is careful to say “announced” in each case to firmly plant the seed of truth so that after a recitation of dates and amounts the wrong is made right because the listener has forgotten that the hold in question was not announced.

Not satisfied with a simple list the A-team did variations on the theme. The best one was South Korea that introduced the president's concern for burden sharing and let them kill two, maybe three, birds with one stone. Based on the precedent the president had to withhold the aid because Germany had not contributed their fair share to the effort to contain the Russians in Ukraine. In fact, he withheld aid from South Korea because they weren't contributing enough to their own defense. He didn't withhold the aid because Japan wasn't doing enough, but somehow, withholding Ukrainian aid because the Germans aren't doing enough was made permissible. There was no assertion that Ukraine could or should do more and no examples of punishing any other struggling country because another donor country failed to contribute its fair share. The lawyers were not lying, deceiving or doing anything wrong. They simply did their job—it's part of the mechanics of our adversarial system where the best lawyer wins and justice is done. It always helps to go last—24 hours is a long time and public memory is short.

Day two brought strange twist, somehow, they felt it would be useful to show that Obama—he should have been impeached under their expansive criteria—was doing the same thing Trump did when he did something, I had a hard time seeing the similarity, differently—same plan but new list. Then the defense told their Biden story, which, in context, is really part of the Giuliani story and the lawyer telling the story had been there in Ukraine; it was first hand testimony for the house managers about why Giuliani was there, when he got there and what he was doing there. She was a first-hand witness if they could have gotten to her during question time. It was worth taking a chance for such good Fox fodder even if an aroused base might have clamored for witnesses.

### **The Big Guns: Authoritative History and Context**

To this point, I was stuck with my own crazy runs through history now two real experts joined me. Ken's modern history was in line with mine in it we heard about the Reagan precedent for the first time, but then he took impeachment way back to the days of Magna Carta. It seems like the point might have been if they've given it up in England, why do we still have it? As the day developed others indirectly answered his question: they have a parliamentary system. They did not present it as an answer, but as a new theme that became central to the concluding argument of the other big gun: we don't have a parliamentary system. The reality is that impeachment is obsolete in the UK because with the supremacy of parliament a no confidence vote replaced it. Somehow by the end of the day their main point seemed to be that the founders preferred the kind of strong independent executive that had made impeachment essential because they feared a runaway congress. Like the Continental Congress? De Tocqueville even made it into the story as they painted the Speaker and the current House majority as, the mob, precisely the great threat to the Republic that preoccupied the founders when they wrote that the president can do anything he wants to. Since Congress is the mob we learned about in high school, the founders put very strict limits on the impeachment power. The conclusion being there has to be a specific crime as high as, and similar to



treason or bribery—arguments for giving Congress impeachment power can't be the specific criterion/reason for an impeachment.

After starting work on the specificity problem, Ken veered off into fairness, I think, with Justice Harlan and a case where individual citizens had been harmed by the actions of public officials. The officials had broken no law/committed no crime. At first Harlan reasoned no law, no crime, no harm; but thinking it through he came to the conclusion no law/crime was necessary—the harm, itself was sufficient—just like the Lindsey Graham clip shown in the proceedings. When he was telling the story, it sounded like an argument for the validity, necessity and urgency of the House's second article of impeachment. I was just my ignorance, once I came to realize the great danger posed by Congress, I realized that they were the evil officials and the president was the abused citizen. Warning: If you're ever taking a multiple-choice test on American government—the Democrats are in charge. If you pick "to control the mob" as the reason the founders wrote about Congress in Article I, you'll fail.

My initial thought was that it was a silly approach that would be counterproductive in the court of public opinion and that it would be even worse for the Senatorial mob who would now be voting to acquit only because they were caught. Then I realized, every quarter, every year for the last half century the vast majority of students in all my introductory college classes on the subject hated Congress and blamed it for everything while at least half of them always loved the president. I don't think it changes much over four years, even for Political Science majors—most of them get the question right, but they lie. Like Harlan I've changed my mind; it's the best story ever. It provides firm historical and constitutional footing for prevailing popular opinion while making the president the victim and his lawyers our defenders. Might be overkill, but its appeal is not limited to Fox.

### **Low and Fast through History: Redux**

Unlike Harlan, I'm not converted nor do I share these views on the founding. There seems to be a lot of reliance on the founders thinking—The mind of the founder. What distinguishes the founder's subjective thoughts from those of the president? I fear for the Republic more than ever, but what do I fear? Like the revolutionaries turned founders, I'm afraid of Tyrants! It's tyrants not kings that are and always have been the problem and once free from the tyrant, they said George had gone bad, Madison wanted to make certain that the pathologies of democracy, Aristotle's defective form of rule by the many, would not bring it back. To do this James came up with his cure: The Extended Republic—the bigger the better. Machinations of drafting the three lists of governmental prerogatives assigned to the three branches of the new national government aside, the basic idea was that the union should encompass as many competing interests as possible. This would prevent any faction from becoming dominant and lead to continuous competition, but never a winner. Faction would fight faction and the whole would be undisturbed. In agricultural society interests were primarily place based so congressional districts sent representatives of these most

particular interests to fight it out in the house and the diversity among the states played out in the senate. There were no parties, an evil parliamentary thing, in the plan and mechanisms representing the interests of industrial and postindustrial orders had to be left to evolve. When de Tocqueville was talking about tyranny in legislatures, he was referring to factions combined in a majority party. The English evil of parties was not introduced here because of defects in the representative plan, but rather due to organized competition for the presidency. So, the source of tyranny here as in England was the executive not the legislature.

Since it was the same founder who drafted the *Declaration* that later introduced political parties forcing amendment of the Constitution and the advent of judicial review, I think the foundation he shared with the other founders and the evolution of Jefferson's thinking from the beginning to his presidency deserves a quick run. To begin we have the source and basis of the *Declaration*: John Locke's two *Treatises on Government*—the authoritative source for the founders. It was during John's life that the seed of parliamentary supremacy was planted, cut back by Cromwell's tyranny, saved by the people and preserved through constitutional monarchy. Around a century after his death, according to the popular reading of the *Declaration*, a new tyrant had arisen. King George had upset the constitutional balance finally established with William and Mary, had usurped powers of Commons and had used them to enslave the people in the American colonies by destroying representative institutions in the colonies. His crimes are enumerated in the second half of the *Declaration* as required and illustrated in the *First Treatise*. These are the kinds of things impeachment was meant to prevent so that we wouldn't need another revolution to save us from a Cromwell or a Bonaparte.

It's hard to imagine that any of the founders came to the convention intent on limiting the Congress when it was the weakness of Congress under the Articles of Confederation that brought them together. They needed three things: a national republican government that shared sovereignty with the states (Federalism), a vigorous legislature and an effective executive. Locke had discussed separation of powers applied to his own British experiment, his ideas are the foundation, but they had to be altered to support a very different edifice with no kings, no nobility and divided sovereignty. They didn't have time nor the empirical basis to work it out so they just did it. They put together three lists of sovereign prerogatives that the states would surrender to the new national government: the first, most important one, for Congress, the second for the President and the third for the courts. When the three lists were agreed to, Federalism and Separation of Powers were done. The words do not appear in the constitution they are the concepts, tools for thinking that the founders used and that scholars, officials, pundits and the public use to talk about, analyze and build upon what they were doing and what they did. In reaching agreement the interests of the propertied in the original states about what could be safely entrusted to a national government had to be satisfied. The safeguards for doing it were engineered into the three lists as checks and balances that mixed up separation of powers in various ways and blurred the line of separation in the federal structure giving us the third and

dominant concept for discussing and analyzing the document under glass in the National Archives—Checks and Balances.

At this point it is clear that the issue of subjective motivation is the definition of the will of the founders. They were using the emerging constitutional concepts to think about what they were doing, as they were assessing the consequences for themselves, their supporters and their states of surrendering each sovereign prerogative by adding it to one of the three lists. Before they agreed on anything they carefully considered and checked potential threats to their interests and struck a balance among competing interests to ensure that no faction could control the whole by capturing one of its parts. When everything they agreed on was listed, they had structured a new governmental arrangement. Each of them viewed the constitution as a plan for a government whose operation would not adversely impact his interests or those of his faction and state. They had through the calculus of interest fought out the structure of the extended republic in which interest fighting interest would result in stability and prevent representative government from degenerating into tyranny. Tyranny is impossible as long as the representatives of the people and the states have and use the powers listed in *Article I*. Impeachment is the ultimate safeguard against tyranny, the ultimate threat. The threat of impeachment was sufficient to send Nixon packing and save republic. The Republic is still here so, obviously, Johnson and Clinton didn't threaten it and they were not even accused of doing so. The second article of impeachment against Donald John Trump declares to the Senate that he has proven to be the ultimate threat. He didn't merely threaten the House's ability to use their powers; he stopped them! He needed the help of a unified vocal, bi-partisan minority faction in the House to do it. This is the real difference. If Nixon had been backed by a unified Republican party, he would not have had to resign and he could not have been impeached. Woodward and Bernstein would have lost, but Nixon didn't even try to shut Congress down. If he had tried and a unified and vocal minority had encouraged and permitted it, the republic might have been lost. I recall that everyone thought it was a Constitutional Crisis. Trump has shut down the House. The threat is real and eminent. Why is there no talk of a crisis? A bare majority in the Senate has backed him on witnesses. Even though there was, as in the house, a bi-partisan vote in favor, a fully partisan acquittal seemed certain. It didn't happen, but he still gets blanket authority to withhold information from Congress even to cover-up his own wrong doing—He can do anything he wants to. The war for the Republic has begun and the first battle is lost. Fortunately, it's not the last battle, but real damage has been done.

## **Nightmare Theater**

*I saw a snail crawling along the edge of a straight razor. ... And surviving?*

When we were kids, everyone on the block would gather in our front yard late at night every week to do, it was much more than to view, *Nightmare Theater*. It was a fear fest. We were among the last to get a TV, others were on their third upgrade, but we had the best place. A really spooky yard with large weeping birch and a perfectly placed

elevated doorway for the TV. Everybody knew that others had plastic spiders, slimy hands and the wherewithal for any imaginable trick, but it didn't matter, every attempt scared the hell out of one of us and heightened the fear enhancing the experience for all of us. Since the old horror flicks were scheduled in advance and most everyone had seen all of them, the time between gatherings was spent contriving the appropriate tricks and selecting the best targets. It was a well-established game so naturally there were defensive measures—sort of like checks and balances. The goal was to scare the hell out each other, enjoy the horror and go to bed happy—the American dream. Fear has always been a major factor in American life, particularly politics. Isn't that why we need rights? If we were not afraid that our neighbors would steal our property or maim and kill us—If men were angles, we wouldn't need them.

Locke's reasoning, reflected in the *Declaration*, is iron clad to protect our inalienable rights—life, liberty and property—we need government. By definition government is equipped with the most effective means to rob, maim and kill us so the worst possible thing is corrupt government. It's like the army showing up to disappear our trembling little group in the middle of the movie—real horror. TV now bombards us with examples of such things. We can do nothing about human nature, the evil in us, so the founders had to find a way to control government's potential for evil so it could protect us from ourselves. They knew the risk they were taking, but history and communication capability have upped the ante. I'm retired, I watched the whole impeachment show live, but by myself. It is by definition a horror story played out live on the silver screen. I am horrified!

I'd be happy with the old game of target, counter and enjoy the fear if it were just a question the danger posed by stoking our fear of enemies foreign and domestic in creative ways with innovative technology, but there is something new. Clever lawyers driven by fear, playing on the fears and vulnerabilities of elected representatives, have introduced a new kind of destructive fear that no one enjoys—we are not chasing happiness. The nation's sleep is troubled.

Believing that we have a government of “laws not men” has kept us sleeping soundly and fearfully happy. Tricky Dick was really scary—the nation's best Nightmare Theater episode. We had fun with Bill with no fear at all. The idea that it's better to have objective law that is known in advance rather than to have somebody decide without guidance or constraint goes back to Aristotle, but “rule of law” is a legal concept that lays out the objective conditions that the Constitution must preserve to “secure the blessings of liberty” and as conditions change, the Supreme Court keeps it up to date. Rule of Law is not the trump card in the competitive game that started when we ratified the Constitution. Now there are two separate games. No parents in Mexico would let their children sit outside in the dark watching things that would bring the paramilitaries and the police down on them—real horror is not happiness. As I watched them play “rule of law” to trump the founder's game, I feared for blessings of liberty for our posterity—I'm grandfathered in.

