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Corporate Social Responsibility (CSR): A Meta-Analysis of Research Focused in Accounting

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Abstract

The purpose of this meta-analysis is to examine the effect of Corporate Social Responsibility (CSR) disclosures on firm financial performance. Standard meta-analytical procedures determining appropriate inclusion criteria and appropriate coding procedures were used to identify and synthesize articles retained for this analysis. Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) guidelines were utilized as search strategies, as well as to interpret effect sizes and quantify research findings. Moderator and outcome variables were assessed using evidence-based coding procedures. From the initial sample, a total of 136 studies were surveyed and categorized. Of this population, eight studies were included for quantitative analysis. Results from meta-analyses indicated CSR investments lead to an overall positive moderate effect for US companies' financial performance when examining internal return on investment.

Introduction

CSR is an important issue in contemporary business debates. Simple definitions of the CSR concept can be defined as "seriously considering the impact of the company's actions on society beyond that required by law." Since the dawn of a new century, CSR appears to have become more difficult for a modern business to escape from. Central to CSR is a concern for sustainability, particularly the environmental and social justice issues, as this is crucial for long term success of any organization. The growth of CSR policies has brought about higher levels of consumer satisfaction and a society more satisfied with business. However, the costs incurred by business to address stakeholder demands represents a potential limitation of the movement from the perspective of business shareholders and owners. Moreover, many businesses struggle with measuring the extent to which a well-intended action promote CSR due to a lack of generally accepted reporting methodologies outside of the Global Reporting

Initiative (GRI), Sustainability Accounting Standards Board (SASB), and indirect measures, such as the Bloomberg Composite ESG index. Further, identifying true merit-based CSR actions versus green-washing efforts can sometimes be difficult to distinguish as evidenced by the Volkswagen Emission and other similar scandals involving automakers.

While some researchers have bravely attempted to explore the relationship between CSR and firm financial performance, the extent to which such research has penetrated top journals in the business field is not clear. This question is especially acute within the business subfield of accounting where many scholars are reluctant to distinguish objective CSR actions from those of a more self-serving nature. Accounting has traditionally taken a conservative and moderate approach towards adopting new reporting frameworks outside of the classic shareholder model. Historical biases have also influenced many on the matter. For example, CSR is often perceived to be dichotomous from that of firm financial performance with the view of one being deleterious to the other. For some, the movement forces corporations to choose between the imperative to pursue “shareholder” versus “stakeholder” value.

Research Objective

The purpose of this study was three-fold: first, identify the nature and extent of CSR related research within the specialized business sub-field of accounting; second, categorize said research into broad topics to better understand the focus of the research; and third, determine if research findings can be generalized, from a quantitative standpoint, within a broad topical area. Our literature review revealed that research focused on examining the relationship between high levels of CSR investment activities and financial return on investment to be the strongest candidate for additional quantitative analysis.

Methodology

We set out to perform a content analysis of contemporary seminal works within the field of accounting within the past 10+ years (2009-2019). As research activities commenced in early 2020, it was not feasible to incorporate studies from this year. In essence, our meta-approach was an *ex post facto study* of scanning published research articles to determine how people across the profession interpret, understand, and apply emerging CSR topics to the more traditional realms of accounting. Any study published or accepted for publication in a peer-reviewed journal that used a valid and reliable quantitative measure of implicit theory was eligible for inclusion in the systematic review.

Utilizing Cabell’s directory of publishing opportunities within accounting, each “Category I” journal within the field was scanned for sustainability-related key terms including, but not limited to: “*sustainability*”, “*triple bottom line*”, “*environmental accounting*”, “*environmental auditing*”, “*social accounting*”, “*social auditing*”, “*SASB*”, “*GRI*”, “*ISO 26,000*”, “*corporate social responsibility*”, “*carbon credits*”, “*carbon footprint*”, “*integrated reporting*”, “*natural capital*”, “*multiple bottom line*”, “*ISO 26000*”, and “*climate change*”. After reviewing the contents of articles containing one or more keyword matches, those articles deemed relevant were logged and properly classified into our

internal database. For instance, articles were organized by: year of publication, author, and topic (i.e. full cost accounting, socially responsible investing, etc.).

To provide overview of the literature, additional analyses (outcomes and moderator) were used to determine the magnitude of effect for specific relationships (outcome) as well as how effect sizes vary between moderating variables [subgroups; i.e., study design, study context, region, frequency, and reporting method]. Based on the purposes of the current investigation, a random effects model was used to interpret findings and apply real-world data. A random effects model assumes that error is connected to sampling procedures and additional between-study variance. Analyses completed using a random effects model adjust effect sizes by the inverse weight of the variance to consider both the sampling and between-study error.

The outcomes reported across studies included a number of similar variables with different terminology. For example, GRI Integrated Reporting score might be compared with Bloomberg Composite ESG score. To be consistent in reporting the summary effect for different outcomes, the authors reviewed studies reporting measurement tools used to collect data and only reported outcome constructs that used similar measures across studies. To conduct outcome analyses studies were grouped by outcome measure. Final groupings for outcome measures were agreed upon by all authors before analyses were completed.

Random effects models assume data (i.e., studies included) will be heterogeneous due to sampling and between study variance. Subgroup (moderator) analyses provide the strength and/or direction of relationships between independent and dependent variables. In the current investigation, we were interested in differences between number of levels of independent variables and various types of outcomes. Three statistics were used to evaluate heterogeneity and included the Q Total (QT), tau-squared (τ^2), and I-square (I²) values. The QT value is based on a chi-square distribution and is used to determine overall heterogeneity. When the QT statistic is significant then variance is categorized into Q Between (QB) and Q Within (QW) values with significant QB values ($p < .05$) requiring statistical techniques (i.e., t-test or analysis of variance, ANOVA) to determine subgroup differences. The tau-square (τ^2) value provides an estimate of total variance between studies and is also used to calculate study weights. The I-square (I²) value provides an estimate of the overlap of confidence intervals and is interpreted as low (25%), moderate (50%), or high (75%) values of the total variance attributed to covariates. Small subgroup sample sizes ($k \leq 5$) may influence the precision of τ^2 ; therefore, a pooled estimate of variance was used for all calculations.

Results

In total, 11,739 citations were unearthed across all journals subject to review for initial screening across the ten-year period. The research team retained 136 articles for full-text screening and review. Low agreement at this stage reflects the conservative approach to initial screening and the wide variety in potential terms used to describe the construct under investigation. Secondary screening of full-text articles resulted in a total of 17 articles containing 34 independent samples for inclusion in the

final systematic review. Only eight studies were included in the final meta-analysis due to the necessary data being unobtainable from nine studies. In total, data were collected from over 10,000+ firms located across globe based on large samples drawn from each study (see Exhibit 1). Based on the initial 136 articles identified for initial full-text screening, these scholarly works could be grouped into five general categories of research in the CSR field: disclosure, firm profitable and stock performance, stakeholder legitimacy, corporate governance, and cost controls. Exhibit 2 reflects the frequency of publications across these five dimensions with disclosure related research representing the most common category of research. Meanwhile, Exhibit 3 highlights that the majority of CSR business research has not been delimited and spans multinational companies. Exhibit 4 reflects the frequency of CSR articles detected within each peer-reviewed accounting journal.

Disclosure

An “accounting disclosure” is a statement that recognizes the financial policies of a firm or business. The main principle and purpose of disclosure of accounting policies is to disclose any affair or event that had an influence on any of the financial statements. Research across this dimension examines the quality of environmental disclosure, as well as Integrated Reporting (IR) and corporate social responsibility (CSR) reporting quality are key issues in this area (Plumlee, Brown, Hayes, & Marshall, 2015; Wu, Shen, & Chen, 2017; Ballou, Chen, Grenier, & Heitger, 2018). Research in this field suggests that transparency or the quality of the environmental disclosure has the positive relationship with firm stakeholders (Plumlee, Brown, Hayes, & Marshall, 2015; Cho, Laine, Roberts, & Rodrigue, 2015; Bernardi & Stark, 2018). In particular, firms making voluntary disclosures could actually yield better quality reports than firms being mandated to produce said report (Hummel & Schlick, 2016; Ott, Schiemann & Gunther, 2017). Research in this domain suggests a high-quality integrated report can lead to long-term sustainable value creation (Melloni, Caglio, & Perego, 2017). Meanwhile, firms with low average quality CSR reports can adversely affect stock performance (Birkey, Guidry, & Patten, 2017)

Stakeholder Legitimacy

Stakeholder theory asserts that a corporation owes a broad set of duties to the various constituencies that it affects. Stakeholders include all groups that are vital to the survival of the organization, such as suppliers, employees, customers, and even the community at large. Research in this domain highlighted a disconnect between corporate sustainability reporting and stakeholder views and interests (Bradford, Earp, Showalter, & Williams, 2017). In other words, CSR participants often have different motivations and outcomes in the early stage because they approached financial pragmatism to placate key external stakeholders (Bhimani, Silvola, & Sivabalan, 2016). In order to develop accounting for social sustainability, understandings of the roles of accounting in society, exporting the concepts could positively influence policy and practice to the benefit of society (Dwyer & Unerman, 2016; Walker, 2016). Although some studies show corporate geographic dispersion is negatively associated with CSR scores, one study highlights the benefit of developing social accounting within a local community (Killian & O’Regan, 2016; Shi, Sun, Zhang, & Jin, 2017).

Corporate Governance

An essential part of creating an ethical organization environment is to put in place effective corporate governance systems that establish control mechanisms to ensure that organizational values guide decision making and that ethical standards are being followed. This body of research focuses on the interrelationship of boards, management, and corporate culture with respect to CSR. Research suggests that sustainability accounting could govern social, economic and environmental issues, but it has been used as a means by organizations to address their management concerns (Spence & Rinaldi, 2014; Contrafatto, 2014; Bebbington, & Larrinaga, 2014). Studies in this area explore how management and culture can control or influence sustainability accounting and what is the value of the sustainability accounting (Spence & Rinaldi, 2014; Herremans & Nazari, 2016). For instance, firms are now using Sustainability Control Systems (SCSs) and Management Control Systems (MCSs) to influence the content of their sustainability reports (Ditillo & Lisi, 2016; Herremans & Nazari, 2016; Grisard, Annisette, & Graham, 2019). Meanwhile, corporate social disclosure (CSD) can vary systematically across business cultures. (Tregidga, Milne, & Kearins, 2014; Benlemlih & Girerd, 2017). When management deliberates the interests of all stakeholders, EGSEE should be integrated into managerial strategies and corporate culture (Zabihollah, 2016).

Cost Control

Cost control is the process of monitoring planning decisions and evaluating organizational activities typically relying on performance management systems. Six sigma, lean management, and other similar feedback channels are designed to compare actual results with planned actions and take corrective action to obtain better results. Likewise, sustainability management frameworks have highlighted performance metrics suitable for eco-control (Journeault, 2016). One research study in this research domain suggests firms have higher order backlog if they achieve lower overall CSR performance (Sun, Walkup, & Wu, 2019). Meanwhile, accounting information system (AIS) using evaluation modes influenced by environmental performance achieve higher levels of performance and information relevancy (Alewine, Allport, & Shen, 2016).

Firm Valuation

This category of research can be divided into two broad research sub questions: 1) does achieving CSR positively affect a company's stock performance? 2) does being an effective corporate citizen improve the overall financial condition of the enterprise itself? In exploring this topic, one might logically assess whether high CSR expenditures cause superior financial performance, or does superior financial performance generate excess cash flow that enables firms to make more generous CSR expenditures? (Middleton, 2015; Christensen, Floyd, Liu, & Maffett, 2017; Michelon, Rodrigue, & Trevisan, 2020). Further, presuming green investments impact firm value perhaps this is simply a positive reaction to high CSR disclosure (Martin & Moser, 2016). Other sources of firm value include bond issue prices, goodwill, and asset pricing (Ge & Liu, 2015; Friedman & Heinle, 2016; Golden, Sun, & Zhang, 2018). These studies found that firms are able

to issue bonds with a lower cost when they have a better CSR performance (Ge & Liu, 2015). Also, CSR performance has a negative relation with the goodwill impairment (Golden, Sun, & Zhang, 2018). Meanwhile, stock price will react positively to investments in CSR activities (Friedman & Heinle, 2016). On the other hand, there is a negative relationship between CSR performance and short selling (Jain, Jain & Rezaee, 2016).

As this category of research produced the most robust set of quantitative results appropriate for meta-analysis, we focused on whether generalizations could be drawn from studies focused on studying the relationship between firm financial performance and corporate social responsibility (CSR). All articles selected for further analysis measured return on assets, a measure useful in evaluating management, analyzing and forecasting profits, and planning activities. Return on assets is sometimes called return on investment in the accounting field. This measure is calculated by dividing net income into average total assets.

Quantitative Analysis

Individual relationships between implicit beliefs and adaptive and maladaptive outcomes are provided in Exhibit 5. Correlations between CSR performance and Return on Assets was found to be significant using the random effects model ($r = .127$, 95% CI [.07, .18], $p < .001$). Lee (2016) represents an outlier in the model with a standard residual of 4.47. One possible factor leading to this result is the utilization of the IR scoring index as a proxy measure of CSR. Meanwhile, maladaptive outcomes were significantly and positively correlated with CSR. Using a fixed-effects model the relationship between studies remained significant with limited concerns yielded from regression diagnostics of heterogeneity (Q-value = 218, Tau squared = .005, Tau = .074). The between-study variance (τ^2) and overlap of confidence intervals (I²) statistics indicated a need for moderator analyses for each outcome. Moderator analyses for specific outcomes were not conducted for the different moderators as there were insufficient data.

Limitations

By only including published studies in this systematic review it is plausible that the conclusions reached suffer from publication bias. The inclusion of several contexts, namely sustainability, assumes that the implicit results did not differ by context in order for the outcome analyses to be meaningful. Further, we are currently not aware of important moderating influences because of a lack of replication among studies, and this precludes examination of potential moderating variables. As such, it is not possible to compare findings to other areas.

Conclusion

Corporate social responsibility investment demonstrates a moderately strong relationship across a limited set of theoretically informed correlates of firm return on investment. Given the current synthesis of evidence, scholars should focus on cultivating additional financial metrics of firm financial performance and condition. Further, to inform and support strategies of measuring corporate social responsibility,

wide spread adoption of sustainability frameworks within all publicly-traded companies will facilitate the integrity of future research. We recommend that researchers focus their efforts on systematically exploring other business disciplines, such as finance and economics, to assess if the findings of this meta-analysis are be replicated.

Exhibit 1: Sample Sizes

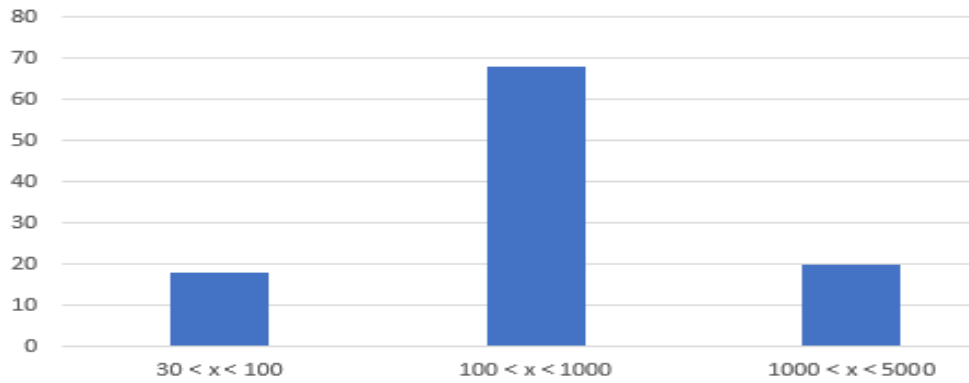


Exhibit 2: CSR Accounting Research Emphasis



Exhibit 3: Location of Firms Examined

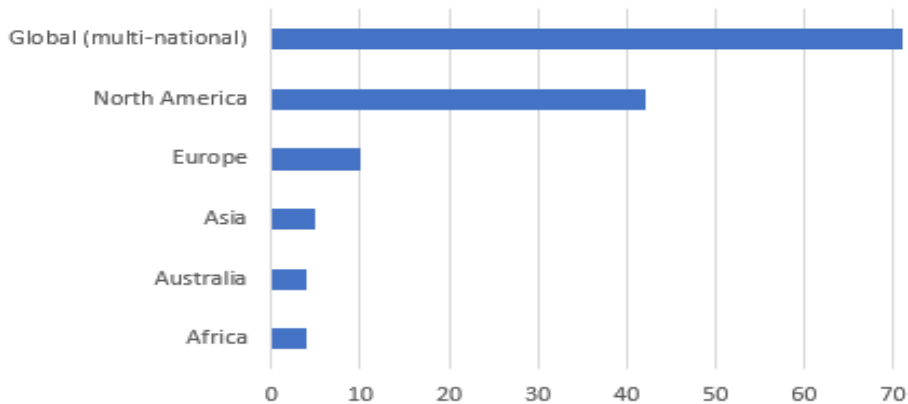


Exhibit 4: Sustainability Publications by Journal

Accounting Journal	#
Accounting, Organizations and Society***	24
Journal of Accounting and Public Policy**	22
Advances in Accounting*	14
Journal of Management Accounting Research**	10
Accounting and the Public Interest*	11
Journal of Business, Finance and Accounting**	6
Review of Quantitative Finance and Accounting*	5
Journal of Accounting and Economics***	5
Accounting Horizons**	4
Behaviorial Research In Accounting**	4
Abacus*	4
International Journal of Accounting Information Systems*	4
Journal of Accounting Literature**	3
Journal of Information Systems**	3
Issues in Accounting Education*	3
Contemporary Accounting Research***	2
The Accounting Review***	2
Auditing: A Journal of Practical and Theory**	2
Journal of the American Taxation Association**	2
Accounting and Business Research*	2
Journal of Accounting, Auditing and Finance*	1
Journal of Accounting Education*	1
International Journal of Auditing*	1
Review of Accounting Studies***	1

South Carolina and Aid to Ireland in 1880

Harvey Strum, Russell Sage College

South Carolina and Aid to Ireland in 1880

How did the people of South Carolina and the South reengage as “Americans” after the end of Reconstruction? Historians have not looked at what issues may have led to the resumption among white southerners of their identity as Americans. Ironically, America’s aid to Ireland during the Little Famine provides a partial insight since Americans voluntarily gave to Irish relief. The federal government under President Rutherford B. Hayes viewed foreign aid as an unconstitutional expenditure of public funds. Therefore, as in 1847, aid to Ireland depended on Americans creating temporary committees to collect funds to send to Ireland. People in South Carolina and all the southern states embraced the cause of Irish relief and viewed their contributions as part of a national effort. “Appeals have been made to the people of the United States” for the relief of Ireland, and in Pickens Court House, the *Keowee Courier*, offered: “we will take pleasure in forwarding any amount which may be left with us for that purpose.” 1

Even in small towns in South Carolina the press argued for participation in the national campaign of voluntary international philanthropy by the American people to aid the Irish. Americans established temporary Irish relief committees in virtually every town and city in the country from Maine to California. Southern communities joined in this national effort. Most of the towns in South Carolina established local Irish relief committees and every newspaper supported the Irish relief campaign, chastising communities that failed to act quickly to help the Irish. In Abbeville, for example, a local paper asked; “How can we claim to be Christians and yet neglect the heartrending cry for help which comes across the waters?” 2 For the people of South Carolina and the South famine relief

emerged as one example of a link restoring national unity and southern identification as Americans, not simply as defeated Confederates. Southern whites that identified with Confederate nationalism during the Civil War began to redefine themselves as Americans, and support for Irish famine relief in 1880 represented one step in that evolution. Historians have ignored the 1880 campaign for Irish relief as a bridge issue that allowed southerners to unite with people of New York or Ohio for a common cause.

Political leaders in South Carolina and throughout the South endorsed or enthusiastically supported aid for Ireland. Former Republican governor of North Carolina William Holden, former South Carolina governor Andrew Magrath and current governor William Dunlap Simpson supported Irish relief. Solomon Fishblate, mayor of Wilmington, North Carolina, William Courtenay, mayor of Charleston, Mayor William Stanley of Columbia, Mayor Isaac Patton of New Orleans, Mayor John Wheaton of Savannah, and Mayor Charles Leonard of Galveston, Texas, for example, were among the many southern politicians who embraced the cause of Irish relief. Even former Confederate General Joseph E. Johnston donated to Irish relief. Support came from Edward McCrady, Jr., a member of the South Carolina House of Representatives and a major general in South Carolina's militia, Congressman Michael Patrick O'Connor, and John Agnew, former mayor of Columbia. Editors and political leaders portrayed aiding Ireland as part of a national campaign that the people of South Carolina and all of the South must support. Famine relief allowed a slow walk back by editors and political leaders into the Union, and a safe way to once again, see New Yorkers and South Carolinians as part of the same nation united in a common purpose of voluntary international philanthropy. In fact, Mayor Courtenay and Francis Dawson, editor of the *Charleston News*, believed that Charleston and South Carolina led the nation in recognizing the need for action to help the Irish.

Southerners felt sympathy for the starving Irish in 1846-47, identified with the plight of the Irish, and described the Irish as fellow Christians, not the "other" because of Catholicism. People in the South and in the North viewed Americans as a people of plenty who had an obligation to helping the starving people of Europe. In 1880, the feelings resurfaced as southern whites once again, took up the cause of Ireland. Starving Irish men, women, and children required southern editors, ministers, businessmen, and political leaders to encourage their communities to hold public meetings, create Irish relief committees, and donate to the Irish. The magnitude of the crisis, Christian values, and humanity demanded action. Famine relief allowed South Carolinians and people of the South to show their generosity and sensitivity to the needs of a starving people.

Actually, the Civil War added reasons to help the Irish. Southern Irish fought for the Confederacy, about seventy percent of southern Irish males enlisted, and there were a number of Irish companies, like the Irish units from Charleston. Bishop Patrick Lynch, an ardent Confederate, compared the similarities between Confederate republicanism and Irish republicanism equating the two peoples attempts to preserve their identity

enabling Charleston's non-Irish to champion the cause of the Irish poor in 1880. Irish Americans proved their loyalty. By extension southerners of whatever nationality, denomination, or political opinion should help Ireland because the Irish fought for the Confederacy. Southern Irish, especially in South Carolina, repudiated Reconstruction, the Republicans, and African American rights. Irish Americans showed their loyalty to South Carolina, the South, redemption of the South, and to the solidarity of whites against governments that included African Americans. Irish American voters and political leaders joined in the movement to create a solid Democratic South opposed to the Republicans and rights for African Americans. Southerners often compared the plight of the Irish to the problems faced by the South under Reconstruction providing a further connection with Ireland. Just as the Irish suffered from British oppression that was unendurable, Francis Dawson, editor of the *Charleston News*, argued the people of the South found life unendurable "during the reign of the carpet-bagger and negro."³ Outside oppression linked Ireland and the South, especially South Carolina. For many in the South, including political leaders, and editors in South Carolina, the Irish became kin, people of the same blood, fellow Christians. Former Governor Andrew Magrath, a Presbyterian, believed in the strong bonds of kinship between the peoples of Ireland and South Carolina. These kinship bonds required the people of South Carolina to help the Irish.

When residents of Richmond met in January 1880 a local newspaper noted: "many prominent citizens, representing all nationalities and faiths, were present." According to the first resolution approved by the meeting: "we recognize an appeal to charity of the human heart, without distinction of nationality, religious creed, or political bias."⁴ Similarly, in Wilmington, North Carolina, the Irish relief committee reported that "contributions were not confined to any nationality, and represent all shades of religion and politics."⁵ Mayor Solomon Fishblate, a rare Jewish mayor in the South, concurred that the liberal contributions of the people of Wilmington given "irrespective of religious creed or pecuniary condition" represented the generous spirit of the citizens.⁶ Editors, members of relief committees, and political leaders in the South emphasized the ecumenicalism and non-partisanship of famine aid. In 1880, readers of newspapers in New York or Chicago read similar accounts of Irish relief committees. Americans viewed themselves as a tolerant, non-partisan, and benevolent people in the movement for Irish relief. South Carolinians joined in this vision of American famine aid. Again, historians have not looked at this widespread support in South Carolina and the South for Ireland in 1880, and how people in the South defined their roles in this national effort. In thanking New York *Herald* editor James Gordon Bennett for donating \$100,000 for Ireland, John W. Pope, editor of the *Columbia Register*, observed that "we as the people of a great republic" support all tangible aid for Ireland. Pope argued that South Carolinians were once again part of "the great people of America"⁷ united in helping Ireland. Though the lens of Irish famine relief the people of South Carolina and the South could identify themselves as Americans.

For the Irish in South Carolina the campaign for Irish relief allowed Catholic Irish Americans to express their identities as Irish, Catholic, southern, American, Confederate, and white. Historians of the Irish in the South and in South Carolina have not explored the significance of the 1880 famine relief campaign for the renegotiation of identity by Irish Americans. 1880 as an important date in the evolution of the Irish sense of themselves in South Carolina and the South. At St. Patrick's Day dinner in Charleston the Hibernian Society members toasted: "The United States---in her infancy as asylum-- -In her strength a protection. She holds the aegis of her sovereignty over all who seek the shelter of her flag" to the music for Hail Columbia. 8Many of the men who drank that toast fought for the Confederacy. Members of the Hibernians could now identify as Americans while toasting for Ireland and Erin GoBragh, as a symbol of their Irish identity. They also gave homage to the lost cause of the Confederacy and the Irish war dead who died fighting for the Confederacy and not the United States. They also made clear they were southerners by comparing the British oppression of Ireland with the oppression of South Carolina under Reconstruction. Toasts repudiated Reconstruction and indirectly suggested Irish hostility to the Republicans and African Americans. The Irish viewed themselves as loyal southerners and whites.

There are differences with Irish Americans in the rest of the country on how South Carolina's Irish and southern Irish viewed themselves and their place in American society. Catholic Bishop Patrick Lynch even claimed that South Carolina had more Irish than any other state. While not true it expressed how comfortable Irish became in South Carolina. After the Civil War South Carolina's Irish felt accepted and appreciated as members of the community. Famine relief allowed them to demonstrate their success in becoming South Carolinians, and the support for famine relief reflected the positive images non-Irish white southerners developed of the Irish. Aiding Ireland in 1880 permitted the Irish in South Carolina to reinforce their identity as Irish. Also, in the North the Orange and Green riots in New York City after the Civil War marked the conflict between Irish Catholics and Protestants. In South Carolina Irish Protestants and Catholics were members of the Hibernians, fought together in Irish units for the Confederacy, celebrated St. Patrick's Day together and worked together for Irish relief.

Historians of the Irish in South Carolina and in the South have not explored the events of 1880 and seen its significance to the story of the Irish in the South. David Gleeson's study of the Irish in the South ends in 1877, and his many articles do not cover these events. Almost all the many studies of the Irish in southern cities, like Savannah or Richmond, tend to end at 1860, or 1865. Monsignor Richard Madden's study of South Carolina Irish does not mention the 1880 famine relief and the older work by Joseph O'Connell ends in the 1870s. Arthur Mitchell's works on the Hibernians and the recent *South Carolina Irish* do not discuss the events of 1880. Donald Williams in his analysis of the Irish in Charleston devotes a paragraph to 1880. There is a gap in the historiography of the Irish in South Carolina and the South. There are questions---how the Irish adapted to the South and how the South adapted to the Irish that could be more fully researched and analyzed. Even historians who have looked at the issue of

identity and St. Patrick's Day celebrations, like Kenneth Moss, looked primarily at northern cities, and not at the unique features of how South Carolina Irish, as in 1880, used the holiday to define their identity in a southern and South Carolina context. Dee Dee Joyce concentrated on Irish identity prior to the war, and on the importance of St. Patrick's Day celebrations in the 1850s, leaving open the question of how the Irish used St. Patrick's Day after the war to redefine themselves and their role in South Carolina. While Irish historians, especially Gerard Moran, studied the impact of the Little Famine in Ireland truly little has been written about American aid to Ireland in 1880, and nothing about the role of the South Carolina or the South. John Pope, editor of the *Columbia Register*, summed up the feelings of the people of South Carolina and the South: "we love Ireland and the Irish, and a wrong to her and her people is a wrong to free America and all her people." 9 There was more than Celtic mist over the South.10

"Charleston should not be backward---a city which has so large a population of Irishmen, which has been defended so valiantly by Irishmen" has a moral obligation to assist Ireland according the *Charleston News*. After all, Irish Charlestonians have been "a solid bulwark whenever the City is in danger." 11 By 1880, the Irish because of their support for the Confederacy and restoration of white Democratic rule during Reconstruction had become true southerners. As historian Arthur Mitchell concluded: "Irish opposition to Reconstruction won them new respect and acceptance by the white political class." 12 To paraphrase Hibernian M.P. O'Connor members of the Hibernian Society and Irish immigrants in Charleston had grafted Irish shoots onto "the Palmetto tree of South Carolina." 13 The people of Charleston owed the Irish a debt of gratitude that Charlestonians could show by supporting relief for Ireland.

The *News* pushed the meeting for "it is to be hoped and expected that this meeting will be largely attended" and it will lead to practical steps to raise funds for the Irish. Readers were told that "not since the terrible famine of 1846, when America came promptly to her aid, has Ireland been in so sore distress."14 The time had come "to give bread and meat to the starving children of Ireland." Charleston must do its part in this good work. 15 Emphasizing the loyalty of the Irish to Charleston, the *News* issued its own appeal to the people of Charleston: "Now, when the cry of distress goes up from the native land of these our true and tried fellow citizens, let it no be said that Carolinians are either forgetful or ungrateful!" 16

Carolinians did not forget and "the most prominent citizens of Charleston" gathered at Hibernian Hall on the evening of the 19th January with "great enthusiasm and unanimity" to help the starving Irish. Mayor Courtenay delivered the first speech condemning the land tenure system in Ireland and stressing the magnitude of suffering in Ireland. Former Governor Andrew Magrath, of Scots-Irish Presbyterian ancestry, followed arguing that the disaster in Ireland required the people of Charleston to act. Magrath reminded the audience of the kinship "between the people of South Carolina and the people of Ireland," raising the link Kieran Quinlan discussed many years later in *Strange Kin*. The former governor hoped "that every citizen of Charleston to the

measure of his ability will do what he can for the relief of this great distress.” 17 Bishop Lynch, the next speaker, also emphasized the magnitude of the crop failure in Ireland, blessed Irish national identity, and the need of every citizen of Charleston to subscribe to Irish relief.

Colonel Edward McCrady, Jr., of Irish ancestry, a member of St. Philips Episcopal Church, and a former officer in the predominately Catholic Irish Volunteers, gave the last major speech. The former Confederate officer reminded the audience that he had previously appeared to raise money for a monument for “the Irish who fell in our cause during the late war.” The company of Irish he served with went to Virginia in a cold winter and because they were poor Irish immigrants the people of Charleston contributed to purchase winter clothing. Men of the Irish company preferred to suffer the cold and refused the money so it could help Charlestonians displaced by the fire of December 1861. The generosity of the Irish immigrants in 1861 demanded that the people of Charleston in 1880 “hear the cries of their people in the Old Country who are dying of famine and want.” The presence of Magrath and McCrady reflected the long history of cooperation between Irish Protestants and Irish Catholics in Charleston for Irish causes, such as famine relief in 1847 and 1880. Once again, the role of the Irish during the Civil War, and their loyalty to Charleston and the Confederacy became a primary argument for aiding Ireland. 18

“There is probably no city in the United States wherein the birthday of Ireland’s patron saint is more generally and reverently honored than in Charleston,” proudly proclaimed Francis Dawson in March 1880. However, events in Ireland tempered celebrations in Charleston so “as much expense as possible was saved, and money devoted to the Irish relief fund.” Savannah and Wilmington Irish societies cancelled celebrations, but in Charleston Irish societies toned down their events but did not cancel them. One member of the Hibernian Society, Benjamin McInnes, recommended cancelling events and using the funds saved for the benefit of the “suffering countrymen in Ireland.” His suggestion failed to move most Hibernians who viewed it as too extreme limitation of celebrations. With Captain James Redding, of the Montgomery Guards, acting as marshal, the Irish societies paraded with flags at the City Hall to honor the day. Marchers went to the Cathedral for a High Mass conducted by Bishop Lynch, and when the services ended “a collection was taken up for the benefit of the Irish relief fund.”19

That evening the largest celebration took place at Hibernian Hall. Each of the Irish societies held their own evening events to honor St. Patrick. Toasts at the Hibernian Society event reminded the audience of the cause of Ireland, the famine, but also the connections between the Irish and South Carolina that emphasized loyalty to the Confederacy and opposition to Reconstruction. Major William J. Gayer toasted to “South Carolina---To her Irishmen have ever been faithful.” Colonel C.H. Simonton noted the similarity between the oppression of the Irish and oppression of South Carolina under Reconstruction, “South Carolina too has felt the foot of the alien on her soil.” Colonel E.McCrady, Jr. repeated the theme he stressed at the January meeting

that both South Carolina and Ireland were struggling for home rule and shared “mutual afflictions” that formed a “strong bond of sympathy between them.” Long before *Birth of a Nation* McCrady implied the noble Confederate cause as a struggle for freedom and the wickedness of Reconstruction’s tyranny imposed on South Carolina. Former President of the Hibernians General James Conner alluded to the “similar conditions of Ireland and South Carolina.” Connor hoped Ireland would follow South Carolina in its successful overthrow of the oppression of Reconstruction. None of the men mentioned slavery or African American rights. Rather, the narrative developed in the toasts emphasized Irish loyalty to South Carolina, the sacrifices of Charleston’s Irish for the Confederacy, and the common bond of outside oppression endured by the Irish and people of South Carolina. Mayor Courtenay brought the evening back to the central issue of the Irish distress, and boasted that “no city in the country had been ahead of Charleston in the call for a meeting for the relief of Ireland, and the extension of practical sympathy.”²⁰ Mayor Courtenay created a different narrative arguing for the lead role played by the people of Charleston in the national campaign for Irish relief in 1880. From the Mayor’s perspective Charleston emerged as the model of famine relief the rest of the nation emulated.

In Orangeburg, the editor advocated that the Irish come to America, and “South Carolina wants immigrants.”²¹ The Irish had earned a positive image because of their contributions to the state. South Carolinians welcomed them as laborers, workers, and farmers. Irish immigrants would make up for South Carolina’s losses during the war and increase the white population. However, Irish immigrants avoided South Carolina in the 1880s. Irish immigrants preferred the south, but South Boston, not South Carolina.

The willingness to accept Irish immigrants proved that for many Carolinians the Catholic Irish were no longer the “other.” This did not mean that anti-Catholicism vanished as Catholics came under attack for establishing a church in Greenville in the late 1870s, but it appeared more an exception than a continuing pattern of rejection. The South, according to David Gleeson, identified with the plight of the Irish during the Great Hunger. In 1880, the southerners from Virginia to Texas once again wanted to help the starving Irish. South Carolina newspapers endorsed the campaign for Irish relief and encouraged their town governments and local communities to hold public meetings for Irish relief. Public meetings stressed the magnitude of the crisis in Ireland and American obligations to help based on shared humanity, Christian values, and Irish contributions to the United States since the Revolution.

In parts of the South, and especially in Charleston, Irish immigrants fighting for the Confederacy and Irish opposition to Reconstruction, solidified the view of the Irish as real southerners and Carolinians who shared the same values as southern WASPs, even if they were not Baptists or Presbyterians. This is how the Irish became “white” in the South for their service to the Confederacy and opposition to Reconstruction, rights for African Americans, and distaste for the Republicans,” The racial dimension of southern politics,” according to David Gleeson “unified all white groups, including the

Irish,” Poor Irish immigrants became Irish southerners. 22Aiding Ireland in 1880 allowed the Irish Catholics in South Carolina to maintain their identities as Irish, Catholic, southern, American, and white.

Endnotes:

1-Pickens Court House, *Keowee Courier*, 12 February 1880. Examples of historical works that did not address this issue, Edward Ayres, *The Promise of the New South: Life After Reconstruction*, (New York: Oxford University Press, 1992); Michael Chesson, *Richmond After the War, 1865-1890* (Richmond: Virginia State Library, 1981); Joy Jackson, *New Orleans Politics in the Gilded Age* (Baton Rouge; Louisiana State University, 1969); Howard Rabinowitz, *The First New South, 1865-1920*, (Arlington Heights, Ill.: Harlan Davidson, 1992); C. Vann Woodward, *Origins of the New South, 1877-1913* (Baton Rouge: Louisiana State University Press, 1951); Charles Culpepper, *Francis Warrington Dawson and the Politics of Restoration: South Carolina, 1874-1889*, (University: University of Alabama Press, 1980); William Coopers, *Conservative Regime: South Carolina, 1877-1890*, (Baltimore; Johns Hopkins Press, 1968); Charles Holden, *In the Great Maelstrom: Conservatives in Post-Civil War South Carolina*, (Columbia: University of South Carolina Press, 2002) Walter Fraser, Jr., *Charleston! Charleston! History of a Southern City*, (Columbia: University of South Carolina Press, 1989).For the issue of Confederate nationalism during the Civil War, Drew Gilpin Faust, *The Creation of Confederate Nationalism: Ideology and Identity in the Civil War South*, (Baton Rouge: Louisiana State University Press, 1988).

2-Abbeville *Medium*, 17 March 1880.

3-Charleston *News and Courier*, 7 January 1880.

4-Richmond *Daily Dispatch*, 7 January 1880.

5-Alexander Sprunt, Treasurer and F.W. Kerchner, Chairman to Hon. S.H. Fishplate, Mayor of the City of Wilmington, N.C , Chairman of the Irish Relief Meeting, undated, in *Wilmington Daily Review*, 26 February 1880.

6-Ibid, S.H. Fishplate, Mayor's Office, to F.W. Kerchner, Chairman Committee of the Irish Relief Fund, 25 February 1880.

7-Columbia *Register*, 8 February 1880.

8-Charleston *News and Courier*, 18 March 1880. For the question of how another ethnic group became southern, Michael Bell, "Regional Identity in the Antebellum South: How German Immigrants Became Good Charlestonians," *South Carolina Historical Magazine*, 100:1 (January 1999): 9-28.

9-Columbia *Register*, 8 February 1880.

10-David Gleeson, *The Irish in the South, 1815-1877*, (Chapel Hill: University of North Carolina Press, 2001); Richard Madden, *Catholics in South Carolina: A Record*, (Lanham, MD: University Press of America, 1985); Arthur Mitchell, *History of the Hibernian Society of Charleston, South Carolina*, (Charleston: Hibernian Society, 1982); Arthur Mitchell, *South Carolina Irish*, (Charleston and London: History Press, 2011); Donald Williams, *Shamrocks and Pluff Mud: A Glimpse of the Irish in the Southern City of Charleston, South Carolina*, (Charleston: Self-published, 2005); David Gleeson and Brendan Buttimer, "'We are Irish Everywhere': Irish Immigrant Networks in Charleston, South Carolina, and Savannah, Georgia," *Irish Migration, networks, and ethnic identities since 1750*, 2007 :39-61; Kenneth Moss, "St Patrick's Day Celebrations and the formation of Irish-American Identity, 1845-1875," *Journal of Social Science*, 29:1 (Fall 1995): 125-48; Joseph O'Connell, *Catholicity in Georgia and South Carolina*, (New York: D. and J. Sadler. 1879, reprint: Spartanburg: Reprint Company, 1972); Dee Dee Joyce, "Charleston's Irish Labourers and their move into the Confederacy," *Irish Studies Review*, 18:2 (May 2010): 185-97. For another study of pre-war Irish identity, Angela Murphy, "Slavery, Irish Nationalism, and Irish American Identity in the South, 1840-1845," in David Gleeson, ed., *The Irish in the Atlantic World* (Columbia: University of South Carolina Press, 2010), 129-153. As a few examples of the study of the Irish in the South ending at 1860, Christopher Silver, "A New Look at Old South Urbanization: The Irish Worker in Charleston, South Carolina, 1840-1860," in *South Atlantic Urban Studies*, edited by George Hines and Samuel Hopkins, (Columbia: University of South Carolina Press, 1979):3:141-72; Earl Niehaus, *The Irish in New Orleans, 1800-1860*, (Baton Rouge: Louisiana State University Press, 1956); Joe Brady, "The Irish Community in Antebellum Memphis," *West Tennessee Historical Society Papers*, 40 (December 1986): 24-44; Edward Matthew Shoemaker, "Strangers and Citizens: The Irish Immigrant Community of Savannah, 1837-1861," (Ph.D. diss, Emory University, 1990); Norman McLeod, Jr., "'Not Forgetting the Land We Left,' : The Irish in Antebellum Richmond," *Virginia Cavalcade*, 47 (Winter 1998): 26-47. For the issue of

Celtic Mist, Rowland Berthoff, "Celtic Mist over the South," *The Journal of Southern History*, 52:4 (November 1986): 523-546; Christine Kinealy, ed., and Gerard Moran, ed., *Irish Famines before and after the Great Hunger*, (Hamden, Ct. and Cork Ireland: Quinnipiac University and Cork University Press, 2020) contains a chapter, "America's Errand of Mercy to Ireland," by Harvey Strum, on the federal government debate about aid to Ireland in the United States in 1879-80 and the *Constellation* carrying privately raised relief supplies.

11-Charleston *News*, 10 January 1880. For how the Irish became southerners see David Gleeson, *The Irish in the South*, 159-194.

12-Arthur Michell, *South Carolina Irish*, 83.

13-David Gleeson & Brendan Buttimer, "'We are Irish Everywhere': Irish Immigrant Networks in Charleston, South Carolina, and Savannah Georgia," *Immigrants and Minorities*, 23:2-3 (2005): 183-205 full article, citation is 190. Also, see Dee Dee Joyce, "Charleston's Irish labourers and their move into the Confederacy," *Irish Studies Review*, 18:2 (May 2010): 185-97, especially 190 and 193-94.

14-Charleston *News*, 12 January 1880.

15-Ibid, 10 January 1880. "The Famine in Ireland."

16-Ibid, 16 January 1880. "The Irish Aid Meeting."