Aristotle can't help us here; it's not a question of corruption of good government by one or few or many. Good “Rule of Law”, that is accepted as objective reality apart

from men who make, enforce or adjudicate it, is being corrupted—The perverted form of government by laws not men. Unthinkable, obviously, it has no name; we have no conceptual tools to think with. Nonetheless, they are doing it so we better create some fast. Louis Hartz came up with a starting point as he thought through *Liberalism in America*. I remember it only because it was so strangely creative. He said that we are conservative exactly as Burke defined it, but we have replaced the ballast provided in earlier instances by an Aristocracy with the Rule of Law. To keep the ship aright requires a legal technocracy, but they are not an aristocracy. They have nothing to do with governing; their duty is to preserve the objective sanctity of the law. They are officers of the court, squires, who serve the Law not a Lord. If some of them are able to use their expertise to place the law in the hands their Lord, we have a man whose word is no longer law because he has power, but it is law because objectively, he is law. He is right and might—the perfect tyrant or king, devil or God.

In *Apocalypse Now* my impression was that the colonel's snail survived, but not intact leaving the viewer to imagine its condition. The survival of our snail, turned Republic, remains in doubt.

### **Pettifogging: A Legal Tweet Storm without Screens**

No phones or other screens were permitted in the Senate chamber. The judges on the jury had to watch it live with no distraction. We didn't even get to watch them. When one of the House managers referred to months of pettifogging under the vail of executive privilege by the president's team as nonsense, it provoked a virulent attack by the president's council and elicited a warning from the Chief Justice about proper decorum. He cited, as precedent, a ruling that used pettifogging as an example improper conduct under past standards. Jordan preformed Trump tweets live in the house, but, like his cyber model, there was no attention to detail—no pettifogging just bullying. He along with the boss' tweets generate a following, they create and maintain a conducive climate, but they are no threat to the Republic. The A-team in the Senate had been in charge of the real show from the beginning. Pettifogging is their business and they are very good at it. Even though it is way beyond his skill set Donald knows it when he sees it and knows how to use it. As any very stable genius would, he took no chances and enlisted the help of the best of the best to augment his team for the big/final show.

They did it! What did they do? If they had just done a smoke screen to hide a cover-up like Nixon's team, Trump would be out of office. Pettifogging was still an annoyance in 1972, but times have changed, now it's a science. Although I understand little about AI, it seems to me that the science is similar. A dense fog of minute details, drawn from many different arenas of practice and logic are combined in unrelated ways until details obscure everything and the old logics of any one of them can be used to support what has been created and mask its logic or make one unnecessary. The foggers have self-evident truths drawn from accepted objective law to counter every argument and the whole fog would have to be deconstructed to counter them—a nearly impossible task. It looks like Ken is right; impeachment has become domestic war. The senators had to choose to live in the confusion of the Fog of Impeachment or to ignore the fog and do the unprecedented. Trump did it and is proud of it! Only conviction and

removal could have ended the war, lifted the fog and made pettifogging once again contrary to the decorum of the Senate.

### **Under the Fog: Republic at Risk**

The president has said that he could shot someone, let's make it Joe Biden, in the middle of Fifth Avenue and get away with it. That's really eliminating a political opponent! The crime is the Attorney General's job. The only thing that concerns Congress is Joe Biden. In the impeachment fog, the president is right given that according to Barr he cannot be indicted. Like I said it would take a long time to get to the bottom of it if there is a bottom, but somehow you just know that it's right. A win here is a win there. Even though it's hard to know how he wins; we can see what he wins. Nancy didn't want anything to do with impeachment. She was wise enough to stay out of the fog, but Trumps legal A-team wanted the war so they sent her a letter telling her that constitutionally she lacked the power to do anything about his obstruction. Donald Trump was the law and impeachment would fail. Under cover of fog they had assigned a new prerogative of constitutional review to themselves and the Justice Department. Since the Constitution gave the sole power of impeachment to the House, it had to be done by the whole House and these self-selected lawyers were somehow, obviously, empowered by the Constitution to determine if any requests for information were from the whole house—the speaker had no authority as Speaker and they could nullify any rule that did not meet their constitutional test. It was not as good as the quid pro quo that Marshall presented Jefferson; this one required war. Surrender control over your internal rule making or impeach the president and bet on a longshot in the Senate. Nancy refused to fold and called game.

The stakes were high and went way beyond “obstruction of Congress”, but that was the only thing that could be proven without reference to subjective motivation. The facts, documents are there, but the real crime, Usurpation, would raise the issue of the Speaker's subjective motivation. She knew it and didn't do it, but we were in the fog. The charge of usurpation that filled the air of Watergate was never uttered until the very end when in their final summation the A-team, citing two words from Vindman's testimony, concluded that the Speaker and her team had concocted the first article of impeachment in an effort to usurp the president's foreign policy-making power and undermine the Separation of Powers. So far as I know the president doesn't have and never has had foreign policy-making power. His ability to act and make the rules to implement policy flow from the policies which are the laws passed by Congress—he gets to /has to sign them, but he can't make laws/policies by himself. Masterful pettifogging, indeed!

Everything the A-team accused the House managers of doing they had done or were doing at the time. With a little thought and not much context I watched them beat themselves badly on every point they raised and come off as having beaten the other side. Try it; it's really fun, but it doesn't matter. They came away with victory because subjective motivation is involved and that is not legitimate. Seeing is believing—the perfect call, the perfect case—right there on TV. Should be enough, but they learned from Abe, the GOP founder, that you can only fool all of the people some of the time and they had to do it this time: something for everyone. The A-team was good, but the

president took no chances. He went outside and brought in the Master pettifogger Dershowitz to cap it off and tie it together. The Articles of Impeachment are invalid because constitutionally speaking they “wrote them wrong” and by implication “we wrote our stuff right”. How do we know? Dershowitz said so. That is a fact! A true fact! It definitely is a fact that he said so. He went on to say that it’s his latest theory and even though it’s not widely accepted among scholars, he is right. Another fact! He said he is right. Nothing subjective about the fact that he said it. Now that we all know that it’s a fact that his theory is true, it’s obvious that they wrote it wrong and it is a fact that the articles, having no merit, are invalid. Consequently, there is nothing for facts and arguments to support.

Can they go back to the House and re-write them, right?

Finally, Ken Starr’s crime, perhaps it was just a mistake. He tried to use Dick Neustadt the definitive expert on presidents and the presidency. Presidential power it turns out has little to do with the lists of the founders; it is subjective. It flows from an incumbent’s ability to persuade. Donald Trump doesn’t do persuasion; it’s not in his skill set. Ron was known as the great communicator which is the same as the great persuader. Don is the great dealer which is really to say the great intimidator. Ron was loved; Don is feared. That is why everything that Shifty Schiff had to say in his concluding remarks is, unfortunately, true and we have all seen it on TV for decades.

### **Some Things Can’t Be the Truth Even If They Did Happen**

Irangate: Ron broke the law because his oath required it in defense of the Constitution and Nation’s safety. It was his moral duty. He felt that the Boland Amendment was an evil law that posed a clear and present danger to the Nation and endangered the lives of Americans—Remember *Red Dawn*?—therefore, his oath required it. The Congress and the American people were persuaded. Many of his people went to jail, but no articles of impeachment were even considered.

Bidengate: Don broke the law, not a rider on the Voting Rights Act, but a core post-Watergate law intended to rebalance the Constitution and preclude the re-emergence of an Imperial Presidency. It was not out of conviction because he saw a clear and present danger that he was forced to choose between an evil law and his oath. He probably didn’t even know there was a law. Unlike Ron, Don saw an opportunity to extract political advantage from a foreign leader. In order to seal the deal, he applied maximum pressure. Doing it involved breaking the law, but he wanted the deal. His oath didn’t enter into it! There was no moral issue and no persuasion; he intimidated the foreign leader to get what he wanted. The House impeached him for abuse of power.

The difference seemed clear until I heard the Dershowitz capstone argument about self-interest:

D: Self-interest is always involved.

What? I thought that you were arguing that self-interest (subjectivity) was unacceptable.



D: Yes, but if the president, like all elected officials, feels that his re-election is in the National Interest, his Oath requires him to pursue it in the National Interest.

Caught again, Catch 22 never fails. It really is the best there is! Sorry, there is no difference!

My re-write:

Bldengate re-write: Don's re-election is the National Interest so he had to break the law, even if it was a core post-Watergate law intended to rebalance the Constitution and preclude the re-emergence of an Imperial Presidency, the National Interest trumps it. It was out of the conviction that without his re-election there would be a clear and present danger. The National Interest was at stake and his oath required it. Like Ron, Don acted in the interest of the nation. In order ensure a win he had to apply maximum pressure. If doing it involved breaking the law, his oath still required him to do it! It was a moral imperative and remains one. Since the partisan Democrats cannot be persuaded, his oath requires him to do anything to stop them from nullifying the last election, precluding his re-election and endangering the Nation.

### **The End: Mitt voted to convict on Article I**

Kings are loved; tyrants are feared. George tried to rule through intimidation, but the founders were unafraid and we're free from him. Don tried to intimidate Nancy; she was unafraid. If he was absolved by the Senate because Mitch and the rest of the caucus, except Mitt, love him, there can be no problem because he is a good king and virtue will be the precedent, but if they fear him, as I fear they do; we should fear for the Republic. Even though the Republic is on the edge, as long as We the people, like the founders, are unafraid there can be nothing to fear.

*Surviving intact or in two halves—a more perfect union or the final separation?*

## **Using UDL to Support STEAM Instruction for Children with Disabilities**

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## **Abstract**

Science, Technology, Engineering, Art, and Math (STEAM) are all critical features that need to be taught to children at an early age. Children who are exposed to teaching that involves STEAM are exposed to critical thinking, problem solving and inquiry-based learning (Linder & Eckhoff, 2020). Additionally, Universal Design of Learning (UDL), is another critical way of teaching young child how to learn by optimizing teaching based on how students learn best (CAST, 2021). It is through these teaching structures that the opportunity to help young children with disabilities learn more effectively is recommended.

**Keywords:** Critical thinking, Children with Disabilities, Scaffolding, STEAM, Universal Design of Learning

Science, Technology, Engineering, Art and Math (STEAM) is an integrated and hands on approach that allows young children leeway to inquire about their learning experiences. STEAM promotes vocabulary, critical thinking, communication, problem solving, and reflection for students after participating in a curriculum that incorporates STEAM activities (Linder & Eckhoff, 2020). Through STEAM activities young children learn how to look at problems through a different lens. They learn that there are different ways to approach a problem, work together to solve a problem and come to a solution, or inquire further into an experiment to learn more. Additionally, through STEAM integration teachers are able to focus on content for young children (*what* to learn) and the processes (*how* to learn), (Linder & Eckert, 2020). While STEAM is beneficial for young learners in the classroom it also opens doors for teaching children with disabilities.

Teaching children with disabilities requires planning and specialized practices that allow them to participate and engage meaningfully in learning activities (Kurtts, 2006). Marino (2010) found that successful participation by students with disabilities in STEAM classes is directly linked to a teacher's ability to understand the unique learning needs of that student. Struggling learners may require extra scaffolding with STEAM curriculum (Samsonov, Pederson, & Hill, 2006). Scaffolding involves providing the appropriate amount of support and instruction that the child is learning and working in STEAM activities. Through scaffolding teachers can cue, prompt, question, and discuss with children to help them develop their own understanding (NCECD, 2020). Through the techniques that come through scaffolding teachers can support diverse learners in the process and make STEAM an enjoyable and supportive learning experience for

them. Teachers teaching STEAM curriculum should also ensure that their curriculum is engaging and addresses the needs of all students in their classroom (Basham & Marino, 2013). By providing different learning experiences the teacher can observe how the children are learning. These experiences include drawing, painting, building, nature observations, graphing and technology just to name a few (Denton & West, 2002). While STEAM is a great avenue for children with and without disabilities to learn another component needs to be considered in the learning process.