17-Ibid, 20 January 1880. "Help for Hapless Ireland." Also, see Donald Williams, *Shamrocks and Pluff Mud*, 128. Arthur Mitchell, *South Carolina Irish*, does not mention the meeting or campaign. Neither does Richard Madden, *Catholics in South Carolina*.

18-Charleston *News*, 20 January 1880.

19-Charleston *News*, 18 March 1880. "Saint Patrick's Day: The Sacred Anniversary Devoted to Charity." For McInnes, Special Notices: Benjamin McInnes to Mr. Editor, undated, 6 March 1880. Also see "A Worthy Celebration of St. Patrick's Day---Help for the Starving," 15 March 1880.

20-Ibid. Again, there does not appear to be any mention of Bishop Lynch's role in the events of St. Patrick's Day 1880 or of Courtenay's role in the Courtenay Papers.

21-Orangeburg Court House *Orangeburg Times*, 26 March 1880.

22-For the Greenville incident, see Arthur Mitchell, *South Carolina Irish*, 83. For the Irish and "white," Noel Ignatiev, *How the Irish Became White*, (New York: Routledge, 1995). For Irish view of Republicans and Reconstruction, Mitchell, 82-83 and David Gleeson, *The Irish in the South*, 178-194. For the quote Gleeson, "Smaller Differences": 77-78. Gleeson also discussed the issue of Irish and white in the context of the South.

African Linguistic Elements and Practices in American Blues

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National Social Science Association
Summer 2020 Virtual Seminar





Henry O. Tanner: The Banjo Lesson

African Cultural Memories

“Memory is Everything”

-Brenda Mary Osbey

- Many African “tongues”
- World beliefs
- Worldviews
- Material Culture
- Technology and Industry
- Agricultural and scientific knowledge
- Cultural Expressions and Practices
- Societal and political systems



(Midlo Hall, 2005)

The Process of Creolization (Edouard Glissant)

The Power of Memory

- “Il recompose par *traces* une langue et des arts qu’on pourrait dire valables pour tous..... des seules pensées de la *trace*, qui lui restaient il a composé d’une part des langages créoles et d’autre part des formes d’art valables pour tous.”
- [it recomposes through traces a language and arts available to all.....he/she [the African] was able to create something unpredictable from the power of memory, from the traces left in his mind; from there he was able to create creole languages, but also artistic forms for all]. (my translation)

(Edouard Glissant, 2007)

The Blues Man, Blues Woman, and the Griot/te Tradition

- Specialized musicians and wordsmiths
- The personal, but also the collective memory of a people;



The Blues Man/Woman and the Griot/te, cont.

- Griot often stands alone and tends to accompany himself/herself to perform as the central figure, just like the bluesman/woman;
- String instruments such as the Xalam and the Kora are king with the Wolof and the Mandinka and are said to be the African “memory” or “trace” for the American banjo.



The Blues Man/Woman and the Griot/te, cont.

- Feared by many because of a “sharp tongue”;

(See our own Chicago Nellie Tiger Travis with “I’m Gonna Slap Yo’ Weave Off!”)

(Victoria Spivey’s Christmas Blues)



- Traditional myth of their association with the “devil” or “some obscure force”;



Juldeh Camara (Gambia)

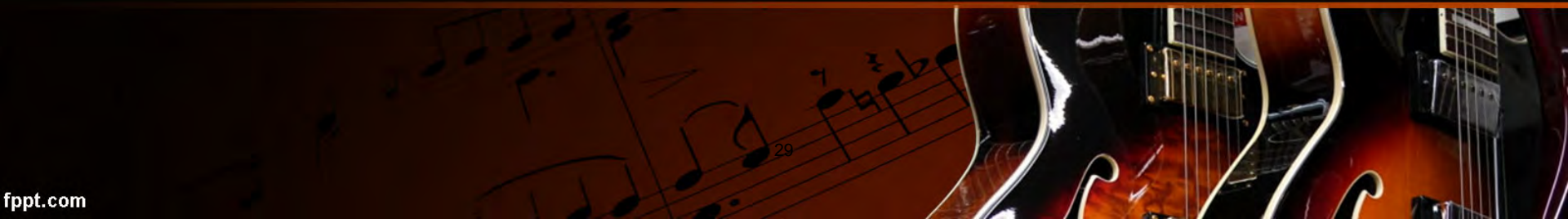
- Juldeh Camara, one of the leading Riti players (traditional African fiddle) from the Fulani ethnic group in the Gambia, tells how a spirit or djinn met his father in the forest and taught him to play the Riti. The price for this musical gift was his father's eyes, though the djinn sweetened the deal by giving him "the gift to see what others cannot see."



African Linguistic Elements

Linguaculture: “ a language includes not only elements such as grammar and vocabulary, but also past knowledge, cultural information, habits, and behaviors.”

Michael Agar, 1999



African Linguistic Elements, cont.

Dig: to “dig” something is to “get it”. Linguist David Dalby traces the expression from the Wolof verb “degg”, which means “to understand, to call attention to, to appreciate.” Degg nga? “Do you get it”? Degg nga Wolof? Do you understand Wolof? I will add that the verb also means “to hear”/so in the African conception, to hear is also to understand. This double charged meaning is used with the term “dig”. An example would be in Albert Collin’s “Give Me My Blues”: *“I play my music the only way I can. Play my music only, only way I can. Some people really dig it. Some just don’t understand”*.



African Linguistic Elements, cont.

Mojo: Muddy Waters' famous song "I got My Mojo Working" and many other blues songs refer to this seemingly fun sounding and mysterious term. One explanation of its origins is from the Fulanis of West Africa. In Fula (Al Pulaar), *mocca* means to cast a spell. Through time, it also referred to the material item of a "prayer bag" made out of twigs, nail clippings, or locks (also called a gris-gris or a hoodoo bag). Metaphorically in the blues, it was also used to express male sexual vitality and charisma such as in Muddy Waters' song. In "Louisiana Blues" by Fred McDowell, the singer talks about "a mojo hand" that can "fix" a lover: "I am going down to Louisiana to buy me a mojo hand/ I am going down to fix my baby so she won't have no other man."



African Linguistic Elements, cont.

- **Gris-gris:** an amulet commonly worn by the Wolof, Fulani, and other groups in West Africa. Traditionally, it is adorned with Islamic scriptures and other items (locks, nails, etc.) that call back to the ancestors for protection and to ward off evil spirits. They can be attached to or suspended in homes or other places for protection. The gris-gris in the Americas took on additional characteristics from other groups such as the Bakongo who also use charm bags that contain medicinal herbs. The word comes from grigri in Wolof meaning “amulet” and in Mandinka as a verb “to shake.” See *Gris-Gris Gombo Ya-Ya* by Dr. John.

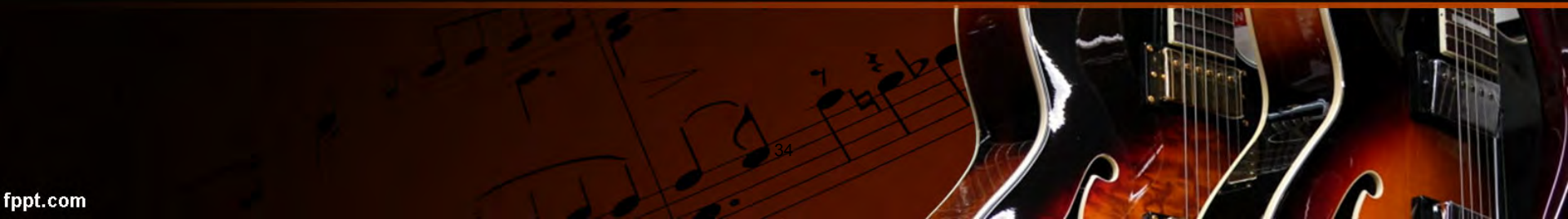


African Linguistic Elements, cont.

- **Chick:** A term used to refer to a pretty young woman. Linguist David Dalby and Holloway point to the Wolof origin of the expression: “jigeen” which means a woman. The term seemed to have converged with the word “chicken” by mispronunciation to later be shortened to “chick.” In T-Bone Walker’s song *Long Skirt Blues*:
 - *When I first met you, baby, you were a real gone chick*
 - *When I first met you, baby, you were a real gone chick*
 - *Now you've let your skirt down 'n' you know that ain't the lick*



- **Jam:** Debra DaSalvo again points to a possible origin stemming from the Wolof word for “slave” (jam) and maybe referring initially to the gathering of slaves for entertainment, in Congo square for example. In my view, the Wolof term for “peace” can also add to our extrapolation. It is a common greeting response when people meet and gather around “Jamm rekk” (peace only). Other convergences could be from the Arabic “jama” which refers to crowd gathering.
- **Juke:** from the Wolof “dzug” meaning to misbehave. In Bambara (the language of the Mandika/Mande), you have “dzugu” which means to be wicked. The term brought about the English “juke-joint”, a place of unbridled fun, music, and dance.

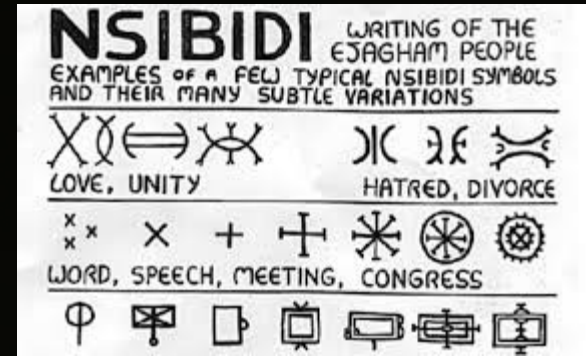
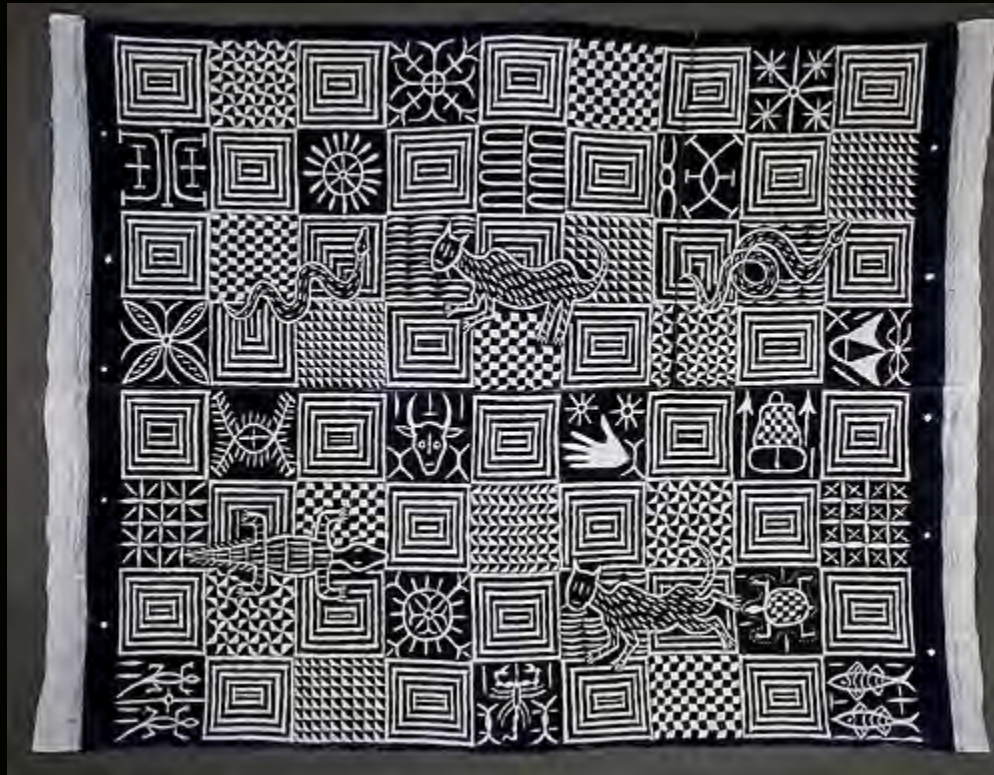


Hidden Symbols

- The Checkerboard Lounge in Chicago



African Ideographics



Ideographics in African societies encode secret knowledge not available to outsiders.

Checkerboard: male power/knowledge and ignorance (Hausa masks)/used in freedom quilts to symbolize crossroads?

Checkerboard,cont.

Zamma



A game in many forms that creates a space for gathering & fellowship in African as well as in African American culture.

The Animal Kingdom

- **The King Snake:**

“Crawlin’ Kingsnake Blues” by John Lee Hooker with some of the following lyrics:

- *You know I'm a crawlin' king snake, baby, and I rules my den*
- *You know I'm a crawlin' king snake, baby, and I rules my den*



- Blues performers choose such symbols as their performance names: “Kingfish” (Christone Ingram), the band “Kingsnakes”, “Richard “Rabbit” Brown, or “Howlin’ Wolf”.



Proverbs in the Language of the Blues

Proverbs have always played an important role in speech, song, and poetic traditions in Africa. In West Africa, the culture of the Wolof, for example, highly values individuals who are able to use an array of rich proverbs in conversation to illustrate a particular situation or teach values to a group. Ogede (1993) discusses the constant use of proverbs in praise songs in West Africa. In a similar fashion, proverbs appear in blues lyrics as a continuation of this **African impetus to pepper one's speech with vivid imagery** to prove a point or to reach for the memory of certain folk knowledge



Proverbs in the Language of the Blues, cont.

- **Albert King**, offering a variation of the commonly known proverb “*Never burn your bridges behind you.*” He re-interprets it in this way:

“Don’t burn down down the bridge, cause you might wanna come back/And the grass ain’t no greener on the other side of the track” (*Don’t Burn Down the Bridge*)



Proverbs, cont.

Sonny Boy Williamson: The folk saying “Don’t fatten frogs for snakes” is reworked by Sonny Boy Williamson: “Took me a long time to find out my mistake/But I’ll betcha my bottom dollar/I ain’t gonna fatten no more frogs for snakes.”



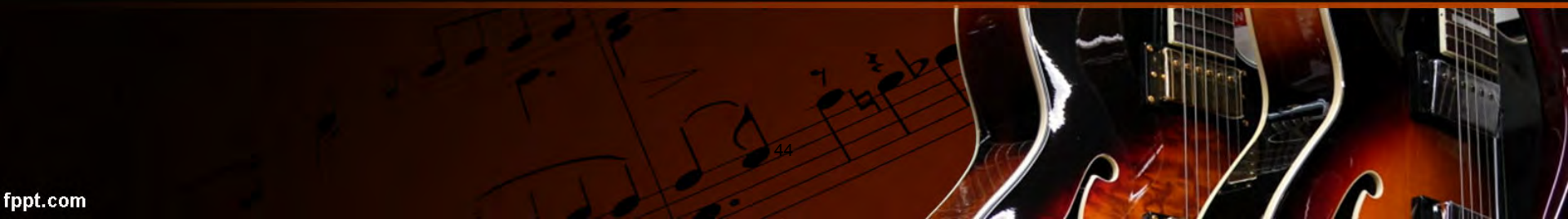
Proverbs cont.

Fernando Jones' title song "Blood is Thicker than Mud" is a variation of the saying "blood is thicker than water" pinning a deeper contextual meaning (the context of the Vietnam war and also the violence in Chicago as mentioned in his lyrics).



Conclusion

The blues is a musical genre that carries the unique and rich cultural imprint of Africans and their descendants in North America as it travelled from the deep south to the streets and clubs of Chicago and other big cities. My study only scratches the surface, but hopefully will encourage the use of the blues and music in general to uncover the hidden past and the African heritage contained in language that still lives on today. The blues is still here and continues its mission of documenting the present. We see our environment, our personal and collective condition through music and language which mirrors the language of everyday life. Its power lies in healing through some the worst conditions and that is why it is so relevant today.



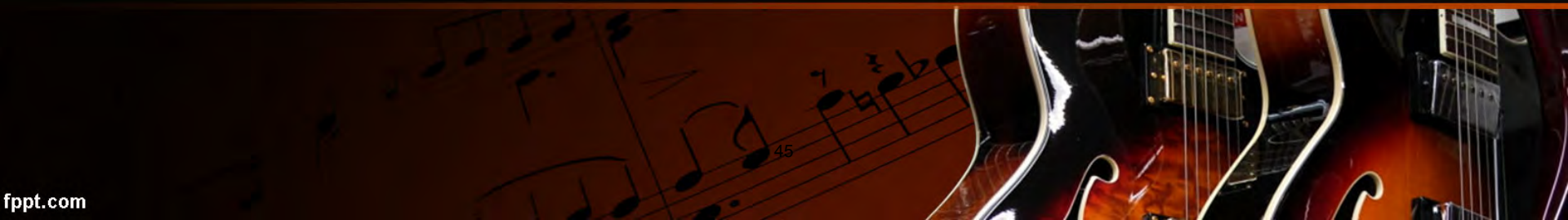
- Albert King Don't Burn down the Bridge

<https://www.youtube.com/watch?v=Gt0p2wN-SGM>

- Fernando Jones Blood is Thicker than Blood

<https://www.youtube.com/watch?v=LgWVMlkwhSg>

Let's Listen and Enjoy!



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National Social Sciences Association

August 3-5, 2020

Educator
Ethical
Boundaries:
Who is in
Trouble Now?

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Barba Aldis Patton

&

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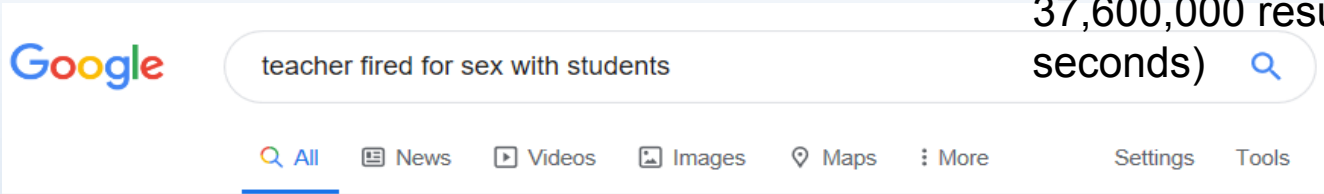
Picture source: <https://study.com/academy/lesson/code-of-ethical-conduct-in-the-teaching-profession.html>

Why an Issue?

- Immoral unprofessional behavior
- Some children never recover
- Damage entire family and friends
- Educator is suppose to be a role model
- Nurture a learning environment

Teachers in the News

Google search 8/3/20 About 37,600,000 results (0.78 seconds)



Google search last 3/20 About 38,500,000 results (0.62 seconds)

www.lawenforcementtoday.com › teachers-arrested-for-sexual-relatio... ▼

Teachers arrested for sexual relations with students

Nov 30, 2019 - "**Teacher** of the Year" **arrested** for oral **sex with student**. ... In Round Rock, Texas, a **teacher** has been **arrested** in conjunction with an alleged ...

www.nydailynews.com › news › national › ny-south-carolina-high-sc... ▼

South Carolina high school teacher arrested for sex with student

Jan 14, 2020 - A 22-year-old female high school **teacher** in South Carolina has been **arrested** for having **sex** multiple times with a 16-year-old **student** and sending that pupil explicit photos and texts, according to The State. Anna Elizabeth Jeanette Patton, of Florence, was charged on Monday with ...

www.nydailynews.com › news › crime › ny-texas-teacher-of-the-year... ▼

Texas teacher had oral sex with student in classroom: police ...

Nov 28, 2019 - '**Teacher** of the Year' had oral **sex with student** in classroom: police ... The suspect was **arrested** Tuesday, but she was released after posting ...

www.thesun.co.uk › female-teacher-romp-with-pupils-north-carolina

Maths teacher, 25, jailed for romping with THREE teenage ...

A FEMALE **teacher** is behind bars accused of having **sex** with three pupils. ... Erin McAuliffe, 25, was **arrested** after colleagues and **students** were interviewed in ...

www.quora.com › Why-would-a-teacher-get-fired-if-they-have-sex-wit...

Why would a teacher get fired if they have sex with a student? - Quora

Teachers in the News

Police chief says accused Slidell High coach 'groomed' students, gained trust before sexual contact

[The Advocate](#) - 1 day ago

History Teacher Who Told Student She's Only Good for 'Sex and Babies' Resigns

[BET](#) - 3 days ago

[More news for teacher fired for sex with students](#)

[Former Graham teacher's aide accused of having sex with ...](#)

www.star-telegram.com/.../article57251903.html Fort Worth Star-Telegram ▼

Jan 29, 2016 - A former **teacher's** aide at Graham Junior High has been accused of having **sex** with an eighth-grade **student** who was a friend of her ... Cruse said Oliver, who had worked for the district since 2009, was **fired** in October.

[Louisiana teacher, daughter of school board member ...](#)

www.mysanantonio.com/.../Louisiana-teacher-d... San Antonio Express-News

Jan 15, 2016 - ... daughter of school board member, accused of **sex** with female **student** Texas school district employees **fired** for alleged **sex with students**.

[Two Teachers Get Fired For Having Sex With 16-Year Old ...](#)

wild955.iheart.com/onair/.../two-teachers-get-fired-for-having-1282296... ▼

Read about Two **Teachers** Get **Fired** For Having **Sex** With 16-Year Old **Student** At The Same Time! Wow!!! | Curtis | WiLD 95.5.

[Former Bainbridge teacher gets 8 months for sex with student](#)

Teachers in the News

[Park City teacher jailed, fired, accused of trying to have sex ...
kutv.com/.../park-city-teacher-accused-of-creating-fake-sex-study...](#) ▼ KUTV ▼

Jan 28, 2016 - KUTV A middle school **teacher** in Park City has been jailed and **fired** from his job after being accused of trying to have **sex** with a **student**.

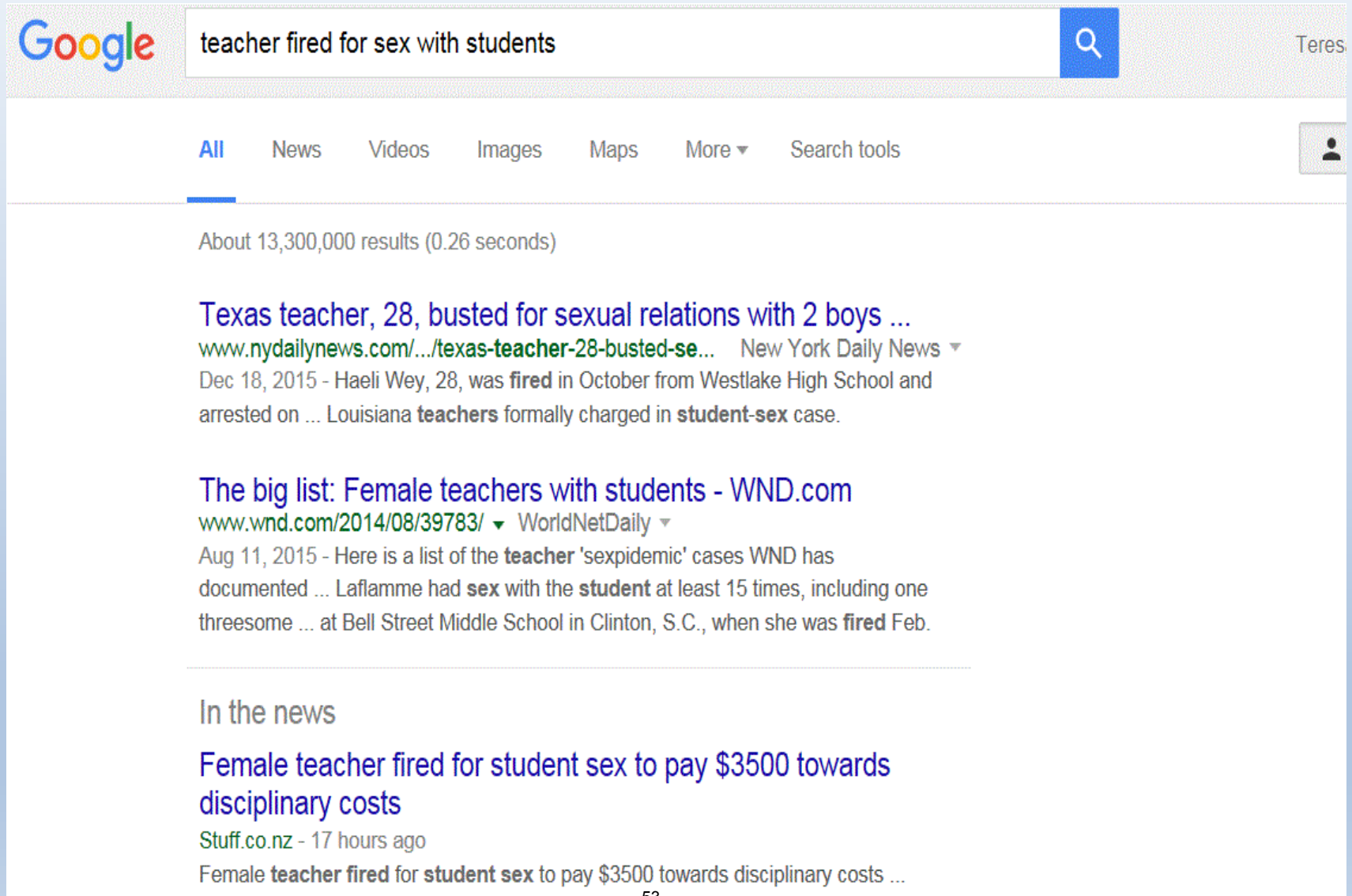
[WI teacher fired over 'inappropriate relationship' with student ...
eagnews.org/wi-teacher-fired-over-inappropriate-relationship-with-student/](#) ▼

Jan 29, 2016 - Last year a former Menomonee Falls High School **teacher** was arrested after admitting to having **sex** with a 16-year-old **student** at least 12 ...

[Texas Teacher Now Suing 17-Year-Old Student She Had ...
brobible.com/life/article/tanya-ramirez-teacher-sex-lawsuit-tristan/](#) ▼

Feb 24, 2016 - Texas **Teacher** Now Suing 17-Year-Old **Student** She Had **Sex** With... ... **sex** and shares it with the entire high school, **teacher** gets **fired** and ...

TEACHERS IN THE NEWS



The image shows a Google search results page. At the top left is the Google logo. The search bar contains the text "teacher fired for sex with students" and a blue search button with a magnifying glass icon. To the right of the search bar, the name "Teres" is partially visible. Below the search bar are navigation tabs: "All" (highlighted with a blue underline), "News", "Videos", "Images", "Maps", "More" (with a downward arrow), and "Search tools". A user profile icon is visible on the far right. The search results section shows "About 13,300,000 results (0.26 seconds)". The first result is a blue link titled "Texas teacher, 28, busted for sexual relations with 2 boys ..." from "www.nydailynews.com/.../texas-teacher-28-busted-se..." with a "New York Daily News" source and a date of "Dec 18, 2015". The snippet states: "Haeli Wey, 28, was **fired** in October from Westlake High School and arrested on ... Louisiana **teachers** formally charged in **student-sex** case." The second result is a blue link titled "The big list: Female teachers with students - WND.com" from "www.wnd.com/2014/08/39783/" with a "WorldNetDaily" source and a date of "Aug 11, 2015". The snippet states: "Here is a list of the **teacher** 'sexpidemic' cases WND has documented ... Laflamme had **sex** with the **student** at least 15 times, including one threesome ... at Bell Street Middle School in Clinton, S.C., when she was **fired** Feb." Below the results is a section titled "In the news" with a blue link "Female teacher fired for student sex to pay \$3500 towards disciplinary costs" from "Stuff.co.nz - 17 hours ago". The snippet states: "Female **teacher** **fired** for **student sex** to pay \$3500 towards disciplinary costs ...".

Texas Education Agency (TEA)

- Created 11 training videos on teacher and student relationships in 2015
- Plus the giant code of ethics in place for 30 years
- Still teachers degreed and certified risk everything

Study Parameters

Research Question: Are there differences in pre-service teacher professional ethics?

❖ Reviewed Texas state teacher code of ethics training videos



❖ Created 38 item Likert survey based on Texas teacher code of ethics & administered on SurveyMonkey.

Please circle the number which best reflects your opinion.				
Strongly disagree	Disagree	undecided	agree	Strongly agree
1	2	3	4	5

❖ 172 subjects in teacher education courses over the past three years

Snapshot of Teacher Professional/Ethics Survey

Teacher Professionalism Survey

The Teacher Professionalism Survey will be used to help us in the teacher education program.

Please complete the following:

Demographics

What is your gender? _____

Age _____

Ethnicity _____

Major _____

Are you employed? Yes _____/No _____ What is your position? _____

Are you in the Teacher education program? Yes _____/No _____

Number of semester hours completed including in-progress _____

Where did you graduate from High School _____

Please rate the following statements: 1 being the lowest agreement and 5 the highest agreement

1. It is okay to text students on your cell phone and chat with them on social media, such as Twitter and Facebook.

Please circle the number which best reflects your opinion.				
Strongly disagree	Disagree	undecided	agree	Strongly agree
1	2	3	4	5

2. It is okay to talk slang and be cool with your students during instruction time.

Please circle the number which best reflects your opinion.				
Strongly disagree	Disagree	undecided	agree	Strongly agree
1	2	3	4	5

3. It is okay to serve alcohol at your home to your teenage children and their friends as long as it is at home.

Please circle the number which best reflects your opinion.				
Strongly disagree	Disagree	undecided	agree	Strongly agree
1	2	3	4	5

(Copyright 2015 Teresa LeDage Clements, Barba L. Patton, & Moira J. Baldwin)

4. It is okay to visit your students at their home without a parent or guardian being present.

Please circle the number which best reflects your opinion.				
Strongly disagree	Disagree	undecided	agree	Strongly agree
1	2	3	4	5

5. It is okay for students to visit your house after school without a parent or guardian present.

Please circle the number which best reflects your opinion.				
Strongly disagree	Disagree	undecided	agree	Strongly agree
1	2	3	4	5

6. You can accept gifts from students and from parents for special treatment or alterations.

Please circle the number which best reflects your opinion.				
Strongly disagree	Disagree	undecided	agree	Strongly agree
1	2	3	4	5

7. It is okay to misrepresent or leave off information on your job application knowingly to enhance your presentation.

Please circle the number which best reflects your opinion.				
Strongly disagree	Disagree	undecided	agree	Strongly agree
1	2	3	4	5

8. It is okay for the teachers to chat, tweet, and post pictures of you in provocative poses to students.

Please circle the number which best reflects your opinion.				
Strongly disagree	Disagree	undecided	agree	Strongly agree
1	2	3	4	5

9. It is okay to chat about another teacher with students, fellow teachers, and parents/guardians.

Please circle the number which best reflects your opinion.				
Strongly disagree	Disagree	undecided	agree	Strongly agree
1	2	3	4	5

(Copyright 2015 Teresa LeDage Clements, Barba L. Patton, & Moira J. Baldwin)

10. It is okay to accept gifts or tokens offered and accepted from students and parents/guardians for recognition and appreciation of service.

Please circle the number which best reflects your opinion.				
Strongly disagree	Disagree	undecided	agree	Strongly agree
1	2	3	4	5

11. It is okay for a teacher to exclude a student from participation in a program or deny them benefits from the program.

Please circle the number which best reflects your opinion.				
Strongly disagree	Disagree	undecided	agree	Strongly agree
1	2	3	4	5

12. It is okay to give a student a gift because you like them.

Please circle the number which best reflects your opinion.				
Strongly disagree	Disagree	undecided	agree	Strongly agree
1	2	3	4	5

13. It is okay to falsify student test scores if it helps the student and the school.

Please circle the number which best reflects your opinion.				
Strongly disagree	Disagree	undecided	agree	Strongly agree
1	2	3	4	5

14. It is okay to use a bullhorn to wake up a student sleeping in your class and then be asked to a question on instruction you just covered.

Please circle the number which best reflects your opinion.				
Strongly disagree	Disagree	undecided	agree	Strongly agree
1	2	3	4	5

15. It is okay to date one of your students as long as they are 18 years old or older from your school/classes.

Please circle the number which best reflects your opinion.				
Strongly disagree	Disagree	undecided	agree	Strongly agree
1	2	3	4	5

(Copyright 2015 Teresa LeDage Clements, Barba L. Patton, & Moira J. Baldwin)

Treatment of Data

IBM SPSS

- Cronbach's alpha .792
- Descriptive statistics
- Cross tabulation
- ANOVA & Non Parametric Tests

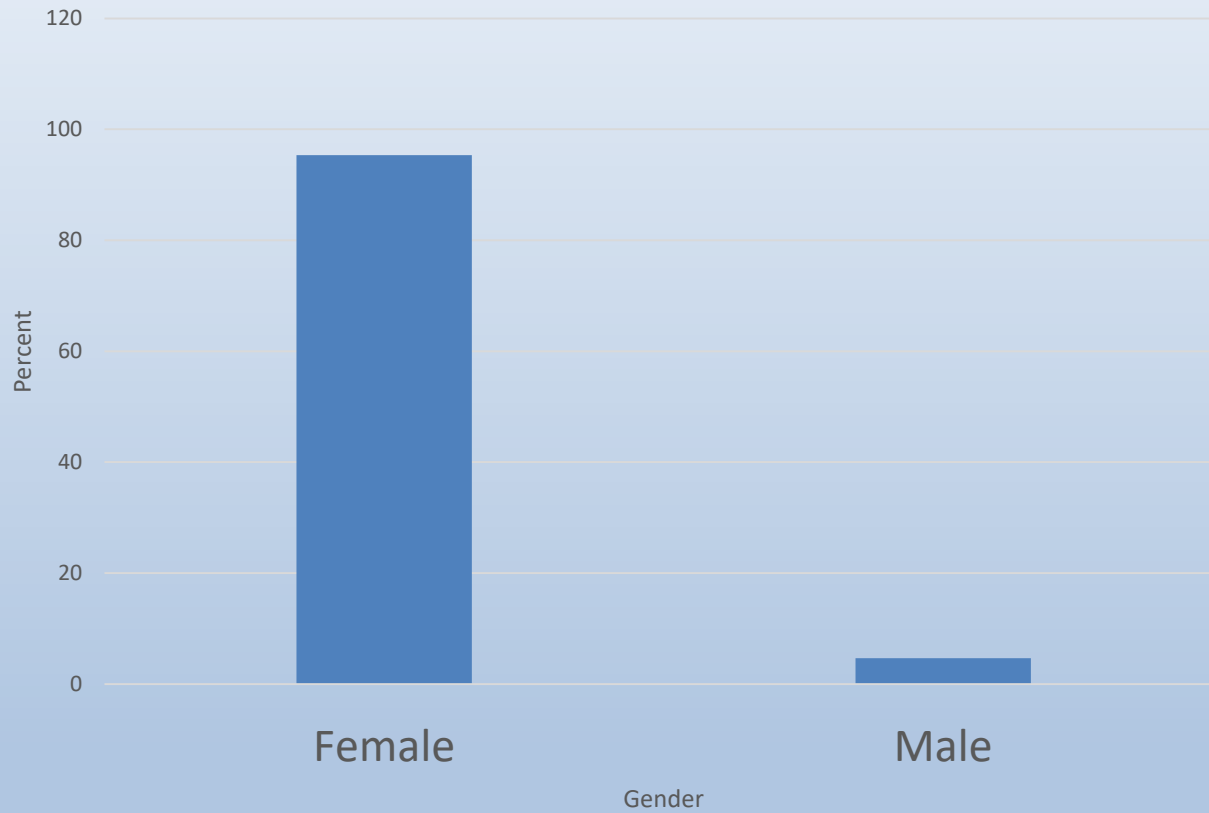
Demographics

- **Gender**
- **Ethnicity**
- **Age Groups**

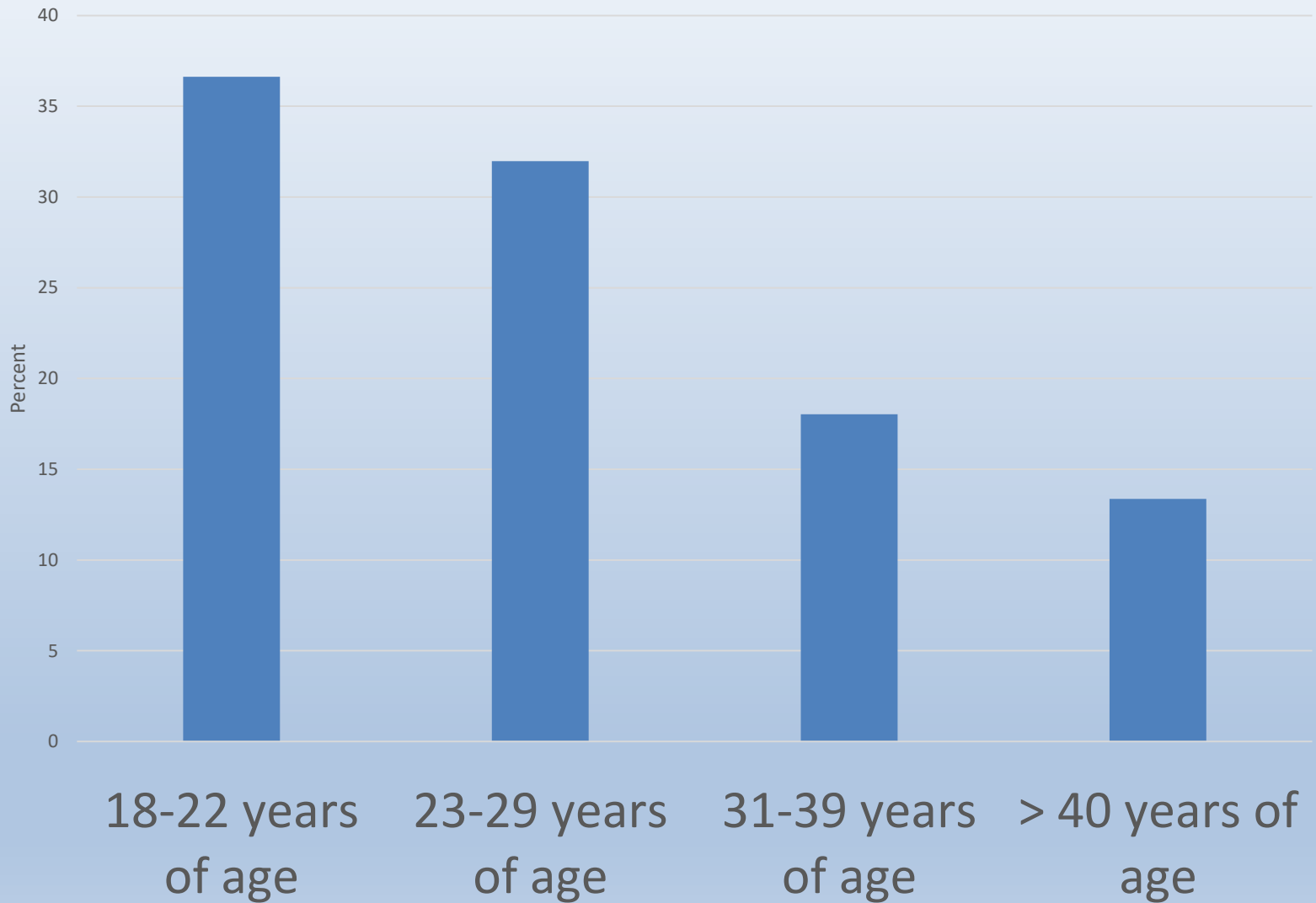
Frequencies

- **Okay for student to text**
- **Okay to visit your home**
- **Okay to visit student's home without guardian present**
- **Okay to be cool with students**
- **Okay to be friends**