Universal Design for Learning (UDL) calls for the design of curricula with the needs of all students in mind, so that methods, materials, and assessments are usable by all. UDL is a means of using multiple means of engagement, representation, and expression to provide access to the curriculum for all types of learners (CAST, 2021). First, this is accomplished by providing multiple means of engagement. This means that there is enthusiasm and motivation for the learner through different means of engaging with the learning material. Second, multiple means of representation present information in a variety of ways so that we can meet the needs and different learning styles of young children. Third, through means of action or expression we offer options so that the child can demonstrate what they have learned in various ways. This means that choice is highlighted so that the child can demonstrate their strength in the learning process (CAST, 2021). Therefore, differentiated instruction can be provided through the principles of UDL. Differentiation provides a process for the child to learn according to their interests, learning preferences, and readiness levels. First, through differentiating the content, the teacher considers what the child needs to learn, they choose content that is based on student interest as well as student strength. Additionally, various text

and resources are provided for the child to learn. Second, the process of learning has to be considered. How is the child going to learn the information? Through providing differentiated instructional strategies such as scaffolding, flexible grouping, varying instructional strategies and curriculum compacting, students have the opportunity to acquire information and process it and then demonstrate their learning. When students demonstrate their learning process this is the third step in differentiation, the product. The product in the learning process considers various opportunities and choices for children to demonstrate the concepts that they have learned (Westman, 2017). The product that is presented also considers the learner's style and how they present the information to those around them. This leads to the final step in differentiation, the learning environment. The learning environment is where and with whom the child learns. Considerations in the learning environment should include the arrangement of the room, student interaction in the classroom, spacing, and the child's responsibility in the environment (Westman, 2017).

With the understanding of what STEAM and UDL stand for and what they do, how can we teach children with disabilities using the concepts of STEAM and UDL together? First, it is critical to remember that early learners do not have preconceived notions (Sneidman, 2013). As a result, it is easy to adapt and teach STEAM concepts for children with disabilities incorporating UDL concepts. It is also key to incorporate the use of senses in STEAM activities. Through the five senses of seeing, touching, tasting, smelling and listening, young children can learn about different STEAM concepts using the principles of UDL to reach diverse learners. Young children with developmental delays or disabilities require planning and specialized practices that allow them to



participate and engage meaningfully in the learning process (Division for Early Childhood of the Council for Exceptional Children, 2014). By incorporating the senses, hands-on learning and opportunities to learn and share through different modes of learning children learn to interact, engage and stimulate interest and excitement for the learning process (DECCEC, 2014). Additionally, teaching STEAM activities utilizing UDL principles, provides opportunities for children to learn from their peers and to learn concepts in different ways that involve interactive learning. It allows for expression, communication, and improved self-confidence in children (Brookes, 2018). Also, when UDL principles are incorporated into a STEAM lesson, barriers are then removed. This is critical so that curriculum and learning centers are accessible to all students with learning differences (Conn-Powers, Cross, Traub & Hutter-Pishgahi, 2006).

STEAM falls under the umbrella of inquiry instruction. Inquiry instruction encourages students to think critically, problem solve, communicate, and reflect through active, hands-on learning experiences (Linder & Eckhoff, 2020). Inquiry practices provide young children with opportunities to approach problems in a variety of ways. Early childhood educators are encouraged to integrate STEAM instruction across subject areas within a meaningful, relevant context (Linder & Eckhoff, 2020). How can STEAM instruction be integrated into the classroom? One method for integrating STEAM instruction is using inquiry-based learning projects, such as designing, planting, and caring for a class garden, providing students with the opportunity to collaborate, think critically, and engage in activities across multiple subjects. Another method for integrating STEAM instruction is through the use of guided play centers in the classroom. Guided play provides opportunities for student exploration within a context

specifically designed with a learning goal in mind, yet it still maintains the joyful aspects of free play (Hassinger-Das et al., 2017). \*

The use of STEAM and incorporating the principles of UDL in STEAM instruction introduces ways to make learning more accessible and applicable and provides a means for children with disabilities to learn with diverse, hands-on approaches so that the learning becomes a meaningful process (Basham & Marino, 2013).

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# Sustaining Momentum: Using Action Research Teams to Deliver Strategic Initiatives

**National Social Science Association**

**Real Time Virtual Fall Conference  
October 12-14, 2020**

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## What We Know....

- **Choosing the “best model” is not enough**
- **A detailed artifact is inanimate**
- **External pressure does not ensure improvement**
- **Money and resources are not enough**



# Improvement--what we grapple with

Who is defining it?

- Policy makers and others

What does it look like?

- Templates

Why is it needed?

- Accountability
- Public trust
- Mission and vision





## Sustaining Momentum: Using Action Research Teams to Deliver Strategic Initiatives

### P u r p o s e

This presentation considers a proactive remedy for eliminating barriers in delivering action steps of a Strategic Imperatives Plan while maintaining the momentum in achieving organizational goals and initiatives.



## **Improvement--what we really grapple with**

### **Statement of the Problem**

Improving student achievement and overall organizational effectiveness are major goals of K-12 and higher education in the United States.

Yet, plans to accomplish these goals are often short-lived or never get off the ground. Educators are left pondering, why is our Plan NOT working?



## Guiding Questions ~ Literature Review

What barriers hinder successful implementation of a Strategic Imperatives Plan (SIP)?

What strategies contribute to successful implementation of a strategic imperatives plan?

How can action research teams contribute to collaborative ownership and sustaining the momentum for achieving goals?



# Literature Review: Diagnosis

**Failure Rates for Organizational Change Implementation:**

**28% - 93%** (Decker, 2012)

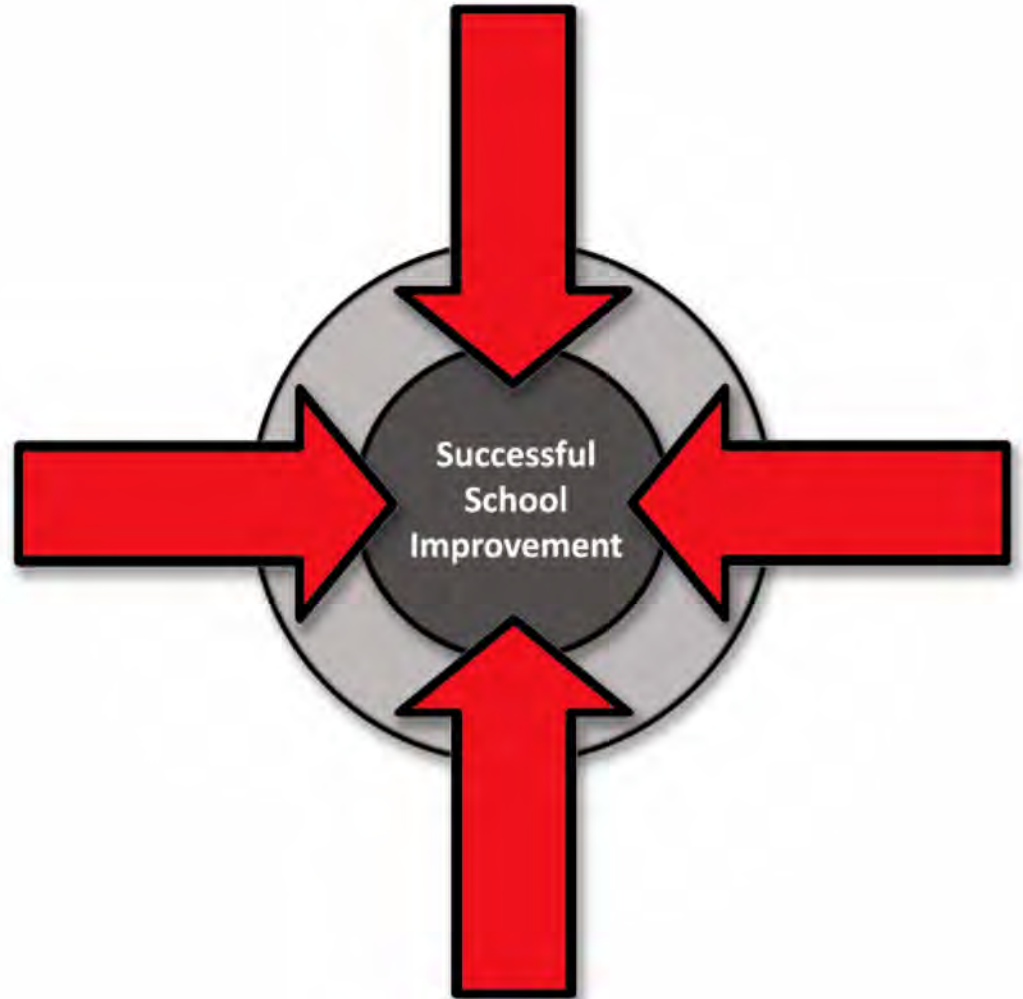
## **Barriers to Successful Implementation:**

- **Implementation Orientation - Top Down vs. Bottom-Up** (Decker, 2012)
- **Implementation Tactics - Forging Ahead too Quickly** (Calhoun, 2002)
- **Complexity of Plans** (Dolph, 2017)
- **Absence of Organizational Alignment** (Chang, 2017)
- **Ineffective Leadership: Gap between what leaders say they value and what they actually do** (Dolph, 2017 ())
- **Lack of Readiness for Change** (Lindahl, 2017; Decker, 2012)
- **History of Change Experience** (Lindahl, 2017; Decker, 2012)



## Treatment: Strategies for Successful Implementation

What strategies contribute to successful implementation of improvement initiatives and how is momentum sustained?





# 7 Non-Negotiable Priorities

Create an organization-wide process that supports growth by utilizing the professional expertise of stakeholders and building leadership capacity simultaneously (Calhoun, 2002).

**Establish a  
Clear  
Vision**

**Incorporate  
Networking**

**Create  
New  
Structures**

**Simplify  
the  
Process**

**Monitor  
Progress**

**Assert  
ongoing  
Pressure**

**Coach  
for  
Success**



# Literature Review: Treatment

## 7 Non-negotiable Priorities

- **Establish a Clear Vision** (Guiette, 2013)—**How will we do this?**
  - Gather and Analyze Data—**Know and make known current profile**
  - Conduct a Vision and Culture Analysis: Revisit and modify vision statement based on gaps identified in data analysis
- **Incorporate a Networking Leadership Model**  
**Bottom-up Approach, Nurture Grassroots Leadership** (Lv, 2017)
  - **Use the right tools** —culture tools (rituals and traditions);  
management tools (training procedures, measurement systems);  
leadership tools (role modeling)  
(Reeves, 2007)
  - **Invite Success fostering Collaboration:** Team Invitations (i.e. Action Research Teams)



# Literature Review: Treatment

## Priorities continued:

- **Create New Structures** (Chang, 2017)

### *Redesign and Customize*

- Create the culture you want (attitudes, behaviors, beliefs)
  - Identify indicators of success
  - Prioritize Time -- Alternative Scheduling
  - Plan Communication avenues—ASK others for suggestions
  - **Use a Teams Approach**
- **Simplify the Process** (Dolph, 2017; Hagan, 2016)
- ### *Demystify the Plan*