Gender

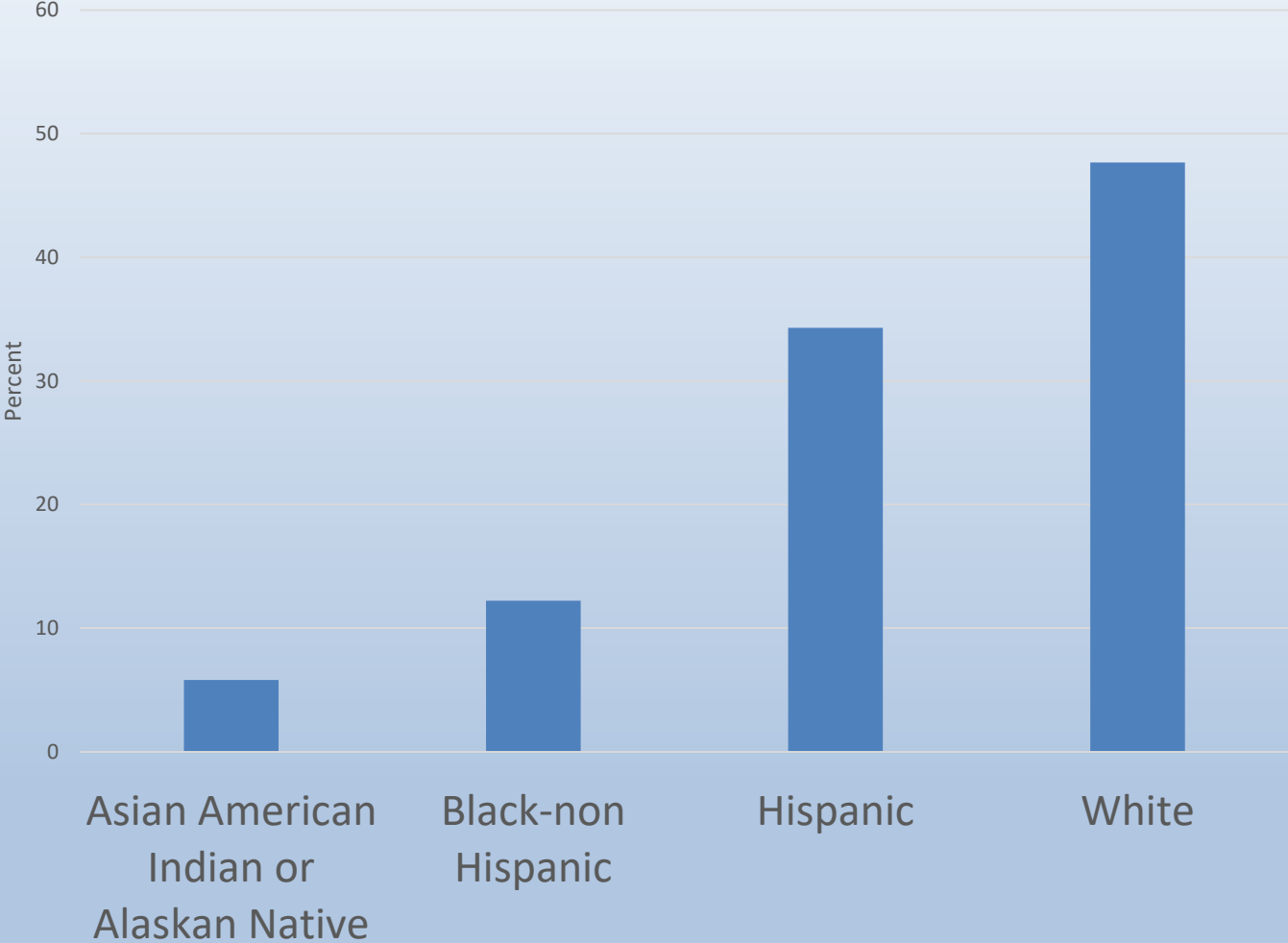


Age Group



Age Group

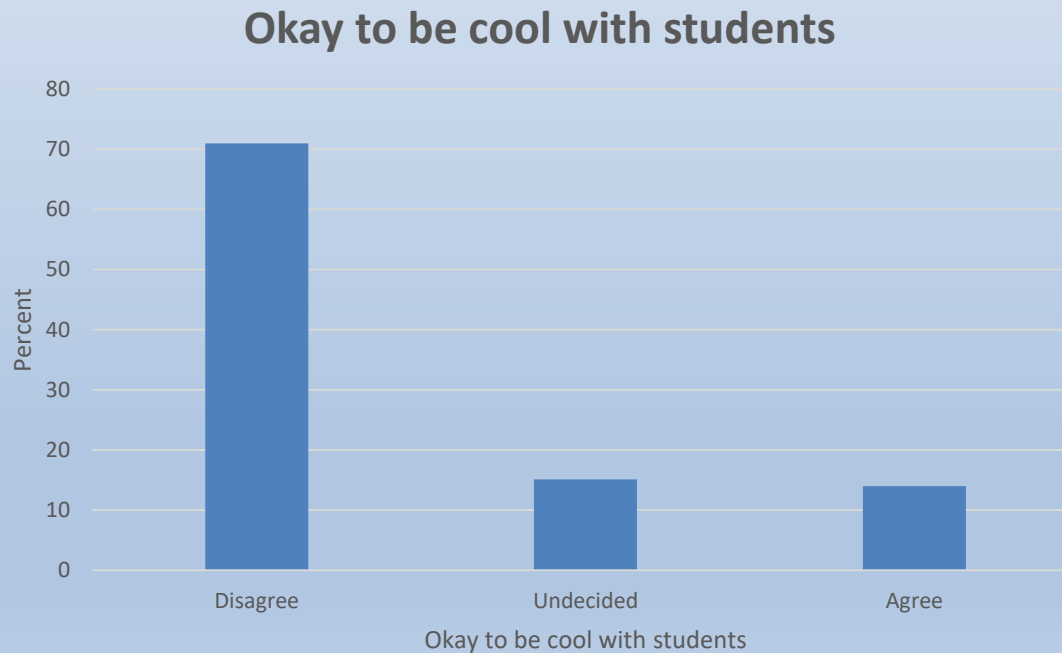
Ethnicity



Ethnicity

Okay to be cool with students

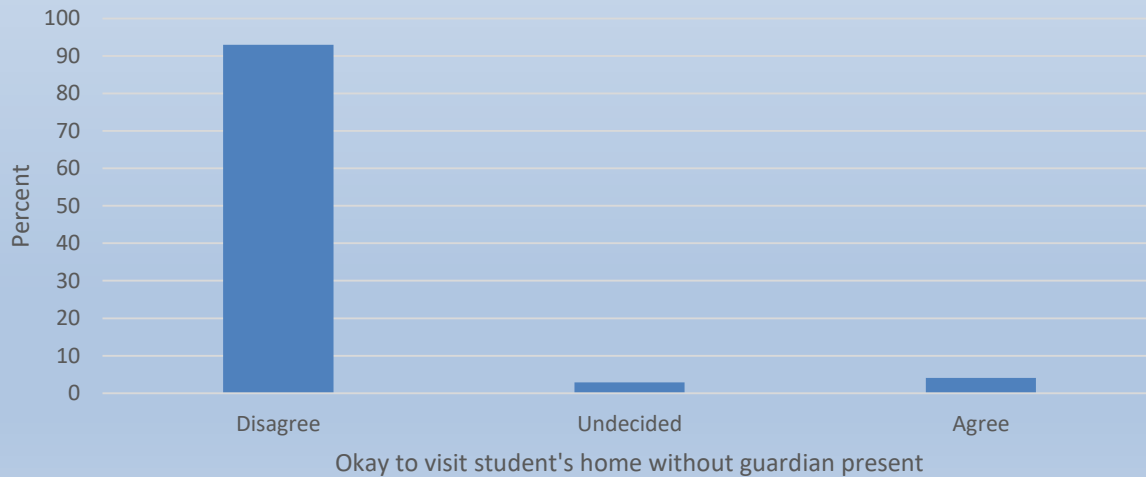
	Frequency	Percent	Percent
Disagree	122	70.9	70.9
Undecided	26	15.1	86.0
Agree	24	14.0	100.0
Total	172	100.0	100.0



Okay to visit student's home without guardian present

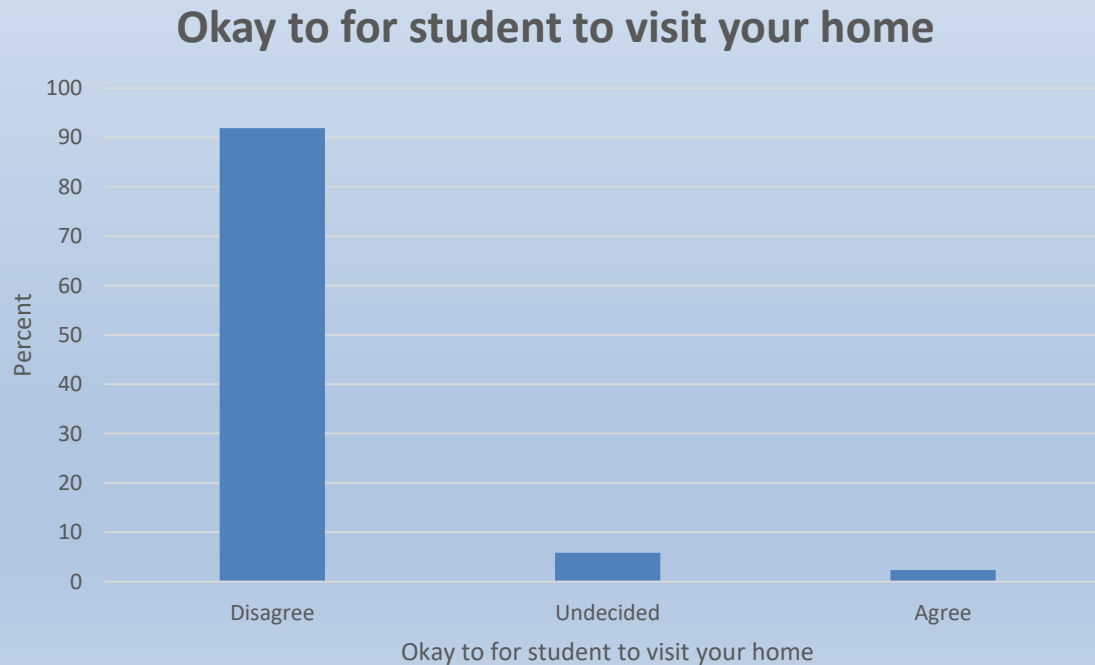
	Frequency	Percent	
Disagree	160	93.0	93.0
Undecided	5	2.9	95.9
Agree	7	4.1	100.0
Total	172	100.0	

Okay to visit student's home without guardian present



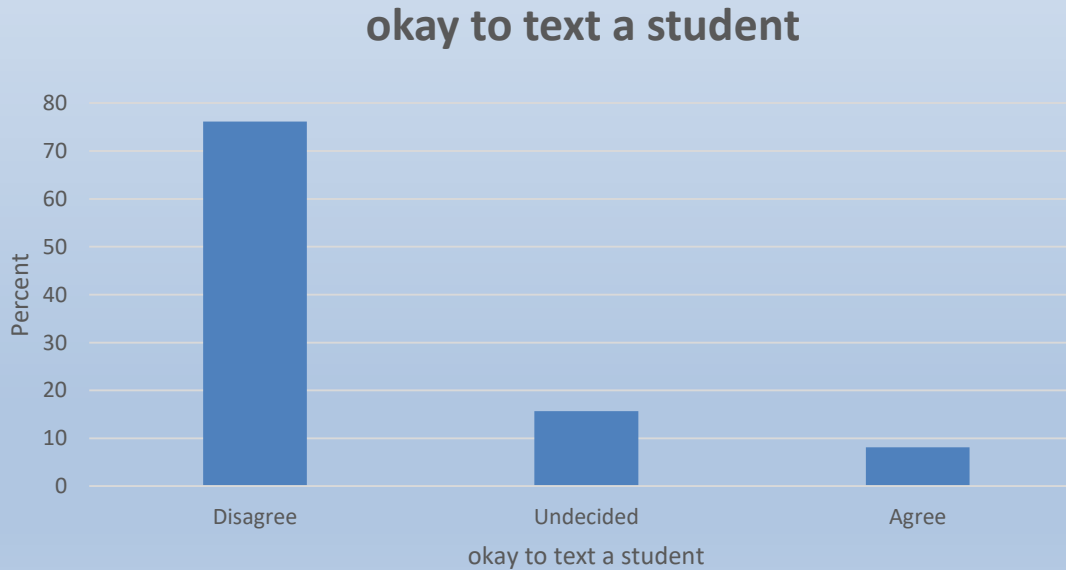
Okay to for student to visit your home

	Frequency	Percent	
Disagree	158	91.9	91.9
Undecided	10	5.8	97.7
Agree	4	2.3	100.0
Total	172	100.0	



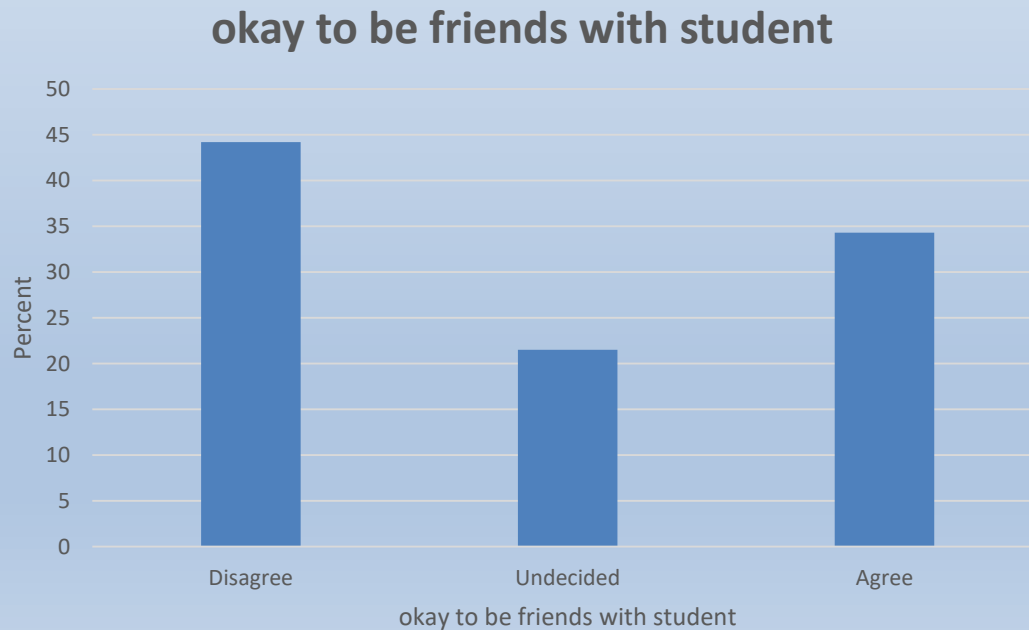
Okay to text a student

	Frequency	Percent	
Disagree	131	76.2	76.2
Undecided	27	15.7	91.9
Agree	14	8.1	100.0
Total	172	100.0	



Okay to be friends with student

	Frequency	Percent	
Disagree	76	44.2	44.2
Undecided	37	21.5	65.7
Agree	59	34.3	
Total	172	100.0	100.0



Interesting Significant Results

- Age Group*Okay to be cool with students
- Age Group*Okay for student to text
- Age Group*Okay to visit your home
- Age Group*Okay to be friends

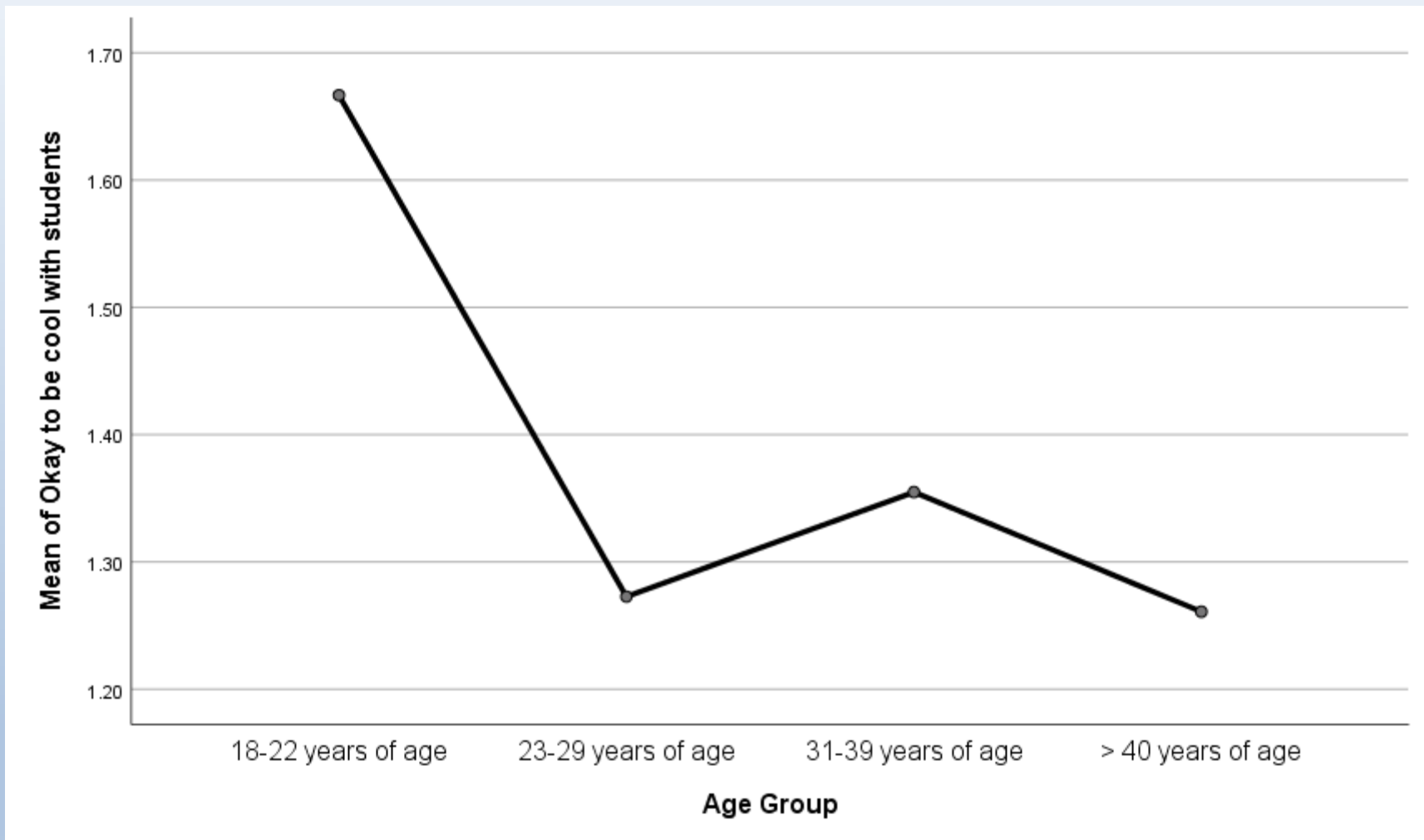
ANOVA

Okay to be cool with students

	Sum of Sq	df	Mean Sq	F	Sig.
Between Groups	5.722	3	1.907	3.795	.011
Within Groups	84.441	168	.503		
Total	90.163	171			

P = .05

Post HOC test Tamhane was significant



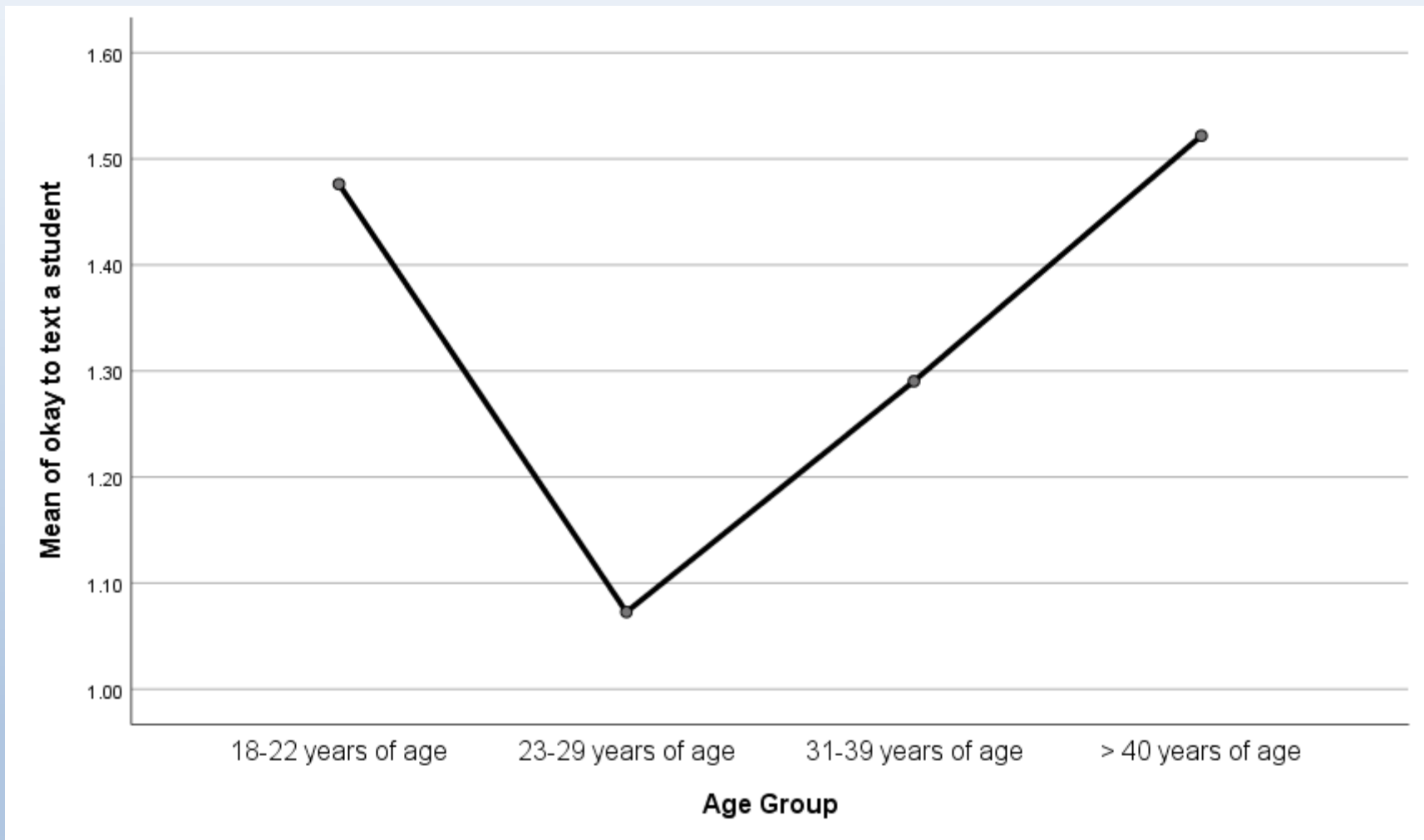
ANOVA

okay to text a student

Sum of Squares		df	Mean Square	F	Sig.
Between Groups(Combined)	5.863	3	1.954	5.514	.001
Within Groups	59.550	168	.354		
Total	65.413	171			

P= .05

Post HOC test Tamhane was signifant



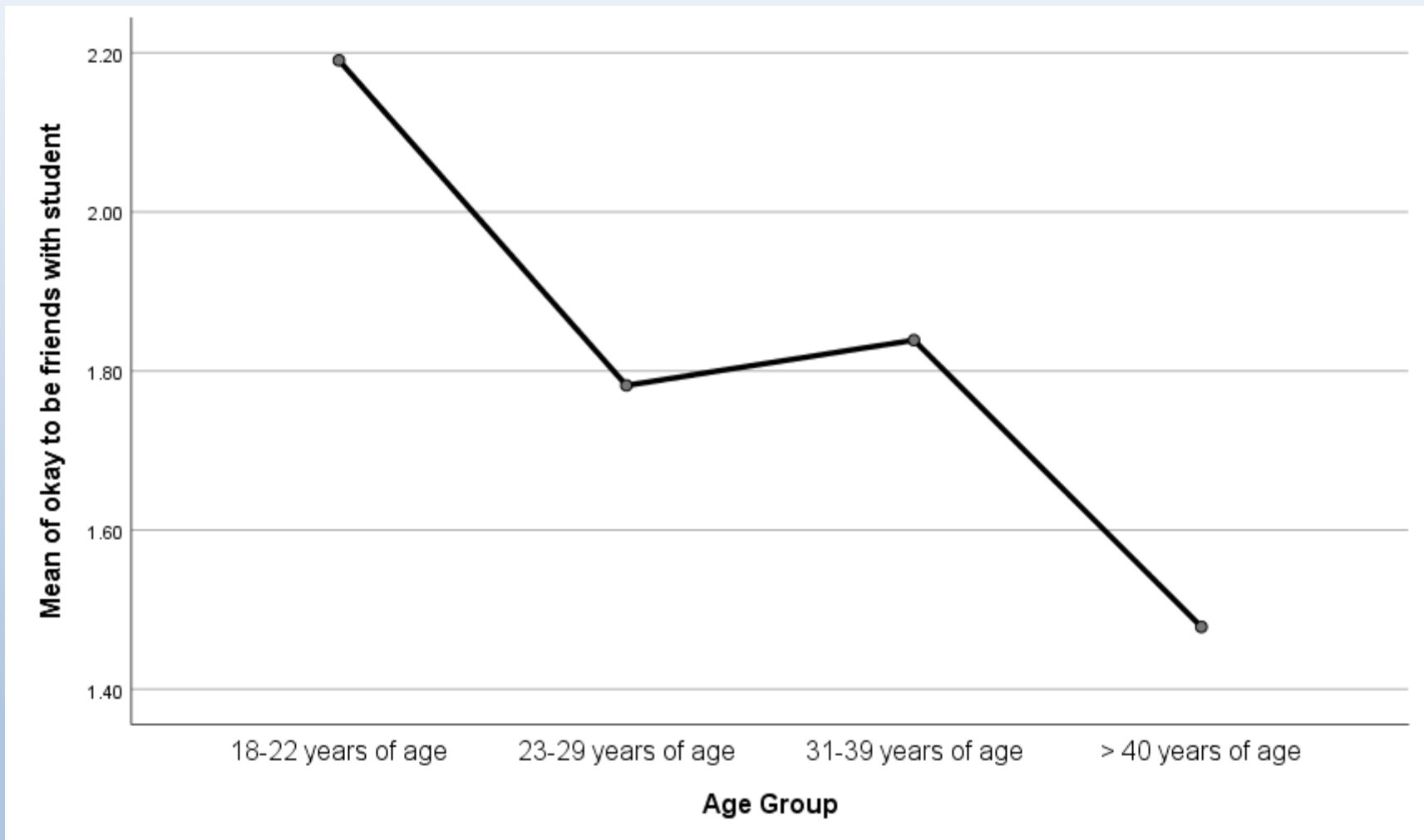
ANOVA

okay to be friends with student

	Sum of Sq	df	Mean Sq	F	Sig.
Between Groups	10.291	3	3.430	4.684	.004
Within Groups	123.029	168	.732		
Total	133.320	171			

P= .05

Post HOC test Tamhane was significant



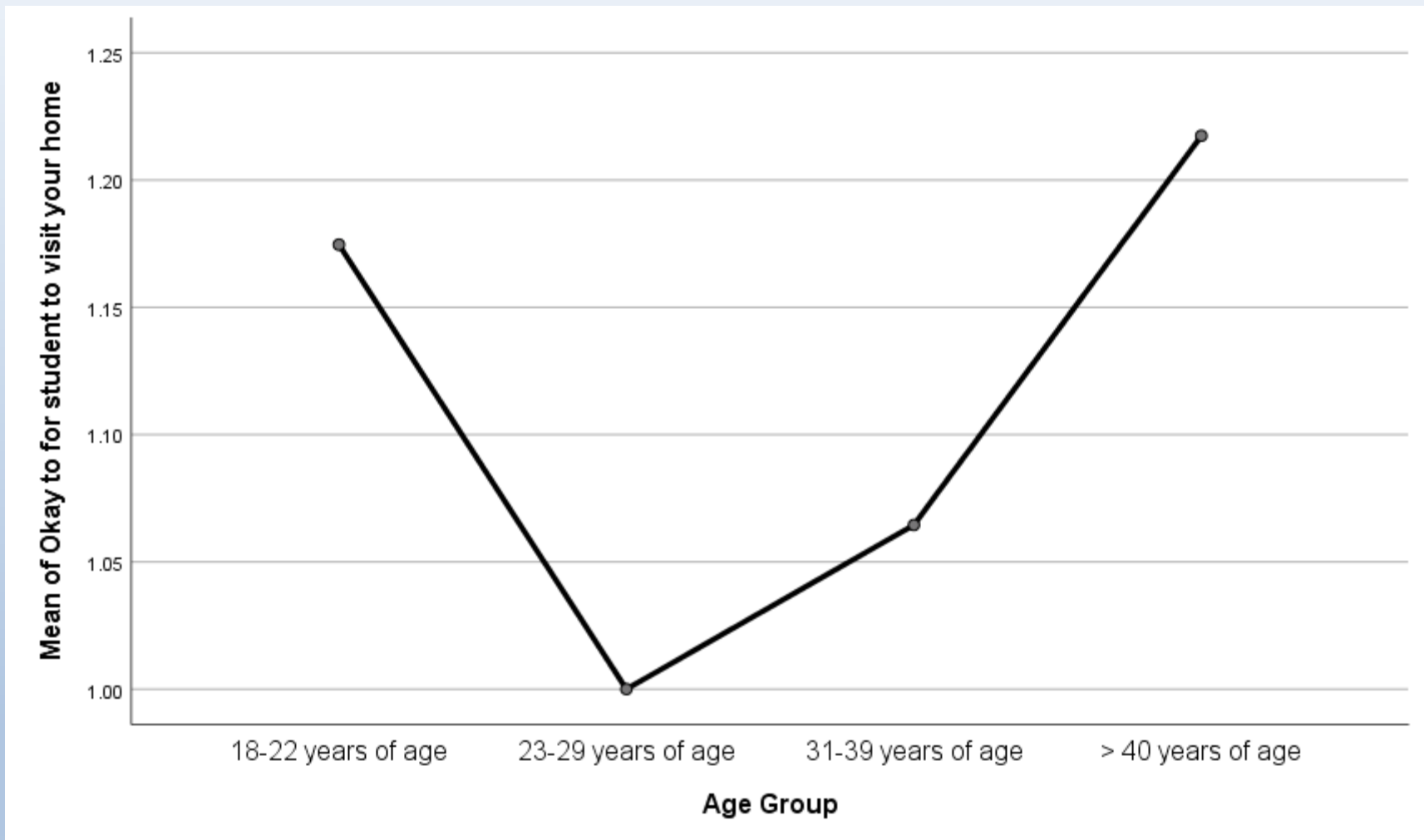
ANOVA

Okay to for student to visit your home

	Sum of Sq	df	Mean Sq	F	Sig.
Between Groups (Combined)	1.253	3	.418	3.069	.029
Within Groups	22.863	168	.136		
Total	24.116	171			

P= .05

Post HOC test Tamhane was significant



Conclusions

- You cannot assume all your PSTs have the same professional knowledge. Our research helps us know where to empathize the do's and don't for example:
 - Our younger PSTs need to know they are not to be friends or cool with their students. The PSTs need to not touch children-not in the state of Texas. And PSTs young and older need to know it is not okay to for students to visit your home without a guardian.
- Even if the majority of your PSTs seem to know your state educator ethical standards. Just one can cause a lot of hurt and damage to a child.
- Professionalism/ethics has to be taught.

Thank you

- Thank you for coming to the NSSA Virtual Conference
- For more information contact
Dr. Teresa LeSage-Clements
Professor
lesaget@uhv.edu



NATURE ADAPTS: STORY OF TX RIVER

NSSA SUMMER VIRTUAL CONFERENCE

AUGUST 3-5, 2020

DRS. TERESA LE SAGE-CLEMENTS

&

DMITRI SOBOLEV

UNIVERSITY HOUSTON-VICTORIA



THE GUADALUPE RIVER, TEXAS

LOCATION

POPULATION OVER TIME

ICE AGE

EARLY PEOPLES

EUROPEANS

PRESENT PEOPLES

IMPACT OF HUMANS

WATER QUALITY

The Guadalupe River, Texas

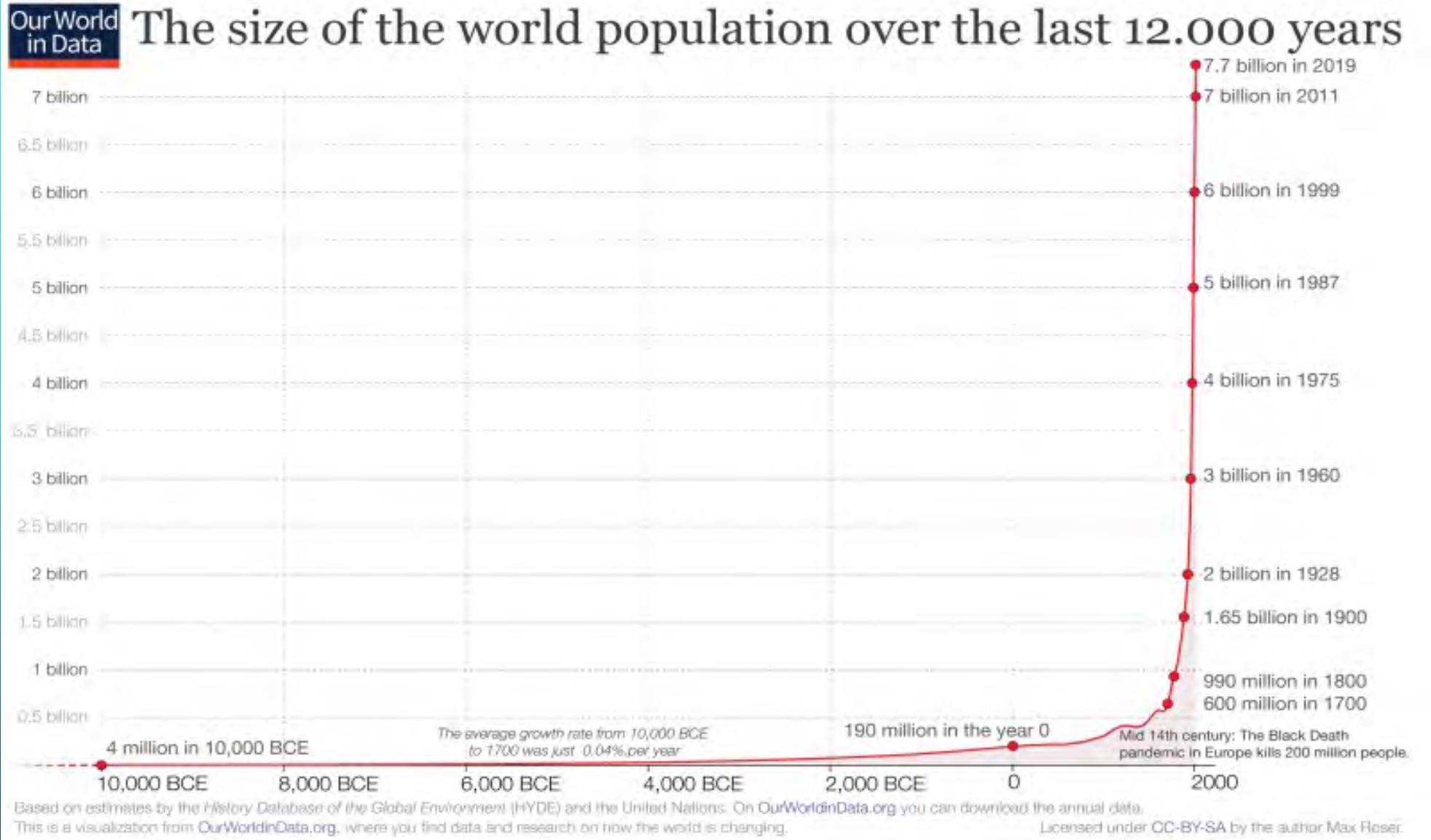


[https://en.wikipedia.org/wiki/Guadalupe_River_\(Texas\)](https://en.wikipedia.org/wiki/Guadalupe_River_(Texas))

<https://www.usgs.gov/media/images/n-johnson-map-study-area-colorado-and-guadalupe-river-basins-war>

- **The Guadalupe River in Southeast Texas is approximately 230 miles long and flows from Kerr County to the San Antonio Bay on the Gulf of Mexico.**
- **It is part of the Guadalupe-San Antonio river system, which supplies fresh water to the San Antonio Bay/Guadalupe Estuary.**
- **Passing through growing urban areas, the river water quality has been influenced by non-point runoff from residential areas.**

World Population



<https://ourworldindata.org/world-population-growth>

NORTH AMERICA POPULATION

- Early people crossed the land bridge between Alaska and Asia. Maybe from other routes too. 1492 possibly 10 million humans living in North America
- Estimated 90 % died by the 19th century (disease & wars)

<https://texasalmanac.com/topics/culture/american-indian/american-indian>

Texas Population

- 1744, 1500 people living in San Antonio
- 1806, 7,000 1831, 20,000
- 1830-more Anglos in TX than Mexicans & Indians
- 1836, 50,000; 1845, 125,000;
- 1847, 135,000; 1848, 158,356;

THE UNITED STATES BUREAU OF THE CENSUS POPULATION TEXAS

- 1850 212,592
- 1860 604,215
- 1870 818,579
- 1880 1,591,749
- 1890 2,235,527
- 1900 3,048,710
- 1910 3,896,542
- 1920 4,663,228
- 1930 5,824,715
- 1940 6,414,824
- 1950 7,677,832
- 1960 9,579,677
- 1970 11,196,730
- 1980 14,229,191
- 1990 16,986,510

<http://www.tshaonline.org/handbook/online/articles/ulc01>.

- **2020 > 29,000,000**

<https://www.usapopulation.org/texas-population/>

EARLY ANIMAL & PEOPLE HISTORY OF THE GUADALUPE RIVER



- The Pleistocene Epoch is typically defined as the time period that began about **2.6 million years ago** and lasted until about 11,700 years ago.
- Clovis people lived here and then 14,000 years ago-suddenly disappear.
- Large mammals such as mammoths and saber tooth tigers did as well.
- An asteroid or other natural disaster may have wipe them out in North America.
- Retrieved from <https://www.livescience.com/40311-pleistocene-epoch.html>

During the Last Glacial Maximum, about 18,000 years ago, sea level was nearly 100 meters (330 feet) lower than it is today.



During the Last Glacial Maximum, the shoreline extended out onto the present-day continental shelf.

Notice the Gulf of Mexico coastline 18,000 years ago.

Some coastlines are hundreds of miles from the current coastlines

Most human settlements along the coast are now covered by the ocean.

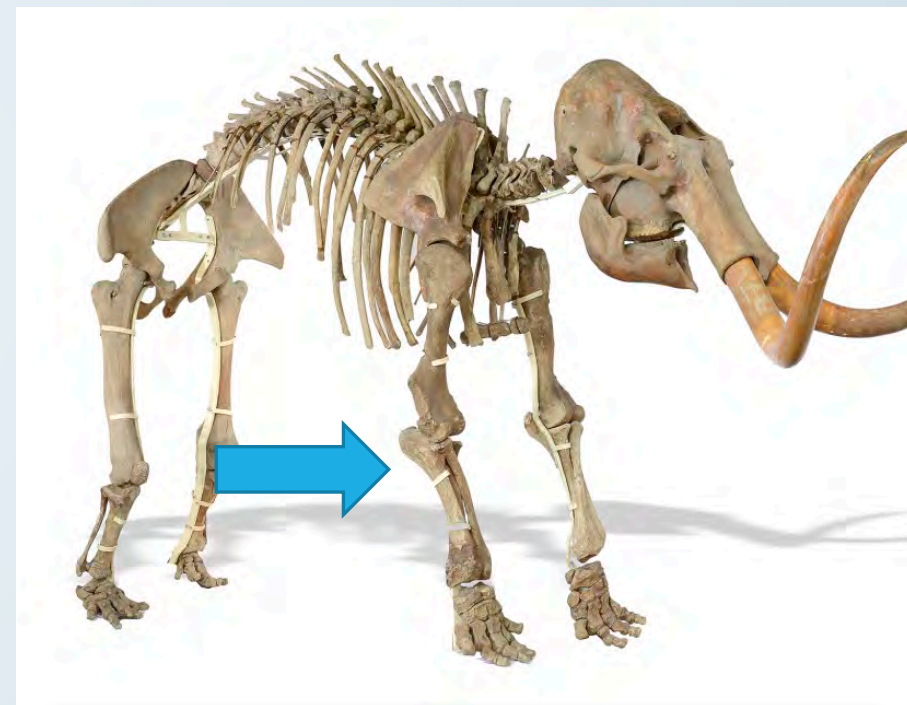
CLOVIS PEOPLE



- The Clovis culture is a prehistoric Paleoindian Period culture, named for distinct stone tools found near Clovis, New Mexico in the 1920s and 1930s.
- 13,500 BC to 11,000 BC at the end of the last glacial period (these dates are moving targets).
- Bone and ivory tools such as scrapers, drills, blades, and distinctive leaf-shaped, fluted spear points called Clovis points. These four-inch-long projectile points. carefully chipped from flint, jasper, chert, obsidian, and been found at a site near, Victoria, TX.

TEXAS MAMMOTHS

- Texas Columbian Mammoth, (*Mammuthus columbi*) bone found (upside down for display) on the Guadalupe river shoals a few hundred yards from my house.
- The Columbian mammoth is a distant cousin to the Woolly mammoth which dominated the northern part of North America and Asia close to the glacial ice that covered the northern parts of the continent.



PEOPLE OF TEXAS

- Native American tribes: Karankawa, Tonkawa, Waco, & Lipan Apache
- French-Fort St. Louis, founded 1685 near Victoria TX,
- Spanish-Guadalupe River named by Alonso De Leon 1689 near Victoria, TX founded 1804
- English, Irish, Germans, & Africans, Mexicans, Italians, & more (not in any particular order)

<https://tshaonline.org/handbook/online/articles/rng01>

<https://texashillcountry.com/3-things-guadalupe-river/>

<http://www.lonestargenealogy.com/courses/texas/migration.html>



<https://www.houstoniamag.com/travel-and-outdoors/2020/06/float-the-guadalupe-river-new-braunfels>

RIVER USE NOW

Drinking water influent

Wastewater treatment effluent

Gravel mining

Recreation fishing, canoeing, kayaking, & tubing

Aquiculture-farming and ranching

Oil & gas industries



<https://mycanyonlake.com/amp/33-cfs-by-thursday/>



Guadalupe River at Gonzales

RIVER WATER QUALITY CONDUCTED BY

TERRY D. HARRYMAN, PAVEL
CANOLA, DR. TERESA
LESAGE-CLEMENTS &
DR. DMITRI SOBOLEV



STUDY REGION 2016-2019

WHAT WE ALREADY KNOW



HIGH LEVEL OF
OXYGEN



HIGH LEVEL OF
SUSPENDED
SEDIMENTS



HARD WATER,
PLENTY OF
CALCIUM ION



LITTLE
PHOTOSYNTHESIS



IMPOUNDMENTS
ALONG THE RIVER

LONG STORY SHORT

- Coliforms are low; means hardly any poop in the water. Somewhat high-ish on one occasion in one location; molecular analysis suggests they come from a couple of, maybe one species of poopers, max. Based on the area use--dogs.
- Phosphorus is on the high end, but not unusual
- Nitrogen to phosphorus ratio is out of this world but okay. The river is a phosphorus sink.