# Literature Review: Treatment

## Priorities Continued

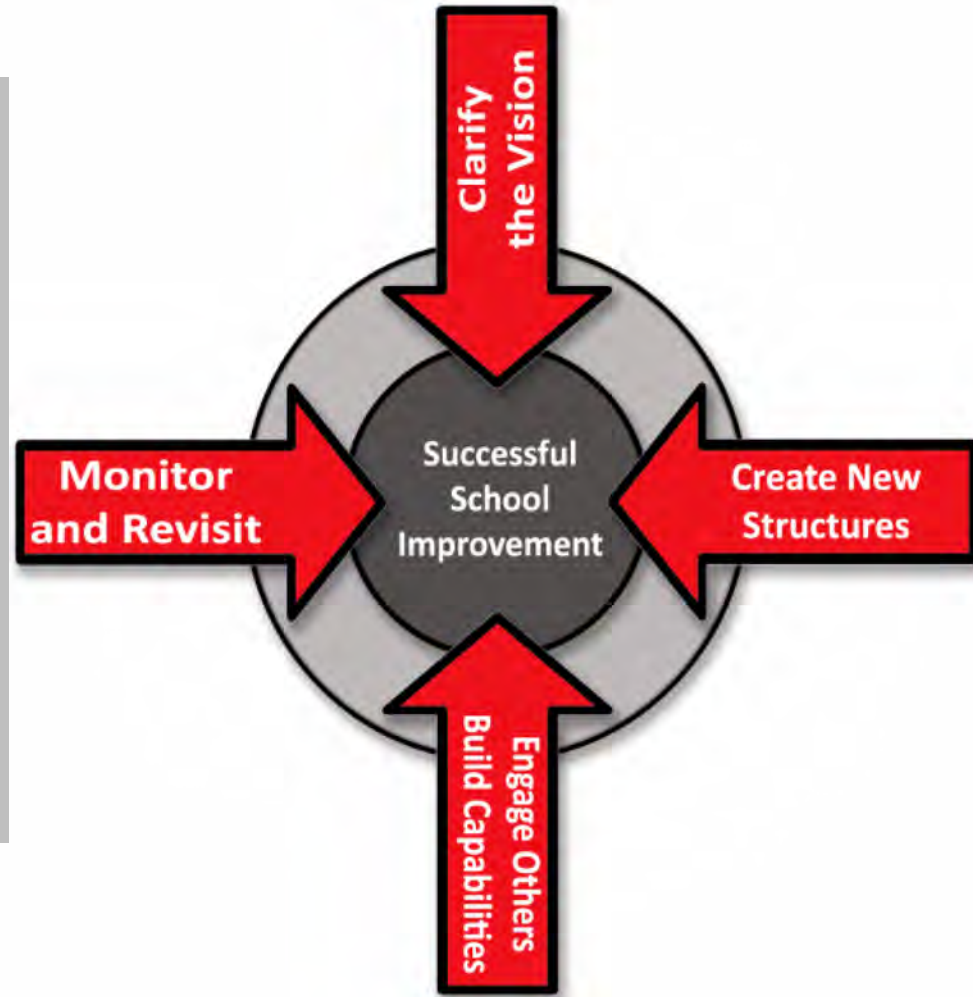
- **Cultivate Habits of Monitoring** (Bowden, 2017)  
*Sustain Performance* through Individual and Institutional reflection, feedback, and support  
*Pay attention to the Emotional Intelligence of the Group*  
(Low indicators vs strong EI; the health of the team drives performance)
- **Assert Appropriate Ongoing Pressure** (Reeves, 2009)  
*Manage the Change Question, Direct, Support, Celebrate*  
(Bowden, 2017)
- **Coach for Success**  
*Don't let others quit*



# Strategy for Successful Implementation

## A Fresh Start ....

Using organization-wide Action Research Teams to foster growth and support continuous improvement





# Fostering a Culture of Interdependency

## *Planning, Process, Progress(P<sup>3</sup>) with Action Research Teams (ART)*

### Planning

**Key stakeholders  
Discussion**

**Current Profile**

**Purpose, Goals,  
Benefits of P<sup>3</sup>**

**Action Research Teams and  
implementation**



# Fostering a Culture of Interdependency

## Planning, Process, Progress(P<sup>3</sup>) with Action Research Teams (ART)

### Convocation and Commissioning: Call to Action

1. Provide Current Profile
2. Describe P<sup>3</sup> and Explain Action Research Teams Approach
3. Describe Protocols: Define Teams and Team tasks, Timelines, Progress Monitoring, Reporting
4. Establish Teams-Ask individuals to select an ART
5. Review Benefits of this process
6. Recap Team Expectations
7. **Express Gratitude and Establish Initial Momentum**



# Creating ARTs and Defining Responsibilities

## *Process*

- **ART Facilitator Team** — define responsibilities (i.e., facilitate work of other teams, provide resources)
- **Data Team** define responsibilities (train ARTs teams how to analyze interpret the data)
- **Strengths** and **Gaps Identification Teams**— multiple teams study the data( performance, perception-teaching and learning environment, school climate, other). Prepare summary for stakeholders.



# Creating ARTs and Defining Responsibilities

## Process

- **Context (of the concerns) Teams:** What are the root causes of the concerns or issues?
- **Literature Review Teams:** What is the research saying about each issue? Prepare summary for stakeholders.
- **Define Action Steps – 2 types**
  - Bolster Strengths
  - Improvements Opportunities



# Strategy for Successful Implementation

Planning, *Process*, *Progress*

**Leadership Team, ART Facilitators, SIT, Data Teams identify**

- ✓ Persons responsible
- ✓ Resources Needed
- ✓ Timeline for accomplishing tasks
- ✓ Who's monitoring which components?
- ✓ Where are check-points?



## Strategy for Successful Implementation

### Planning, *Process*, *Progress*

*Ongoing:*

#### **Leadership team**

- Facilitates compilation of team reports,
- Gives up-to-date progress status,
- Provides opportunities for on-going stakeholder feedback, and
- Celebrates success along the way





## Strategy for Successful Implementation

**Planning, *Process*, *Progress***

**Sustaining Momentum**

**Collaborate and Communicate**

- **Compile progress report (work of ARTs)**
- **Disseminate report to stakeholders**

**Evaluate (Modify, Adjust)**

- **End of quarter, semester, end of year**
- **Celebrate with whole group**



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# **Louisiana Afro-Creole Poetry in French**

**Resistance, Transformation, and Transnational  
Exchanges**

**Dr. Evelyne Delgado-Norris  
Chicago State University**

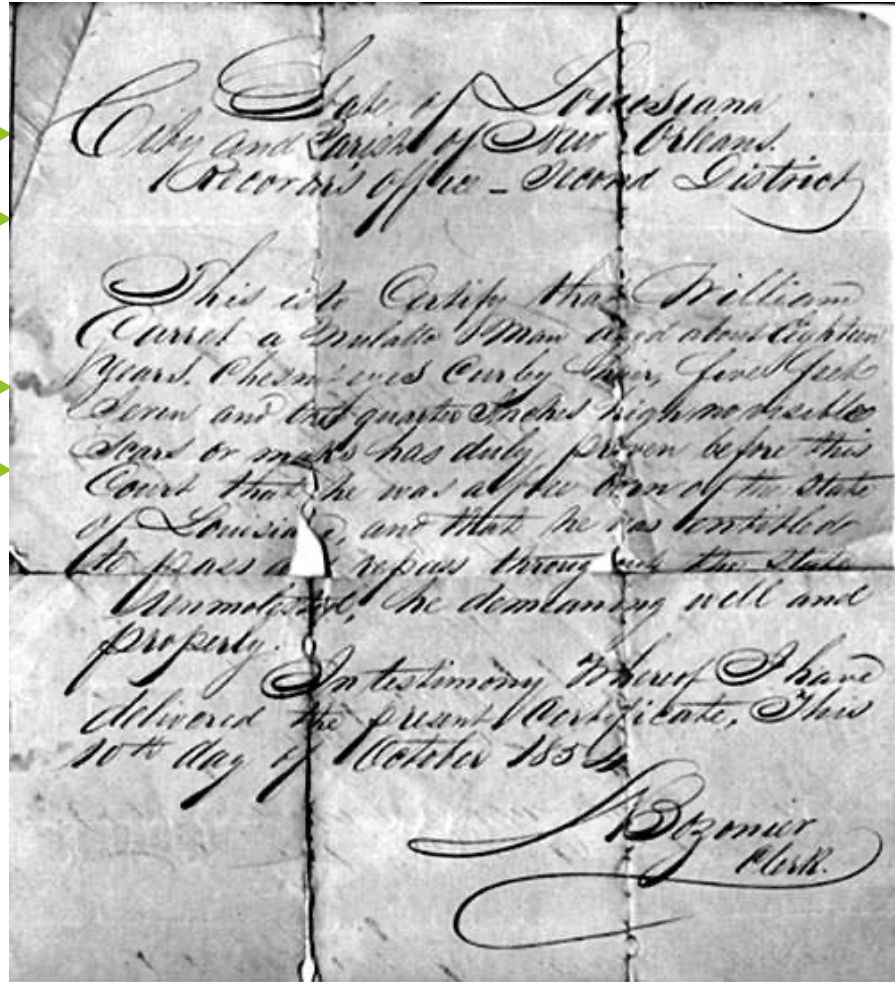
**National Social Science Association Fall Conference  
October 13, 2020**







# Gens de couleur libres (Free people of color)



Pass stating for the one carrying the document:

“he was a free born of the State of Louisiana.”



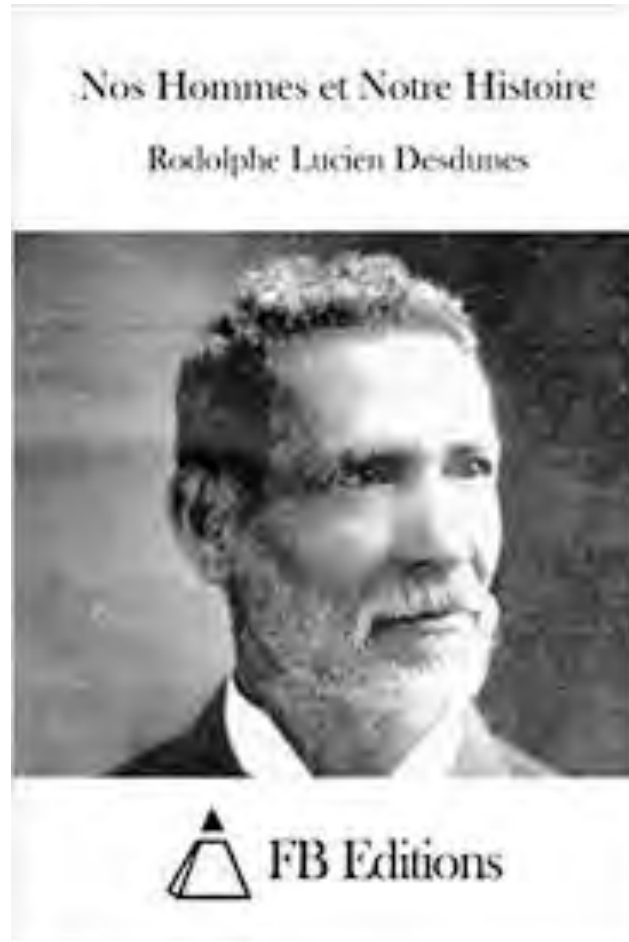
# The exotic Afro Creole woman and the Voodoo queen



## In counterpoint.....

- ▶ Francophone Afro-Creole abolitionists;
- ▶ Taking up the fight against cruelty and discriminatory laws;
- ▶ Carving a place for themselves in society through education and achievements in business, arts & literature, and many other fields;
- ▶ Expressing a distinct “creole” identity.

# Rodolphe Lucien Desdunes



**Rodolphe Desdunes' 1911 book entitled Nos Hommes et Notre Histoire whose mission was to pay “hommage à la population créole, en souvenir des grands hommes qu'elle a produits et des bonnes choses qu'elle a accomplies” (Desdunes, 1911).**

*“Remembering the racial situation of the United States in the 1840s makes it clear just how exceptional this publication was. Survival, not literature, was the order of the day for most American blacks. Slavery was the rule for blacks in the southern states; free blacks were seen as a potentially dangerous anomaly, and their rights, particularly to education, were severely circumscribed. In contrast, the culture of free people of color in New Orleans, from which the poets sprang, was the more remarkable. They were a caste apart from either black slaves or free whites. Predominantly mulatto, francophile, and Catholic, their emotional allegiance was to the Marseillaise, rather than the Star-Spangled Banner or the drums and kalimbas of Africa. They were a tightly knit community, intermarrying among themselves, forming a web of close relationships.”*

*(Schmit, 1987).*

*“In New Orleans, free people of color enjoyed most of the legal and economic rights of whites. They could own property—including slaves—buy and sell, make contracts, lend or borrow money, practice their trades and professions, marry legally, testify in court, and receive an education....Free people of color enjoyed a culture which was distinctly French in tone and substance. French was their native tongue, and their educational models were, of course, French. No public education was provided for free blacks in Louisiana, but they made good use of religious and private schools.....For the children of affluence—frequently the illegitimate children of white fathers schooling in France was considered most desirable.”*

**(Schmit, 1987).**

## La Tribune de la Nouvelle Orléans as a vehicle for political and literary voices of the Afro-Creoles

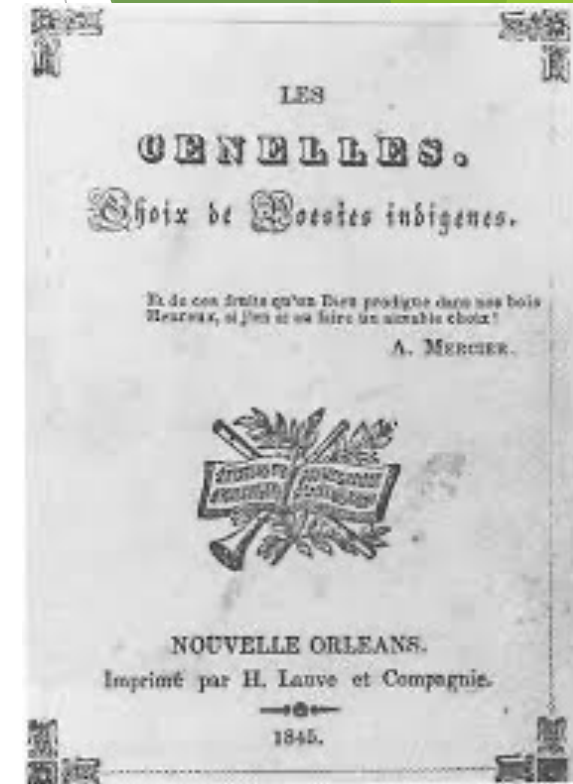
- ▶ Considered to be the first African-American daily newspaper in the U.S. (April 16, 1867) & **it was written in French;**
- ▶ The paper was the voice for equal rights for Blacks;
- ▶ Attacked discrimination in the areas of employment and education, and denounced the unequal treatment of Blacks in the military.
- ▶ Disseminated and brought to visibility blunt social and political messages, “l’activisme de la plume”, the activism of the pen.





# What's in the name "Les Cénelles"?

- ▶ “Les Cénelles” gathers eighty-four elegant and deep-felt poems about love both fulfilled and unfulfilled, the beauty of nature, and vignettes of places and people reflecting the unique creole community;
- ▶ “Les Cénelles” refers to the bright red berries of a thorny native bush, either a holly or a hawthorn;
- ▶ Symbol of rootedness in Louisiana and legacy;
- ▶ For herbal cures, hawthorne berries are reputed to be a “heart tonic”





# Pierre Dalcour: “Les Aveux” (Confessions)

- ▶ *Toujours ta voix enchanteresse*    *Always your enchanting voice*
- ▶ *Vient porter le trouble en mes sens;*    *Troubles my senses*
- ▶ *Je t’aime, hélas, avec ivresse,*    *I love you with passion despite myself*
- ▶ *Toi qui causes tous mes tourments,*    *You, who gives me such grief*
- ▶ *Oh! Mais je t’aime avec délire,*    *Oh! But I love you with passion*
- ▶ *Aujourd’hui reçois mes aveux:*    *Today, listen to my confession*
- ▶ *Enfin ma bouche ose te dire*    *Finally, my mouth dares to say*
- ▶ *Ce que cent fois t’ont dit mes yeux*    *What a thousand times my eyes revealed*
- ▶ (Créole Echoes, pg. 30)

# Identity, Resistance, and Vignettes of Everyday Life

While resistance is often considered as some extraordinary event, it is not always so: **“resistance can also be a location of intense personal, interpersonal and cultural negotiation... ordinary life events contain innumerable instances of agency and resistance”** (Chaudhary, Villadsen, and Hviid, 2017)

# Adrien Rouquette: “Promenades sur La Levée” (*Evening Stroll on the Levée*)

Plus de hâve irlandais, de rouge matelot,  
Qui roule le baril, ou pousse le ballot;  
Plus de ces *drays* pesants, à la chaîne bruyante,  
Qui voilent le soleil de poussière étouffante  
*No pale-skinned Irish lads, no sailors red*  
*Of countenance, hauling the bales outspread*  
*Rolling huge kegs; none of those heavy drays*  
*Clanging with chains and veiling, in a haze..*

(Translation, Creole Echoes pg. 159)

## Adrien Rouquette, cont.

Ils causent, moi, je passe; et, poursuivant mon rêve,  
Je m'en vais, parcourant la longue et blanche grève;  
Contemplant tour à tour, les bois et le ciel bleu;  
Jetant mes vers au fleuve, et ma prière à Dieu!

*Chatting and chattering....*

*Over the long white strand I wend my way,*

*Skirting the river, drawn on by the dream*

*That haunts me, as I toss into the stream-*

*Gazing upon the woods, the azure air-*

*These verses mine, and unto God, my prayer.*      (Translation Creole Echoes, pg. 161)

**Mirtil-Ferdinand Liotau:**  
“Mon Vieux Chapeau” (My Old Hat)

Lorsque sur un côté

Je l’ajuste avec grâce,

Chacun me donne une place,

Je marche avec fierté

.....



# Mon Vieux chapeau, cont.

**Ah! Si dans sa bonté**

**Dieu me faisait la grâce**

**De prolonger ma race,**

**Que je serai flatté**

**De voir avant que j'aïlle**

**Dans un monde nouveau,**

**Un garçon de ma taille**

**Mettre mon vieux chapeau.**

# The Black Marseillaise (Camille Naudin)

- ▶ Camille Naudin is known for his anti-slavery re-write of the French anthem, La Marseillaise and entitled his piece La Marseillaise Noire (The Black Marseillaise).
- ▶ The poem first appeared in La Tribune de la Nouvelle-Orléans in 1867, shortly after the Civil War and Lincoln's Emancipation Proclamation.
- ▶ The French motto "Liberté, Égalité, Fraternité" represented the ideals of the French Revolution. Those three words are dispersed throughout the poem and appear at intervals to echo those same aspirations that slavery and *Le Code Noir* had crushed for slaves in the French colonies. Those words gained a new meaning after "freedom" had rung.



# Camille Naudin: “La Marseillaise Noire” (The Black Marseillaise)

- ▶ “Moi, je suis **la Fraternité**,
  - ▶ Embrassez-vous mes frères....
  - ▶ Debout! C’et l’heure solennelle!
  - ▶ Où sur le vieux monde écroulé
  - ▶ Le despotisme qui chancelle
  - ▶ Vient couronner **la Liberté**
  - ▶ .....
  - ▶
- Allons! Malgré votre race,  
Hommes de couleur, unissez-vous  
Car le soleil luit pour tous.  
Que chaque peuple heureux prospère  
Au fronton de l’humanité  
Grave ces mots en toi j’espère,  
Tu régneras, **Egalité**

# Camille Naudin: “La Marseillaise Noire” (The Black Marseillaise), cont.

“Debout! L’heure est venue, à chaque travailleur

Le pain (bis) qu’il a gagné, qu’importe sa couleur.”

*Arise! Now, the time has come for every laborer,*

*Regardless of his color, to claim the bread that he has earned.*

(my translation)

# Afro-Creoles on the Battle field...

“To the Free Coloured Inhabitants of Louisiana...As sons of freedom, you are called upon to defend our most inestimable blessing. As Americans, your country looks with confidence to her adopted Children for a valorous support...As fathers, husbands, and Brothers you are summoned to rally around the standard of the Eagle, to defend all which is dear in existence.” (McConell, 1968).

From Jackson's Letters.

# Hyppolyte Castra

- ▶ Despite Afro-creoles' engagement to defend their country and New Orleans, black soldiers only encountered racism and grief.
- ▶ The black soldiers were never given full recognition for their efforts, especially as racial tensions arose at the dawn of the civil war.
- ▶ In his poem entitled "La Campagne de 1814-1815", Hyppolyte Castra denounces those broken promises, centering on a young black soldier recalling his mother's words:  
"Here, you are only an object of scorn."

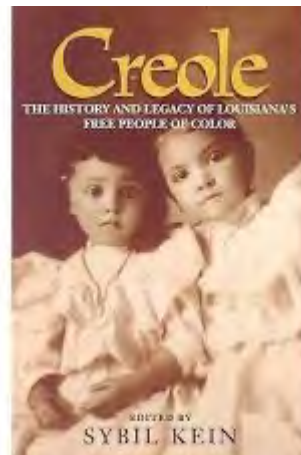
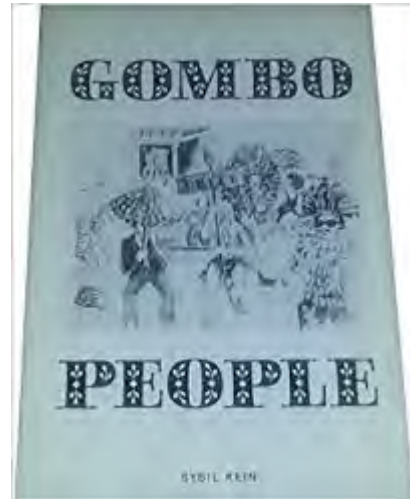
*Je me battis avec cette vaillance*

*Dans l'espoir seul de servir mon pays,*

*Ne pensant pas que pour ma recompense.*

*Je ne serais qu'un objet de mépris....*

# Sybil Kein (a.k.a Consuela Provost)



## Sybil Kein, cont.

- ▶ *“When I first went to school, my mother would say, “You gotta speak American now, no Creole.” I think I was in eighth grade before I said anything to anybody. I didn't want to speak English. There were one or two other kids in school who knew Creole, but we weren't allowed to speak it. My mother and aunts and uncles were beaten on the playground if they spoke it in the classroom. I recently interviewed one of my aunts and she was still afraid to talk about it. I said, “What happened?” She was whispering even though there was no one around. She said, “They would take us out of class if we spoke it, and they would whip us and they would hit us on the hands.” (The Free Library, 2011).*

# The Use of Creole in S. Kein's writings

- ▶ Used to re-value and re-center the culture and its people.
- ▶ She adds that in the past, “Louisiana French Creole, was considered a language of stupid people who were too dumb to speak anything else. It was the language itself that carried the mark of ignorance. I decided that I would work to free Creole--my first language, the language of my ancestors--from negative stereotypes” (Free Library, 2011).
- ▶ By writing in her mother tongue, she calls into existence her ancestors and the culture that was swept aside in the shadows. It is a culture, she said, that was passed down and kept alive by the women.
- ▶ S. Kein praises her people as a people of “connection,” a bridge: neither white or Black, but a spicy Gombo.



# Conclusion

- ▶ This study is an effort to highlight a Francophone poetic tradition within the United States. The study of Francophone Afro-Créole literature is an opportunity to make language and cultural studies not just an endeavor dealing with “foreign and faraway lands and people,” but also the basis for understanding American culture itself.
- ▶ New Orleans (where most of the poets selected were from) is a microcosm of a larger process of creolization, the hybridization of cultures as they interact, often times clash, but also blend strengthening the diversity of America and its cultural products.