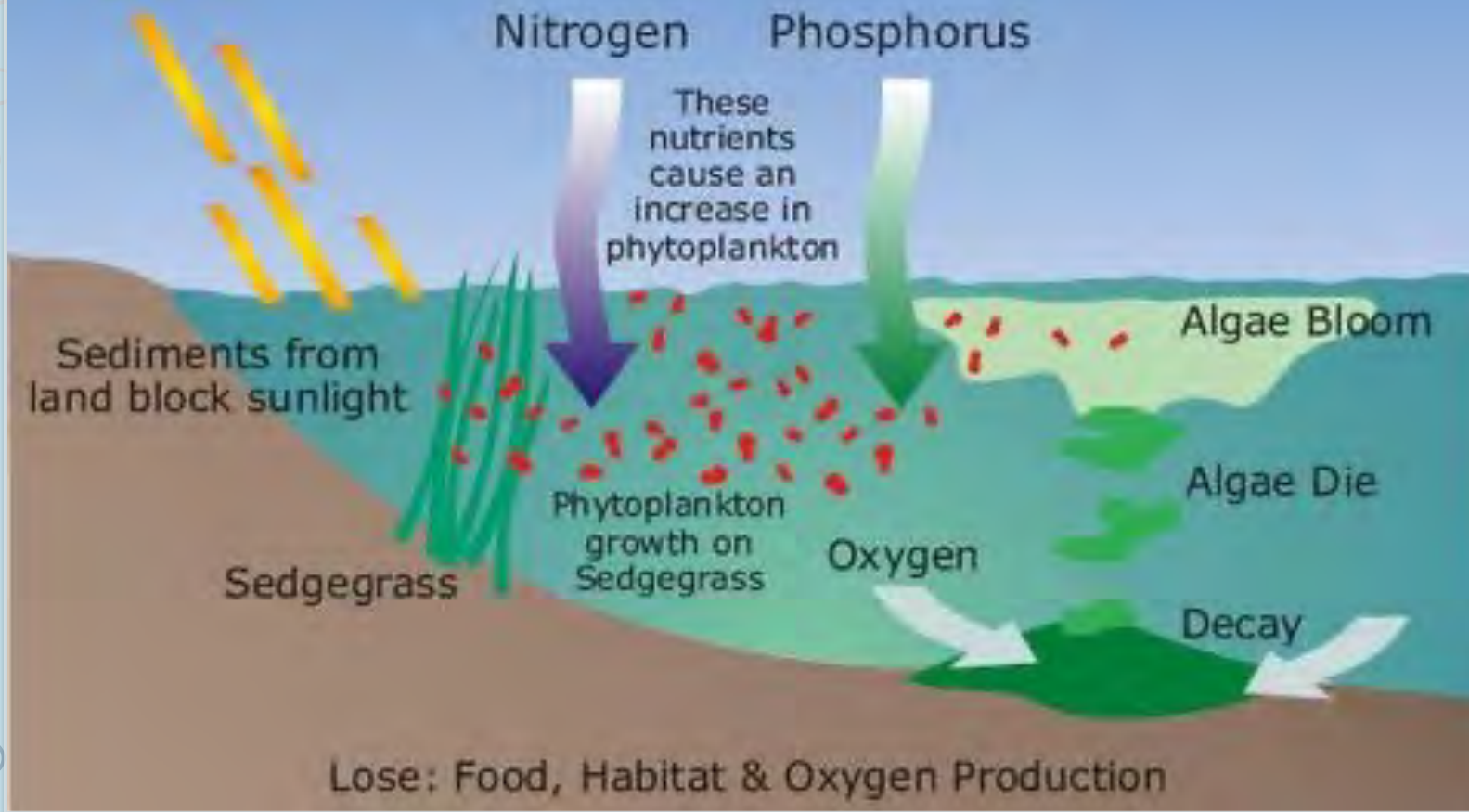
There is really no big deal about nitrogen being high. It's P being low that makes us go hmmm. Of course, that can come back to bite you once that nitrogen hits the bays, because, as a rule, bays are N-limited.

Chlorophyll is low, because

Tons of suspended sediment in the water; up to 200 mg per liter. Actually, typical for the region following major rain events.

Canela, P., LeSage-Clements, T, & Sobolev, D. (2020) In press. High nitrogen to phosphorus ratio in a Texas coastal river: origins and implications for nutrient pollution sources and exports. *Journal of Coastal Conservation* Springer Nature B.V. 2020

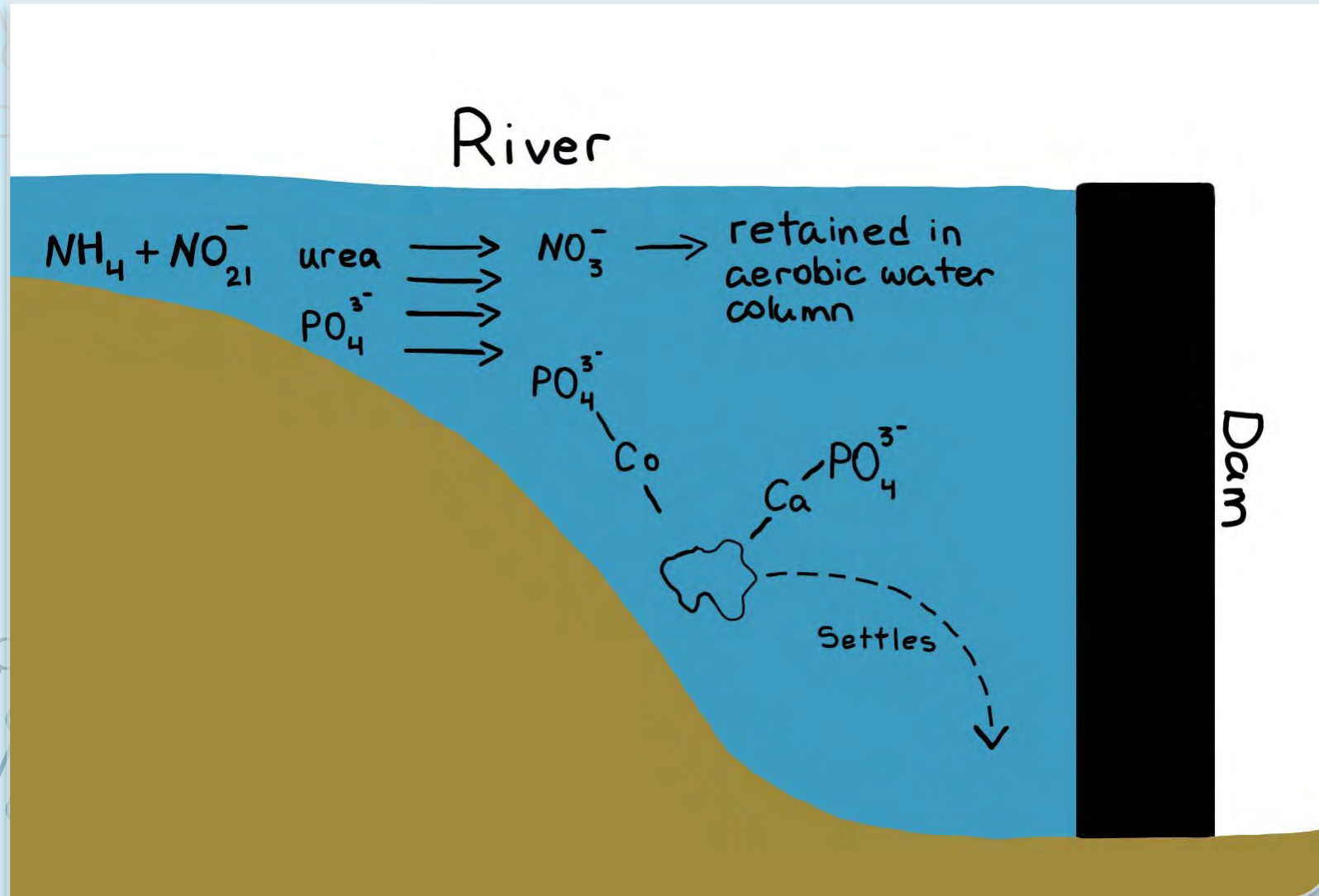
Eutrophication



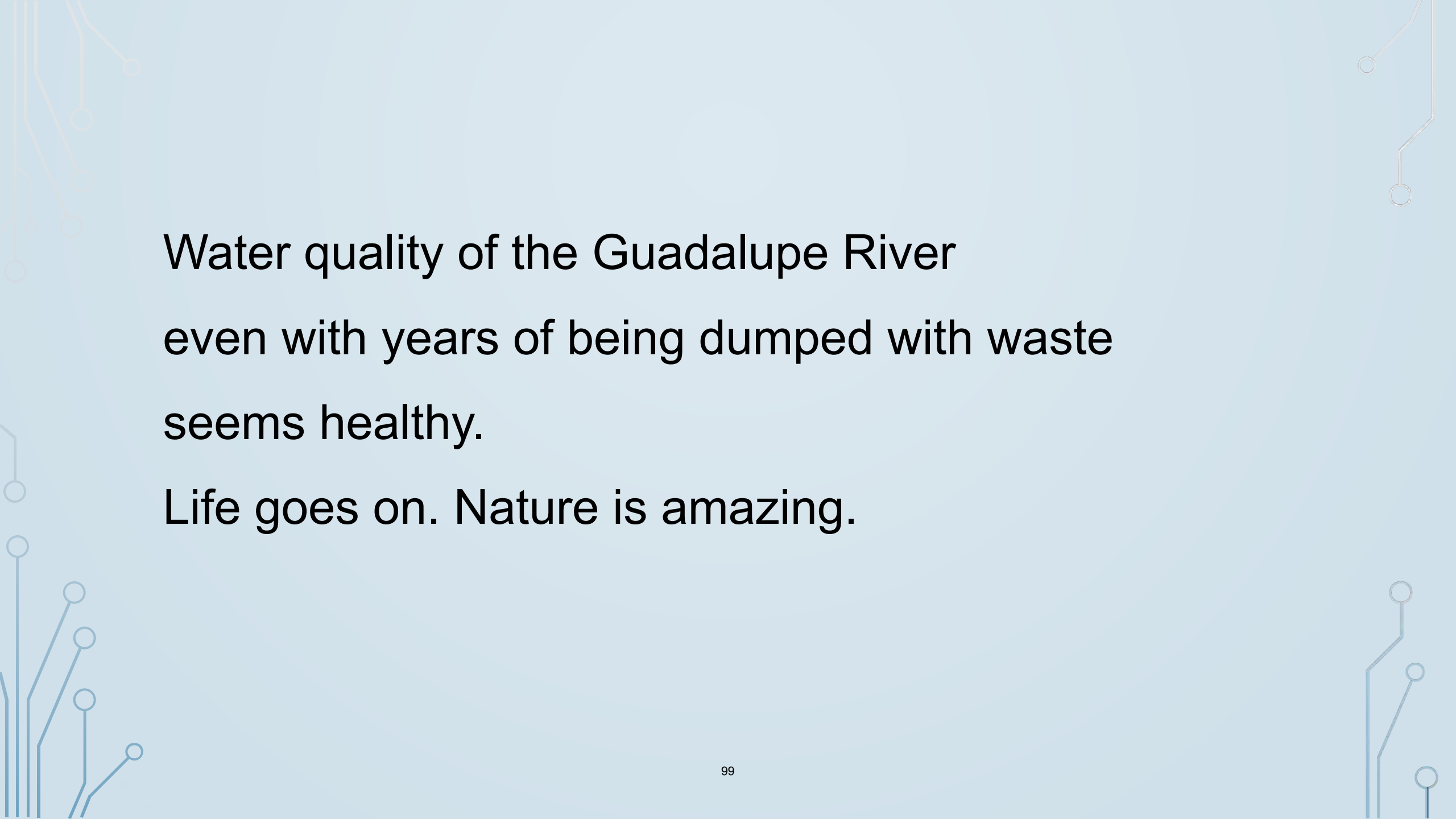
Too much Nitrogen and/or Phosphorus can cause Eutrophication

<https://theberkey.com/blogs/water-filter/the-difference-between-nitrites-and-nitrates-and-how-they-affect-our-health>

PROPOSED RIVER MODEL

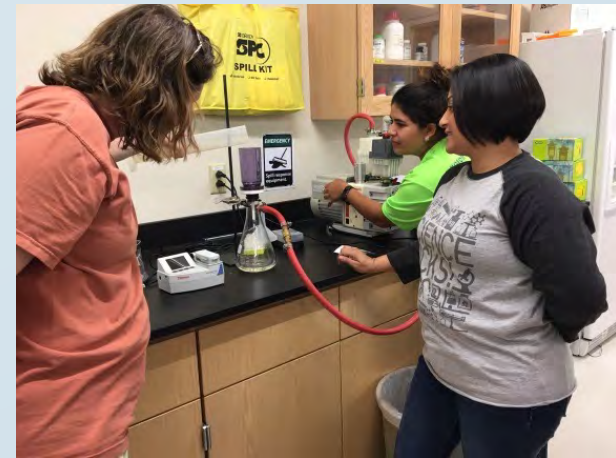
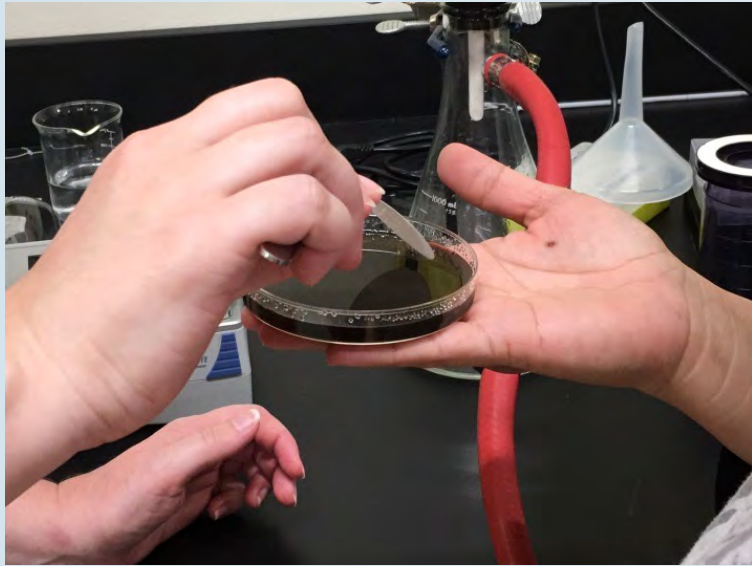


The Nitrogen is retained in the water and flows to the estuary while the Phosphorus is absorbed by suspended solids and settles out, which is called a phosphorus sink.

The slide features a light blue background with decorative circuit-like lines in the corners. These lines are composed of thin, light blue lines that branch out and end in small circles, resembling a stylized network or data flow diagram. The lines are positioned in the top-left, top-right, bottom-left, and bottom-right corners, framing the central text.

Water quality of the Guadalupe River
even with years of being dumped with waste
seems healthy.

Life goes on. Nature is amazing.



The work was supported in part by NOAA B-WET (grant NA16NMF4630049) to DS and TLC. High school teachers participating in field training under the above grant assisted with water samples collection and processing. Victoria County Groundwater Conservation District supported the purchase of major equipment. Free open-source software was used for data processing and image production; authors express gratitude to GIMP and LibreOffice development teams.

"Only to the white man was nature a wilderness and only to him was the land 'infested' with 'wild' animals and 'savage' people. To us it was tame, Earth was bountiful and we were surrounded with the blessings of the Great Mystery." "Not until the hairy man from the east came and with brutal frenzy heaped injustices upon us and the families we loved was it "wild" for us. When the very animals of the forest began fleeing from his approach, then it was that for us the "Wild West" began."

Luther Standing Bear, *Land of the Spotted Eagle*, p. 38.

- **Black Elk**, Oglala Lakota Sioux

<https://www.questia.com/library/7904587/my-people-the-sioux>

The Use of Mindfulness with Young Children, Parents, and Teachers: Values, Benefits, and Practices

NATIONAL SOCIAL SCIENCE ASSOCIATION
Real Time Virtual Conference
August 3, 2020

BEVERLY BOALS GILBERT, PROFESSOR,
SCHOOL OF TEACHER EDUCATION & LEADERSHIP
BBOALS@ ASTATE.EDU

Agenda

- Mindfulness?
- Values of Mindfulness
- Benefits of Mindfulness
- How Mindfulness Works
- Breathing Activities
- Purposeful Attention
- Tips to Remember
- Mindfulness Resources

Mindfulness

- A practice of paying attention on purpose
- Awareness of knowing what you are feeling when you are feeling it
- The ability to focus your attention on the present moment
- With compassion and curiosity

Values of Mindfulness

A practice that helps us to manage stress & anxiety and improves our well-being by awareness of

- Ourselves, our behavior & our automatic reactions
- Our decision making & what we pay attention to
- Our thoughts and how we relate to those thoughts

Mindfulness creates space, changing impulsive reactions to thoughtful responses



Benefits of Mindfulness

- Patience
- Kindness to themselves and others
- Compassion for others
- Ability to focus their attention/pay attention
- Ability to regulate their emotions
- Self-Regulation/calm down
- Self-Control/make better decisions
- Ability to think deeply and to make good decisions

How Mindfulness Works



Safe/Calm Area



Breathing Activities

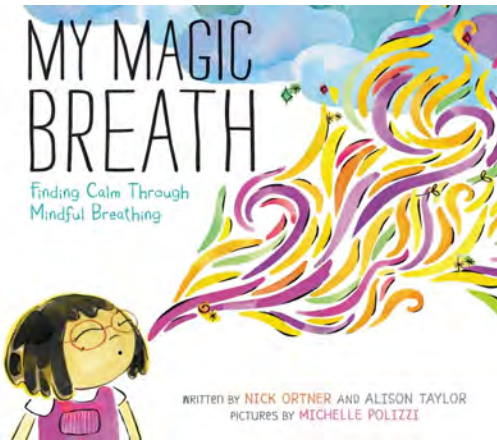
Always having a breathing exercise at Beginning & Ending

- Noticing the breath
- Five-finger starfish meditation
- Counting the breath

Breathing Activities



TRACE ALL 5 FINGERS



Purposeful Attention

- A Breathing Buddy
- Mindful Bodies
- Mindful Posing
- Mindful Jar
- Mindful Listening
- Singing Bowls
- Listening Walks
- Mindful Walks
- Glitter Mind
- Worry Boxes
- Body Scans
- Mindful Eating



Tips to Remember

- Practice Mindfulness
- Keep it Simple
- Be Developmentally/Age Appropriate
- Be Intentional
- Be Present

*As the world spins faster and
faster and technology continues
to grow and pull us into its web,
mindfulness, resilience and being
a focused learner will be crucial
skills for all children.*

-Jayneen Sanders

www.ripplekindness.org

Mindfulness Resources

Center for Investigating Healthy Minds: As a part of University of Wisconsin-Madison, CIHM includes a diverse mix of scientists from several different disciplines as well as scholars in the humanities who work together to focus on the study of healthy qualities of minds using brain imaging as a significant measure in their studies.

www.investigatinghealthyminds.org.

Pre-School Kindness Curriculum - The Center for Investigating Healthy Minds has also developed a Kindness Curriculum –“What if kindness and compassion were taught in schools just like math and reading? What if kids were taught how to pay attention not only to lessons, but also to their own emotions? What if we all took steps to improve well-being in our lives and communities? At the Center for Healthy Minds, we ask these questions through the lens of the latest science and research. That’s why we’re making our mindfulness-based Kindness Curriculum, a set of practices used in one of our studies in preschool classrooms, freely available to you...”;

<https://centerhealthyminds.org/join-the-movement/sign-up-to-receive-the-kindness-curriculum>

Mindfulness Resources

The MindUp Curriculum: Grades Pre-kindergarten-8: The MindUP program is in current brain science, evidence-based classroom pedagogy and precepts of social and emotional learning (SEL).

<http://thehawnfoundation.org/mindup/>

Global Family Yoga: Global Family Yoga's mission is to foster the wellbeing of children and families. The science and art of yoga nurtures development. Kids become the happiest, healthiest and most well-balanced individuals they can be. Global Family Yoga offers a wide variety of trainings, workshops, and classes to meet the needs of families, yogis, teachers, nannies, healthcare professionals, social workers and anyone else involved in the wellbeing of children.

www.globalfamilyyoga.com/

Mindfulness Resources

Garrison Institute: The Garrison Institute is dedicated to the exploration of contemplative practices in education. Each year, the Garrison Institute offers summer retreats for teachers including the CARE for teachers retreat, focusing on cultivating awareness and resilience.

www.garrisoninstitute.org

Center for Investigating Healthy Minds: As a part of University of Wisconsin-Madison, CIHM includes a diverse mix of scientists from several different disciplines as well as scholars in the humanities who work together to focus on the study of healthy qualities of minds using brain imaging as a significant measure in their studies. www.investigatinghealthyminds.org

Mindfulness in Education Network: Facilitating communication among all educators, parents, students and any others interested in promoting mindfulness in educational settings.

www.mindfuled.org

Mindfulness Resources

Association for Mindfulness in Education: A collaborative association of organizations and individuals working together to provide support for mindfulness training as a component of K-12 education. www.mindfuleducation.org

The Inner Piece: A site designed to introduce educators to mindful awareness and provide resources for educators who want to explore this amazing tool further. Practicing mindfulness can help teachers manage stress, improve patience, cultivate a clearer, calmer mind, and enhance the quality of their relationships with students, parents, and colleagues.

<http://theinnerpiece.weebly.com/>

Susan Kaiser Greenland - Inner Kids: Great Free resources for children on her website www.susankaisergreenland.com and Author of *The Mindful Child*.