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[https://www.thefreelibrary.com/%22You+gotta+speak+American+now%22%3a+a+conversatio  
n+with+Sybil+Kein.-a0258917031](https://www.thefreelibrary.com/%22You+gotta+speak+American+now%22%3a+a+conversatio<br/>n+with+Sybil+Kein.-a0258917031)

# Challenges to research on aging and age-related diseases, especially dementia, because of Covid-19

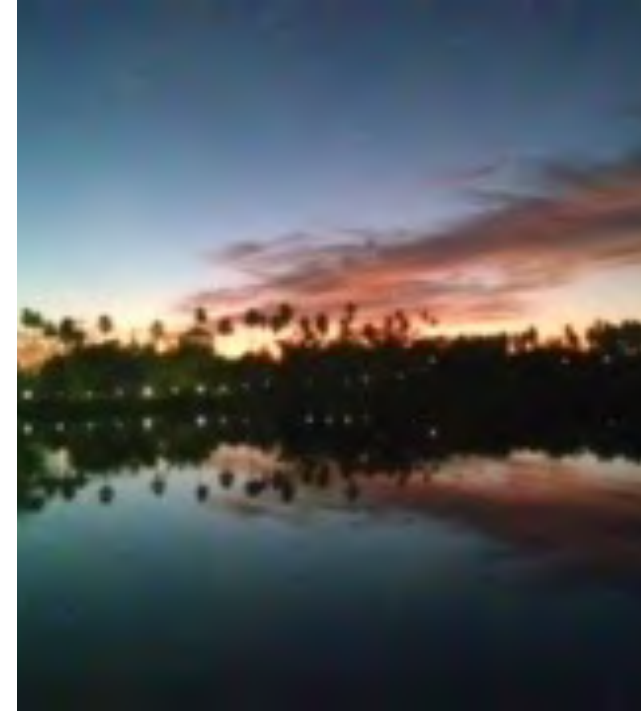
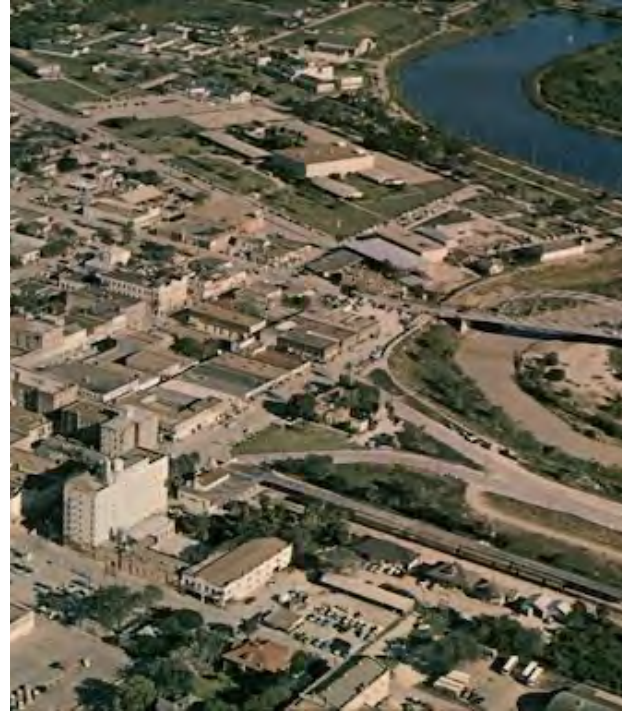
Angelika Potempa, Ph.D.

Philosophy Department, UTRGV, 1 West University Blvd., Brownsville, TX 78520









## LRGV: Cities, Colonias, Resacas,...

Impressions from Brownsville

Resaca on UTRGV campus, Elizabeth Street, Border area, UTRGV campus

Colonia, downtown

# 1. The UTRGV Resiliency Project

Organization: Interdisciplinary

Focus: Lower Rio Grande Valley (LRGV), that is, 4 out of the 63 TX- Mexico border counties;

Goals:

- Contribution to evidence-based aging and intervention models and that reflect the interconnectedness of the dynamics of physical place, social interactions in neighborhoods and families, and physical and mental wellbeing of the inhabitants, that is, both residents and Winter Texans. Both our area and population are under-researched and underserved;
- Contribution to the development of culturally acceptable, effective, and affordable interventions will help other areas in the U.S. with a high concentration of Mexican American families to prepare for the wave of aging under-resourced families (income, retirement benefits, insurance levels) with higher levels of dementia risk that they will face in about 20 years;
- Contribution to research that, by focusing on aging well, does not only focus on decline but chances for individual and area well-doing.

Thus,

- Contribution to the reduction of socio-economic and health disparities in this area and beyond.



# The UTRGV Resiliency Project

## Methodology:

- Utilization and contribution to a promising novel approach that connects primary data about the physical conditions of neighborhoods and their dwellers, gained, among others, using Opportunistic GI Science and models that were developed by e.g., University of Ohio, Drexel University, and UT Southwestern Medical Center, with extant data from, e.g., Census and Area Resource Files;
- Analysis of links between aging to the environmental, socio-economic and psychological stressors, activity space, and health, health care conditions, food quality and availability, social services, and possibilities for social interactions in the locale.

## 2. The Locale: LRGV

- Comprises 1.3 million people: more than 93% of them Hispanic (in the majority Mexican American) and many bilingual and bicultural;
- Includes one of the 10 fastest growing metropolitan areas in the US, the McAllen area and the Brownsville- Harlingen area;
- Characterized by a high number of “pockets of poverty,” including Colonias (where the poorest families live) general poverty rates between 30% and 35%, lower than average incomes, low education levels (ca. 20% less high school graduates than Texas and national average), high levels of medical none or under insurance, and long-term medical underservice. (Lee, 2015; Healthcare Access, 2018);

## 2. The Locale: LRGV

### 2.1. Challenges

- Lower life-expectancy (almost 4 years) of Hispanics compared to their non-Hispanic White counterparts. (Center, 2014).
- High rates of obesity, diabetes, high blood pressure, cholesterol, cellular vascular and dementia diseases (Galvin, 2018; Center, 2014) and a need for healthful dietary choices and physical exercise to increase fitness. (Adriana Pérez, Reininger, Aguirre Flores, et al., 2006; Marquez & McAuley, 2006) That is, a high concentration of risk factors to longevity and aging well, which, now and in the future challenges not just the affected and their families but the systems of care and social services. (Bhardwaj, Buchwald, & Amran, 2020);

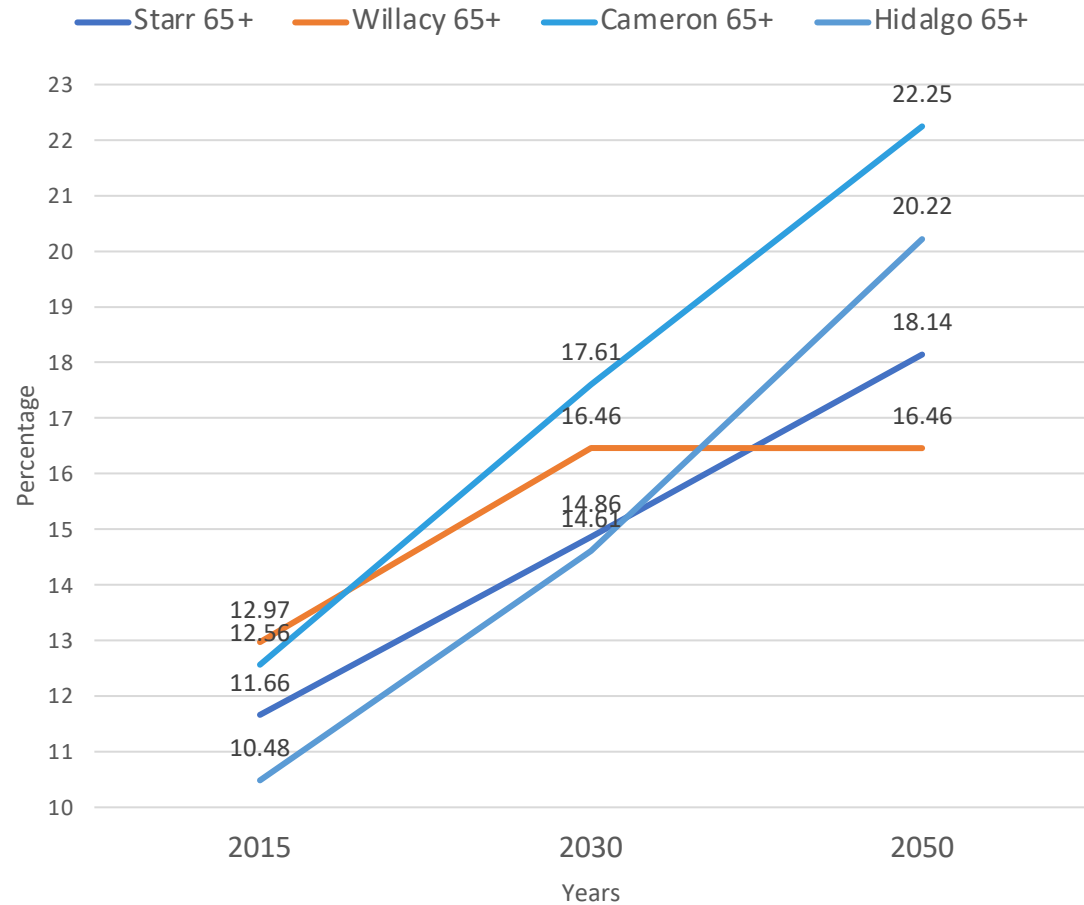
## 2.1. Challenges

- Estimated increase of individuals with AD in Texas by more than 22% by 2025 (from 400,000 now) by Alzheimer's Association (2020);
- Rapid increase of population segment of persons 65-years and older between now and 2050, with Hidalgo and Cameron county growing faster than Starr and Willacy counties; (Databank)
- Higher risk for Hispanics to develop dementia;
- Earlier clinical representation of AD, with being AD the 6<sup>th</sup> leading cause of death after strokes; (Latinos and AD, 2016; Clark, De Carli, Mungas, et al., 2005; Growing, 2019; Chen & Zissimopoulos, 2018)
- Higher likelihood of Hispanics diagnosed with dementia to have cerebrovascular disease than non-Hispanic whites and African Americans, as autopsied brains show. (Griffith, 2019)

## Growth of population subgroup 65 and older between 2015 and 2050 by county

- All counties will experience an increase in subgroup population ages 65 and older between 2015 and 2050.

Hidalgo County's group of people 65 and older will increment most rapidly (by 93%).  
Cameron County is second with a growth by 78%.  
Starr County will increment by 50% and Willacy County by 27%.

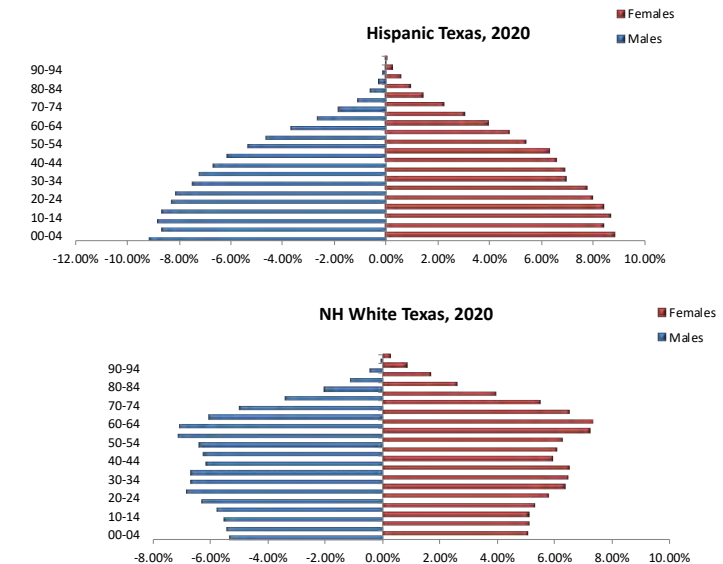


Projection of Older Adults 65 and Older Population as Percent of Total Population of LRGV Counties, 2015–2050 : Hidalgo, Cameron, Starr, and Willacy. 2010–2050. Texas Demographic, US Census Bureau. Source: U.S. Census Bureau; ACS 2018; Projection of Adults 65 and older Population as Percent of Total Population, 2015 – 2050. generated by Nathalie Chacon using 2018 Texas Population Projections Data Tool <<https://demographics.texas.gov>>; (accessed January 17, 2020).

## 2.2. Reserves

- Evidence for positive assets of population of Hispanic-dominant border counties and Hispanic Texas population their Non-Hispanic white counterparts - despite the high number of co-morbidities, challenges by unhealthy diets, low physical activity levels, and socio-economical challenges: The Hispanic population tree discloses healthy growth, the other, shaped like a thunder cloud, the over-aging of the Non-Hispanic White population. (U.S. Census, 2018; Databank)

### 2020 Texas Population Pyramid



## LOWER RIO GRANDE VALLEY AGE AND SEX STRUCTURE BY RACE/ETHNICITY 2050

Older Adults are Non-Hispanic Whites and younger population are Hispanics

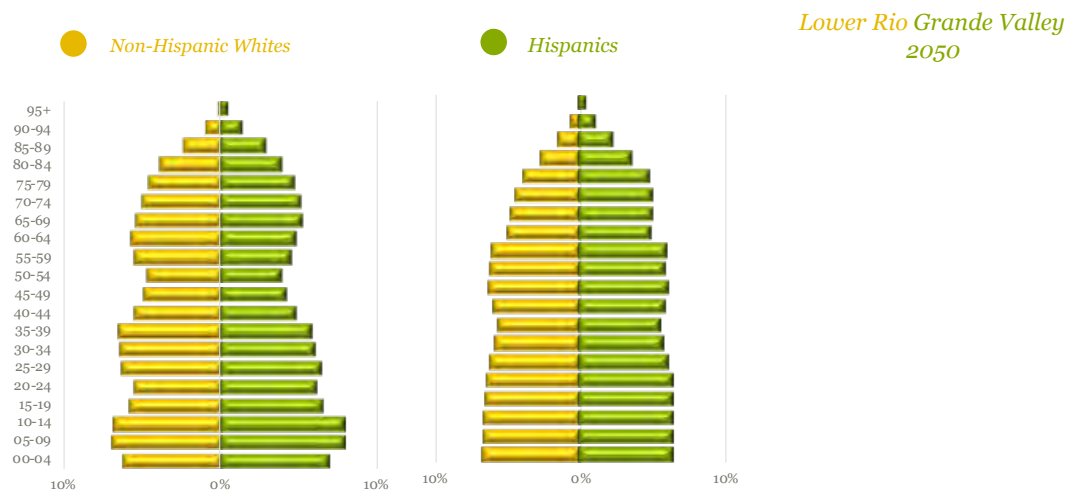


Figure 15. Age and Sex Structure for Non-Hispanic Whites and Hispanics and overall LRGV population, 2050

The base is broader for young population (5-15 years) and middle age (30-55 years) in 2050 compared to 2020. The older population (65-80) is less than in 2050.

A narrower base in 2050 compared to 2020 with a population under 30 years, more Gen X (50-64), with progressive narrowing at the top.

This population will have a median birth rate and low death rate; population increases while aging increases.

## LOWER RIO GRANDE VALLEY AGE AND SEX STRUCTURE 2020 AND 2050

LRGV age-sex structure has an early transition stage in 2020 and a low stationary stage in 2050.

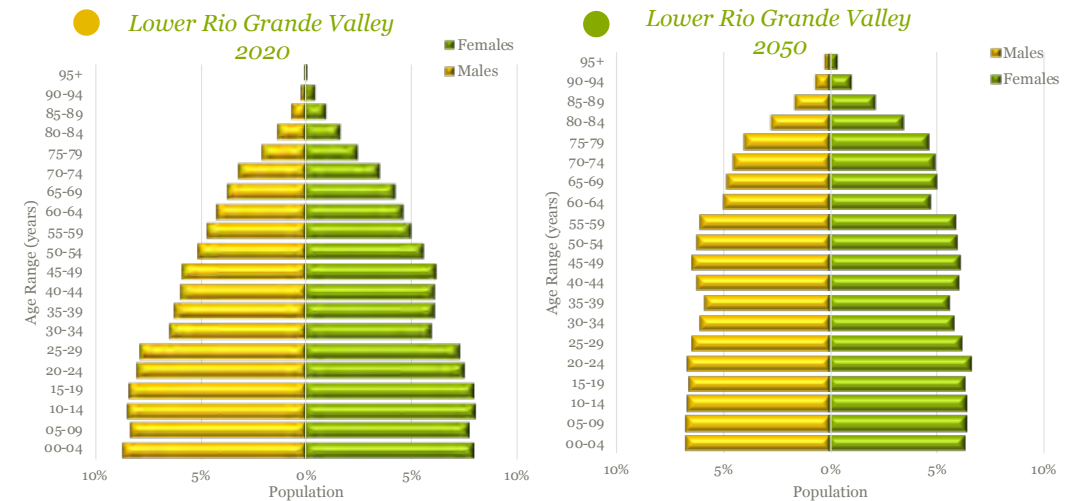


Figure 12. Age and Sex Structure in LRGV, 2020

This population has high birth rates, grows rapidly, and death rates begin to fall.

This population will have a median birth rate and low death rate; population with an increase in the aging population.

Source: U.S. Census Bureau, ACS 2018 Age and Sex Structure, Table 0101, LRGV, 2020, Texas Demographic, US Census Bureau, generated by Nathalie Chacon using 2018 Texas Population Projections Data Tool <<https://demographics.texas.gov/>> (accessed July 23, 2020).



# The Locale: LRGV

## 2.2. Reserves

What counteracts the negative factors that the Hispanic population is exposed to? What makes them a positively anomalous population within Texas and the U.S.?

- Gain of young immigrants from Mexico, extra-incomes and access to cheap labor (from care for the elderly or children to gardening and construction) through “border hustle and bustle, “or to medical care in “el otro lado”;
- Individual resiliency;
- Religious-culturally based psycho-social characteristics that lead to higher optimism levels and/or the acceptance of hardships (Graham & Pinto, 2018; Cardoso & Thomson, 2018; Gallo, Penedo, Espinosa le los Monteros, & Arguelles, 2009; Medina, 2009);
- Perceived neighborhood safety;
- Environmental factors;

# The Locale: LRGV

## 2.2. Reserves

- Very importantly, traditional family value-driven behaviors and remnants of the traditional multigenerational family.

Why?

- Creation of social coherence among multigeneration-families, which are living in close proximity of each other, are functioning as mutual support and care systems for the young and old and provide enjoyment and purpose for life (children and age-friendly communities). Reasons for this assumption: Low average age in our counties, the higher than average (for Texas) number of families with more than 2 children, the higher number of households with more than 6 members (compared to “older counties”) and the relatively low geographic mobility of the population (people stay in the proximity of their elderly relatives when building their own homes). (Suburban Stats, 2020);

### 3. Practical and theoretical challenges because of the pandemic

Resiliency, aging, and AD (starts years before the first behavioral and memory symptoms manifest) are complex multifactorial phenomena with process character that very likely, include synergetic effects.

#### Unprioritized list of problem areas:

- Influence of Covid-19 on population development and population trees, considering the high death rate, esp. of people older than 60 who died. By August 2020: 15% of all the deaths in Texas happened in the Valley, with the majority older than age 60. (CDC, 2020)
- Role of obesity, diabetes, cardio-vascular diseases, and dementia in morbidity and hospitalization rates in the presence of Covid-19; (Archbald-Pannone, 2020; COVID-19, 2020)
- Loss of estimated life-years of people and of life quality because of deaths, “long haulers,” and long-term Covid-related health complications. Related to it: losses of income, health insurance, housing, food security, education, and transportation opportunities.
- Reliability of data: different reporting systems within the US and Texas for deaths by Covid-19, Covid-related complications, in addition to a history of underreporting of AD. Additional: underreporting of Covid-19, esp. in nursing homes in TX. (Sandoval, 2020; Hennessy-Fiske, 2020; Hernandez 2020).

# 3. Practical and Theoretical Challenges

- Continuation and changes regarding habitual behaviors (exercise, diet, postponement of doctor's visits, neglected care for existing health conditions,...)
- Role of family coherence, financial, and care resources: Did families become Covid clusters? How did they deal with the enormous stress because of physical distancing, dying and sick relatives and friends, and changed work and living conditions? Journalists have provided first insights, e.g., Sandoval (2020); Hennessy-Fiske (2020), and Hernandez (2020).
- Influence of the restructuring of job-market, healthcare and insurance industries that are currently happening on Hispanics and, esp. in the Valley? (Krogstadt & Lopez, 2020). How will existing socio and health disparities be impacted? What will short and long-term consequences of changes in the education sector be for our already undereducated population, considering, that higher education levels are positively correlated to cognitive reserves in AD?

# 3. Practical and Theoretical Challenges

- Possible exacerbation of existing trust issues with regard to health care system and science. (Graham & Pinto, 2018; Medina, 2009). E.g., people did not want their neighbors to know when someone died of Covid or were afraid to seek help in hospitals (Hernandez, 2020). Trust in science, healthcare and government institutions, and related information will affect the acceptance of a vaccine, if it becomes available and appears to be affordable. Willingness to participate in medical trials and research projects will be impacted as well;
- Influence of habit changes concerning physical exercise and diet during and after Covid on comorbidities, such as cerebro-vascular diseases, which seem to play a bigger role in the development of dementia and AD in Hispanics than in non-Hispanic whites (Griffith, 2019);

# 3. Practical and Theoretical Challenges

- Effects of Covid on already distressed neighborhoods and, with it, on health issues of their inhabitants. Cross sectional studies show that socio-economic neighborhood disadvantage is associated with lower cerebral and hippocampus volume of cognitively unimpaired older individuals (Hunt, Buckingham, Kim, et. al., 2020). Could it be that poorer individuals with a smaller hippocampus have a higher likelihood to live (also when older) in distressed neighborhoods because of lower educational levels and incomes, and or, difficult childhoods and other (long-term) stress because that fits their financial means? Does, vice versa, the stress of living in such a neighborhood add to the stress people are exposed to, e.g., availability of healthy food choices and exercise options, transportation issues, safety concerns,...? How are the impact of stress on the hippocampus and the, often, problematic cardiovascular health of people in these neighborhoods connected? Based on findings: what kinds of social and health interventions would be culturally appropriate, affordable, doable, and morally justifiable and within what time frames? -----

# 3. Practical and Theoretical Challenges

- Workable definitions are necessary that allow to determine measurable indicators that are well-reflective of what is to be measured, allow for the use of existing research inventories and instruments and, also, meet ethical concerns.

## Problems:

- Existence of different dementia and AD models, non-existence of universally agreed upon definitions of aging, aging well/successful, resilience, and distressed neighborhoods. Only agreement: There is agreement, they denote dynamic, complex, multidimensional processes, capacities, and/or outcomes that are related to a broad variety of shared influences;
- No best set of measures exists but a variety of different research inventories; this complicates data comparability and replication of experiments;
- Our approach to resiliency, aging, dementia, and AD: pragmatic, in line with Schermer & Richard (2018), Gaugler, Bain, Mitchell, et.al. (2017), and Mehuron (2018). Reasons: allows to include a reflective subjective aspect, personal responsibility (underestimated by “longevity” and overestimated by “successful aging”) and both result and process orientations. Immediate environmental influences, resources, and access to care in residencies in particular neighborhoods as well as the residents’ access to other resources and care and the evaluations and personal experiences thereof can also be build-in. With it, prehistory and changes in resources in the locale can be incorporated. Research and treatment proposals on aging, dementia, and AD need to avoid causing stress because of, e.g., fears and stigmatization as well as contributing to over-diagnosing and over-medicating, and insurance issues. Embedding dementia, and aging-well AD into the resiliency approach could help.



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# 2020 Summer Virtual Global Teacher Education Program

during COVID-19 Pandemic

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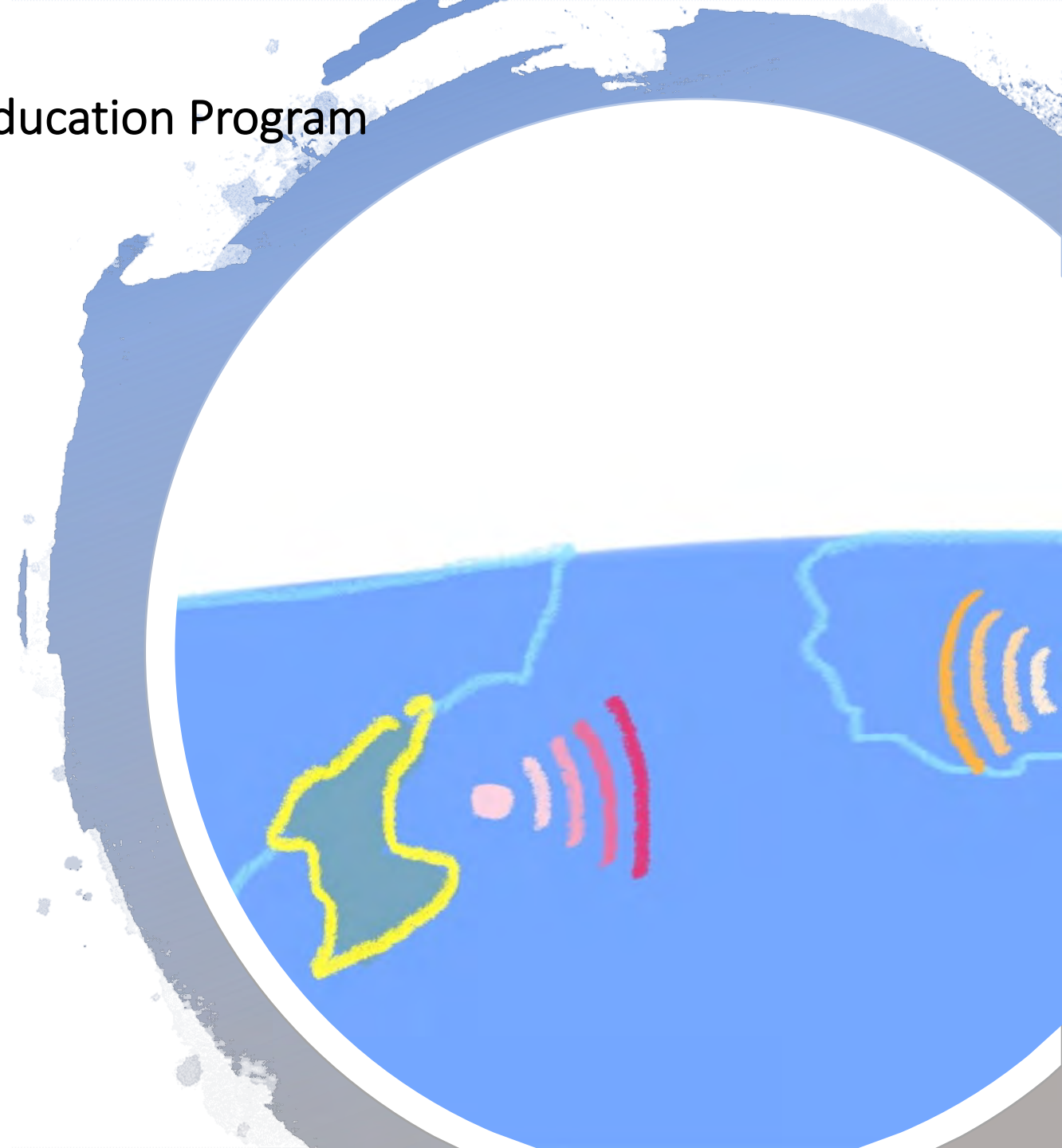
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# Contents

- **New Idea**
- **Two Phases**
- **Action**
- **On-going Assessment**
- **Impacts**
- **Reflection & Future Direction**





New IDEA for Higher  
Ed. Partnership  
during COVID-19



# Virtual Global Teacher Education during COVID-19 Pandemic

- **The need for virtual program:** Unsafe situation for the international travel and study-abroad programs during the COVID-19 pandemic
- **New Idea: Virtual global teacher education program** can be defined as the exchange of ideas and values of education system and culture around the world to diversify the efficient and meaningful virtual-communications and interactions among pre-service teachers via online. Both technology and language competency are critical for the successful virtual program.



Two Phases

# Phase I. Re-think of Building the Strong International Partnership during COVID-19 Pandemic

- **Problem:** International travels and study abroad programs are challenged during COVID-19.
- **Step I.** Conduct continuous and regular conversations among contact people between the partnering higher institution in South Korea and in the U.S.
- **Step II.** Brainstorm the development of virtual global teacher education program for pre-service teachers from each institution.

# Phase II. Design 2020 Summer Virtual Global Teacher Education Program

- **Step I.** Set up the purpose of the program.
- **Step II.** Finalize the possible budget, program duration, personnel; # of participants and special lecturers, permission processes communicating with the partnering higher institution in South Korea.
- **Step III.** Write up and share specific roles for each group such as 15 Korean students, 15 American students, 6 K-5<sup>th</sup> grade teachers and 3 principals, 2 staff, 5 administrators, and 9 faculty members in the US partnering higher institution.



# Action

- **Two Weeks for the program**
- **Program pre-workshops and orientation for each group**
- **Various lecture series** of understanding the U.S. Education System and Culture for 15 Korean students
- **Tasks:** (1) Make e-picture book, (2) a lesson plan of sharing Korean language and culture for K-5<sup>th</sup> graders, (3) collaborative symposium presentation slides, (4) daily reflection journal, and (5) the electronic portfolio using Google Suite.
- **Empower** both 15 Korean and 15 American students for their communication and interaction through various tech-tools such as Google Meet, Kakaotalk, Instagram, and Facebook.
- **Empower** 15 Korean students to take a chance to become each session moderator at least once and contact the assigned lecturers and ask questions after each lecture by e-mail.



# On-going Assessment

- **The program director and assessment director** collaboratively evaluated 15 Korean students' tasks using the rubrics and Google classroom.
- **Ask all the participants to assess** each group's performance for the special lecture series and symposium presentation.
- **Participants' anonymous survey** for evaluating the program through Qualitrics.com

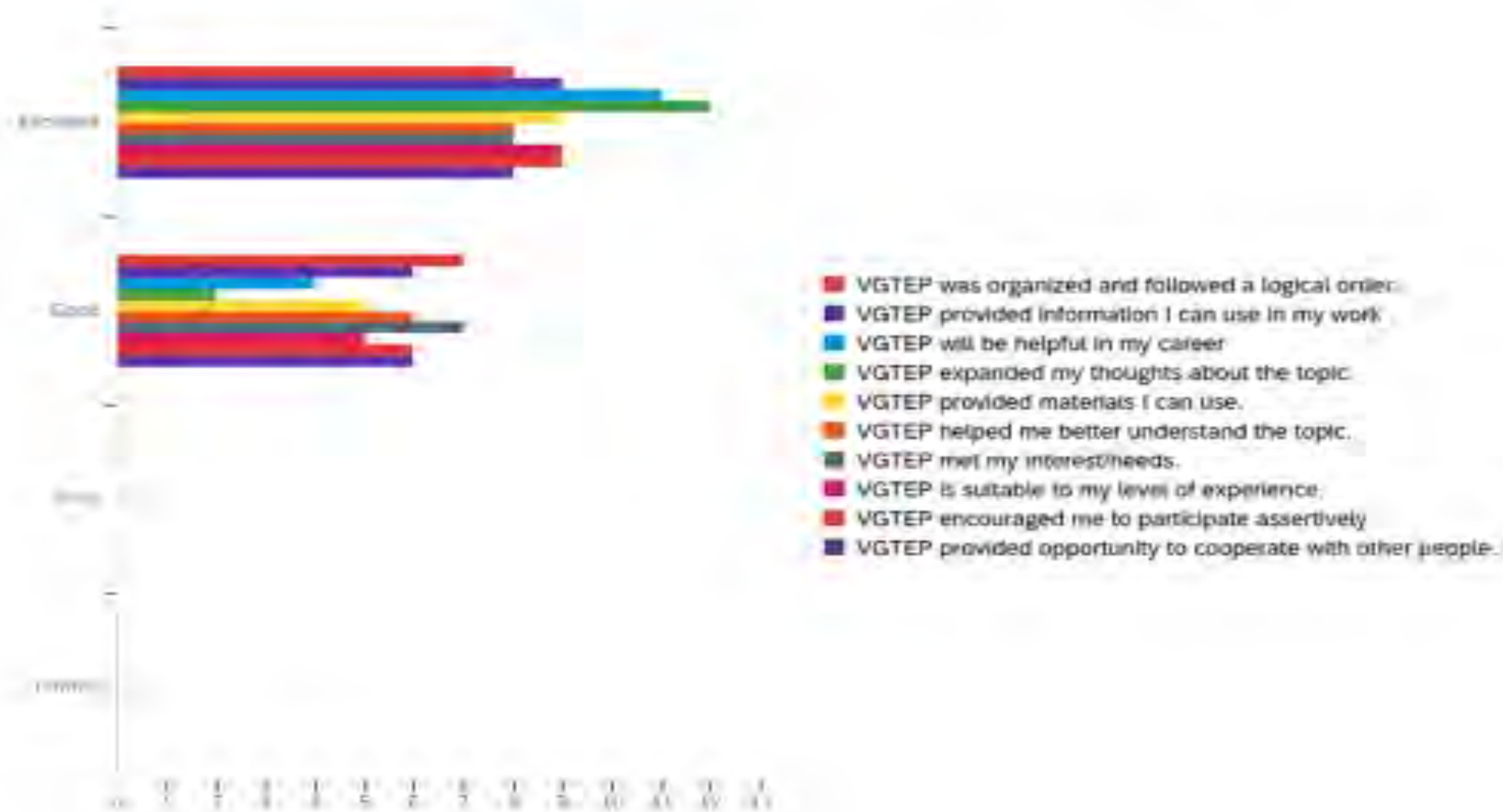
# Data

- **15 Korean participants' three Qualtrics survey outcome samples of 2020 Summer Virtual Global Teacher Education Program**
- **Two testimonial samples from the students in the U.S.**





## Q6 - Please indicate your evaluation of the VGTEP contents.



## Q9 - What part(s) of the VGTEP did you like most?

### What part(s) of the VGTEP did you like most?

I like the teachers' presentations the most. Since every single presentation reflected the very real atmosphere in their class, I felt I was related to each class.

I like discussion session or Q&A part.

To know Cultural Differences

Teachers sessions were helpful.

Virtual interaction with an American partner through Google Meet was great.

All parts were wonderful for me. Especially, learning about the schools and classes in US was affected me a lot. I could know the features of the class in America, and reflect those things in my lesson form for children in US. Furthermore, teacher education impacted me. I could find who I am, and connect that thought with teaching.

Question & Answer Time

Discussion Time

Collaboration with ISU students and communication with K-5th teachers

I liked qna section. It was very helpful.

## Q10 - What part(s) of the VGTEP did you like least?

### What part(s) of the VGTEP did you like least?

I like how assignments are organized generally, but there was a problem; it is burdensome. I hope in the next project, there will be fewer assignments.

shallow depth because of the short session.

Symposium should be more organized.

Actually, I have nothing to talk about in this question, since every part was memorable and precious for me.

It was too early for me.

Assignment: I felt that the deadline was short compared to the amount of assignments. I think I was always busy with my assignments.

Hmm, the part that I liked least was that I couldn't go to USA because of COVID 19. Virtual program has limits,

Community expert's presentation

Writing a Reflection every day. But it helped me a lot eventually.

# Testimonials: American students' voice

## • During the program

- Hi Dr. Park,
- I have attached my finished rubric of **my partner's E-picture book assessment** to this email.
- Even though there was not a comment section, I still wanted to add how impressed **I was with my partner! She made sure that I was engaged during my presentation by asking me lots of questions about my own experiences.** This kept me interested in her E-picture book and helped her get to know me better. Likewise, she brought up very important things during her presentation. **One that sticks out to me was an app founded by a Korean business that will help us communicate with each other without paying fees.**
- Overall, I thought that my partner and I were very similar which was neat to witness. **I think we both had a really great time during our Google Meet!** I am very excited to see what the rest of this experience looks like!  
Thank you.

## After the program

- Hello Dr. Park,
- I hope this semester is going well for you so far! I am reaching out to you regarding the new organization in the Bayh College of Education: Alpha Delta Kappa Collegiate Club. This is **an international education sorority**, and ISU is becoming a chartered club. The application for this requires professor references and I was wondering if I could put you down? Also, **thanks again for the wonderful opportunity with the Global Teacher Education Program!** I still talk to my partner very often.
- Thank you! Have a great day.



A dark blue, irregularly shaped graphic with a splatter effect, containing white text. The graphic is centered on a white background and has a rough, ink-like texture. The text is in a clean, white, sans-serif font.

# Consideration for the Future Direction

# Future Virtual Global Teacher Program

- **Careful consideration of time and date difference between two countries**
- **The program director's roles and time management**  
(1) Daily interaction/conversation with 15 Korean students by Kakaotalk (communication app) for their questions and summary & discussion after each session by Google Meet. (2) The program director's interaction with 15 American students by Microsoft Teams
- **Collaborative program planning process** between two partnering institutions based on the participants' feedbacks and opinions
- **Technology and Language Competency**



Any  
questions?