Mindfulness Resources

- Blog and Resources <https://www.andnextcomesl.com/>
<https://www.andnextcomesl.com>
- Beach, Sarah R., Executive Director at Brilliant Mindfulness; 5 Strategies for Teaching Mindfulness to Children.
Retrieved from: <https://leftbrainbuddha.com>
- Beach, Sarah R., Executive Director at Brilliant Mindfulness; 10 Ways to Teach Mindfulness to Children
Retrieved from <https://leftbrainbuddha.com/10-ways-teach-mindfulness-to-kids>
- Butterfly Breathing App
https://www.youtube.com/watch?v=tLb3OV6LO_s
- Center on Social and Emotional Foundations for Early Learning (CSEFEL) Resources for teaching social & emotional skills to young children. Including Book Nook which is learning activities to support children's books about Social and Emotional skills, Social Stories, trainings and much, much more!
<http://csefel.vanderbilt.edu/>

Mindfulness Resources

- Dragon Breath Meditation by Mindful Mike 2:44 minutes
https://www.youtube.com/watch?v=d4-3RtD6_5w
- Growing Minds Today – Tons of Resources including the list of websites below
<http://www.growingmindstoday.com/resources--links.html>
- Dragon Breath Meditation by Mindful Mike 2:44 minutes
https://www.youtube.com/watch?v=d4-3RtD6_5w
- Growing Minds Today – Tons of Resources including the list of websites below.
<http://www.growingmindstoday.com/resources--links.html>
- Sesame Street’s Elmo Belly Breath Online video & song.
- Tedx Talk: Chocolate Mindfulness Exercise by Robin Mallery
https://www.youtube.com/watch?time_continue=49&v=XSpMGTzZwsU

Mindfulness Resources

- The Center for Mindful Eating –

<https://www.thecenterformindfuleating.org/FREE-Meditations>

- Transforming Education. Retrieved from Slideshare:

<https://www.slideshare.net/TransformingEducation/mindfulness-presentation-77313820>

Thank you

Assessment: The key to better planning, organizing, targeting, evaluating, and validating learning

A Presentation

By

Dr. Ida Randall and Dr. Sam A. Marandos

National University

What is the meaning of assessment in education?



In **education**, the term **assessment** refers to the wide variety of methods or tools that educators use to:



evaluate,



measure,



and document



the academic readiness, learning progress, skill acquisition, or **educational** needs of students.

There are
three broad
categories of
assessment:

Diagnostic

Formative

Summative

What is the purpose of each assessment?

- Diagnostic - Teachers use them to check students' prior knowledge and skill levels,
- identify student misconceptions, profile learners' interests, and reveal learning-style preferences.
- Diagnostic assessments provide information to assist teacher planning and guide differentiated instruction.

What does
formative
assessments
include?

- Formative assessments include both formal and informal methods:
- Examples: such as ungraded quizzes, oral questioning, teacher observations, draft work, think-alouds, student-constructed concept maps, learning logs, and portfolio reviews.

What does summative assessments include:

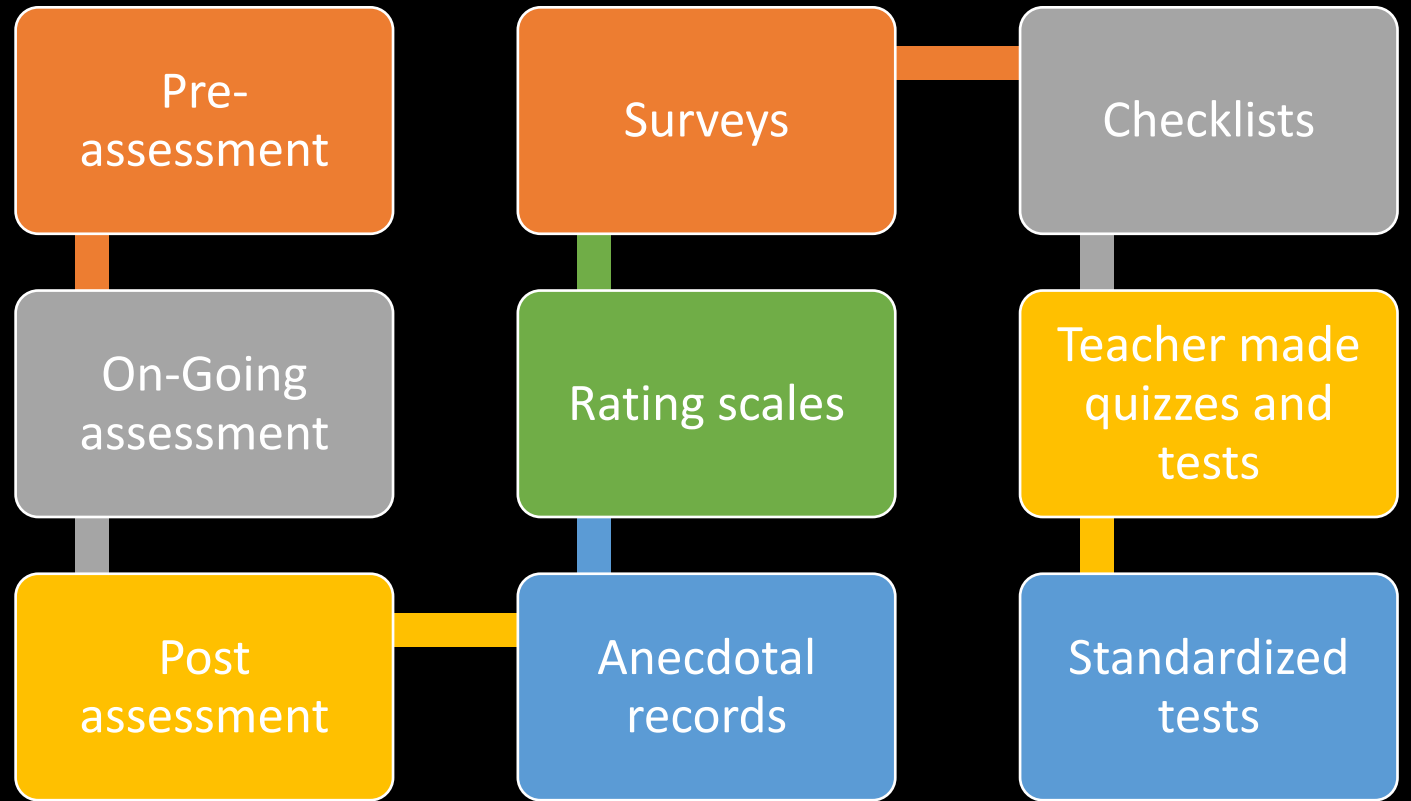


Summative - These assessments tend to be evaluative



Evaluative assessments command the attention of students and parents because their results typically “count” and appear on report cards and transcripts.

What types of assessment tools do educators generally use?



What
purposes do
assessments
serve?



The **three** basic purposes of assessment:



assessment to support learning;



assessment for accountability;



assessment for certification, progress,
and transfer need to enjoy appropriate
attention to support quality education.

What can be assessed?

- Student learning characteristics
- Ability differences
- Student motivational characteristics
- Self efficacy
- Student interest
- Goal orientation
- Content knowledge
- Ability to apply content knowledge
- Dispositions and attitudes
- Performance levels

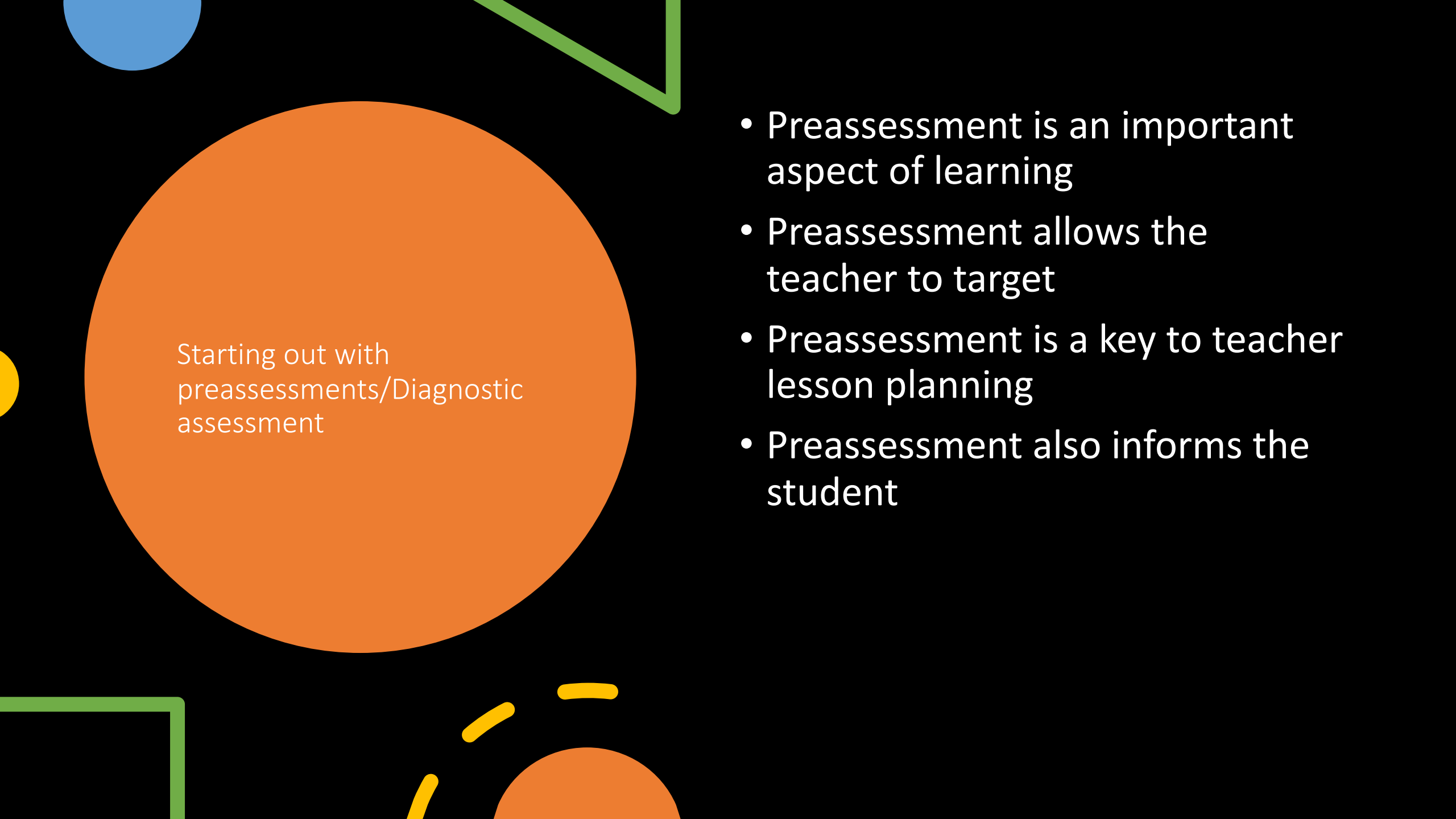
How can we assess students' progress through a specific program?



There are many ways to assess learning in a classroom.

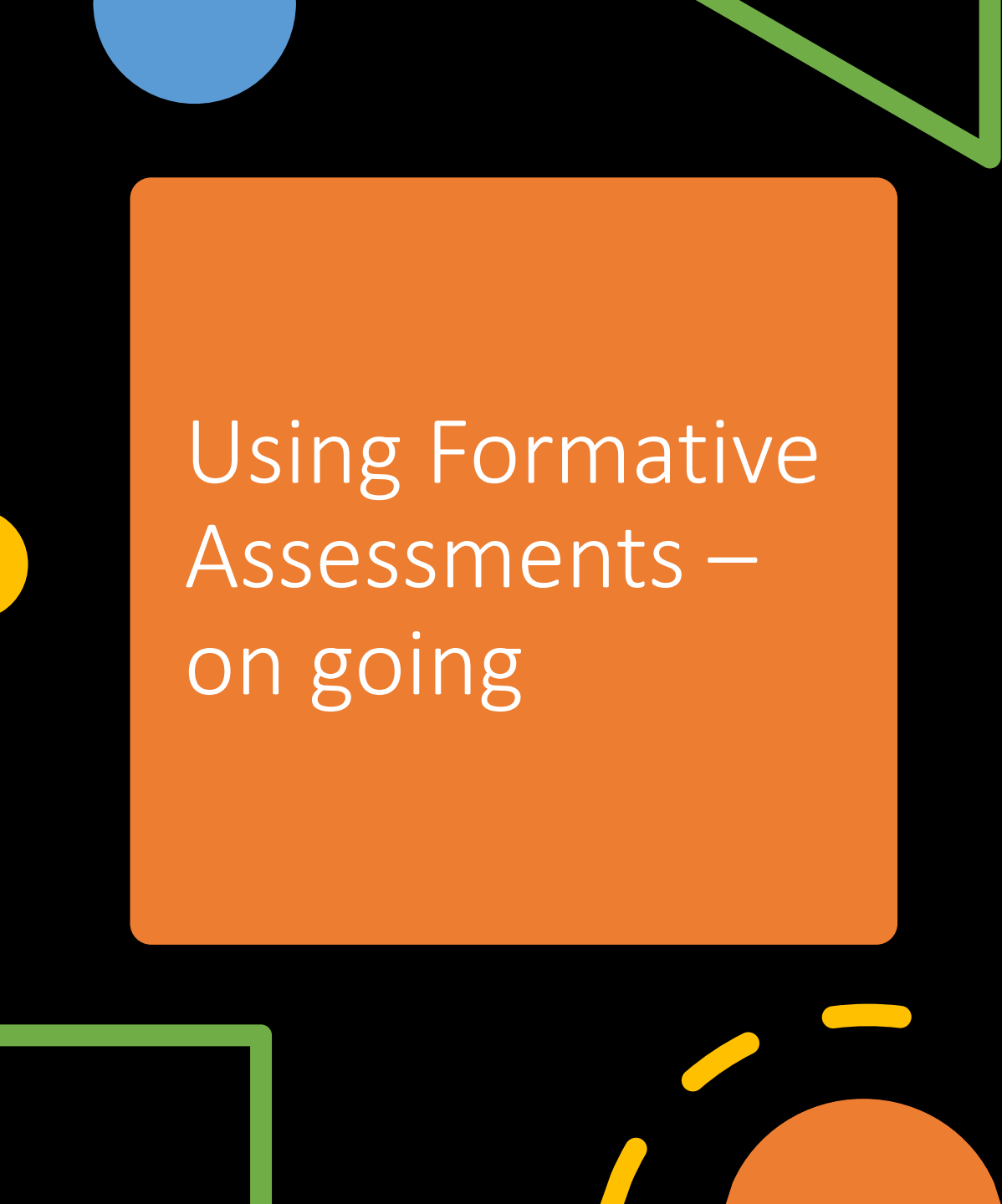


Some of the ways to assess learning include:




Starting out with
preassessments/Diagnostic
assessment

- Preassessment is an important aspect of learning
- Preassessment allows the teacher to target
- Preassessment is a key to teacher lesson planning
- Preassessment also informs the student



Using Formative Assessments – on going

- Ongoing formative assessments are crucial to helping students learn as they go along their lesson activities.
- 

What is the general purpose of student assessment?

Knowledge

Skill
Performance

Process

Motivation
Effort

Design and
modify
programs

STUDENT
SUCCESS

The use of rubrics

Performance assessment is usually evaluated at the K-12 school system and in higher education online programs through the use of rubrics.



Summative assessment using performance-based tasks



The best way to find out how well a student can “perform” a learning task is through Performance Assessment

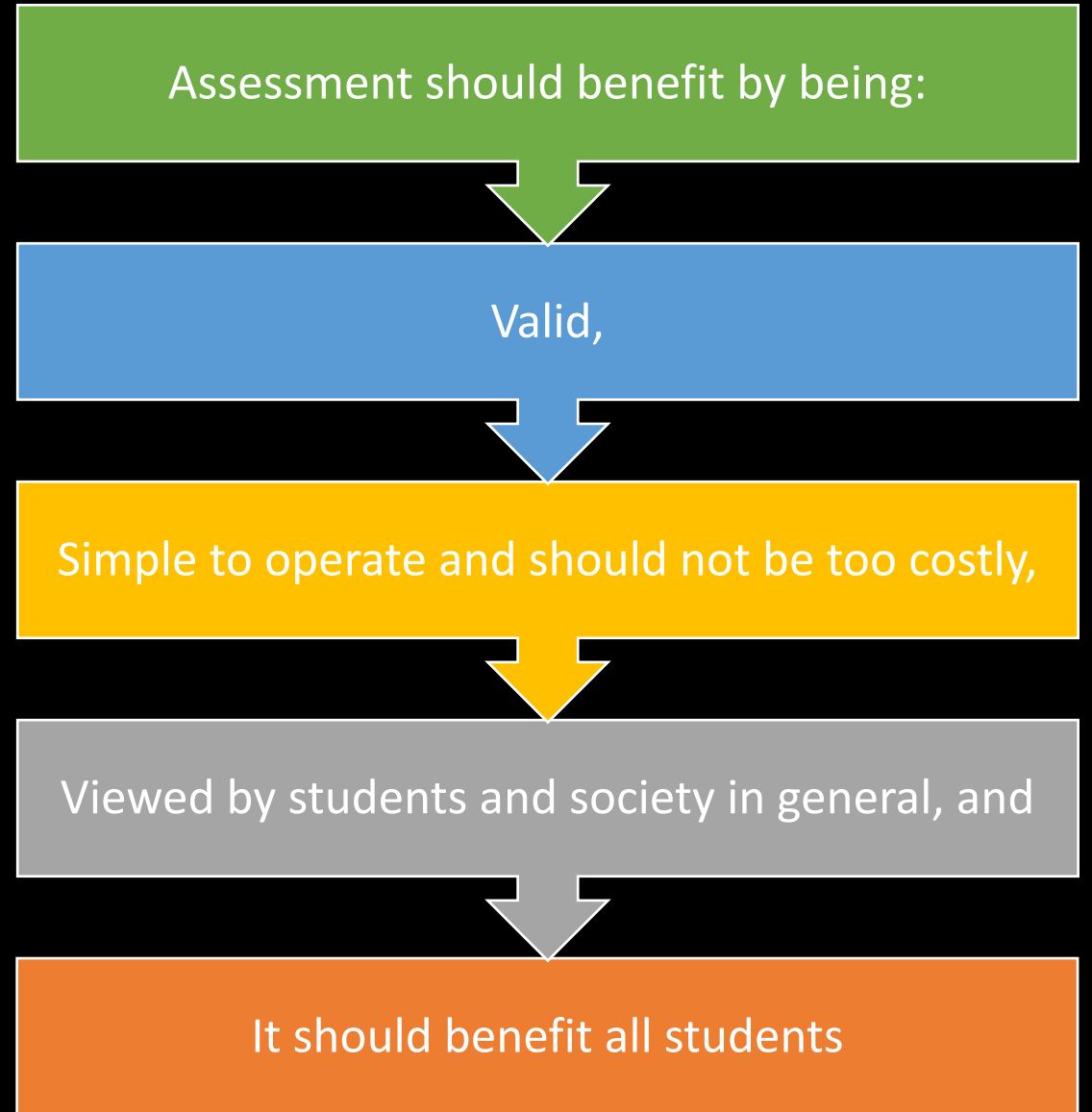


The performance task provides “evidence”




Using a rubric

What criteria should be used for assessment use?



Summative assessment websites

- https://ccs.instructure.com/courses/1181412/pages/summative-eassessment-tools?module_item_id=21287357
- <https://www.ispringsolutions.com/blog/formative-and-summative-assessments-in-an-online-classroom>
- <https://www.gettingsmart.com/2016/06/6-edtech-tools-for-modernizing-assessment/>
- <https://www.nwea.org/blog/2019/75-digital-tools-apps-teachers-use-to-support-classroom-formative-assessment/>
- <https://www.prodigygame.com/blog/summative-assessment/>

- 
- <https://shakeuplearning.com/blog/20-formative-assessment-tools-for-your-classroom/>
 - <https://www.teachthought.com/tag/assessment/>
 - <https://englishteaching101.com/edtech-formative-assessment-tools/>
 - <https://edulastic.com/teachers/>
 - <https://wabisabilearning.com/blogs/assessment/21-formative-assessment-tools>
 - <https://wabisabilearning.com/blogs/assessment/21-formative-assessment-tools>
 - <https://www.common sense.org/education/top-picks/top-tech-tools-for-formative-assessment>



Online assessment
instruments/programs

References

- <https://www.google.com/search?sxsrf=ALeKk02X0xhq3PBx7z-d2flwZ5ddzbiTJQ:1593819407023&q=classroom+assessment+powerpoint&sa=X&ved=2ahUKEwjqv938n7LqAhWJPM0KHfKTDmQQ1QloAnoECAwQAw&biw=1781&bih=965>
- https://www.slideshare.net/jho_anne/definition-of-assessment
- [https://s3.amazonaws.com/v3-app-crowdc/assets/e/e6/e6e845e94a603bd0/Chappuis_Intro_to_Seven_Strategies_7.6.16_\(1\).original.1467823157.pdf](https://s3.amazonaws.com/v3-app-crowdc/assets/e/e6/e6e845e94a603bd0/Chappuis_Intro_to_Seven_Strategies_7.6.16_(1).original.1467823157.pdf)
- <https://www.slideshare.net/tamlinares/classroom-assessment-powerpoint-ch2-and-3>
- <https://old.bvsvd.org/curriculum/Documents/Seven-Practices-for-Effective-Learning.pdf>
November 2005 | Volume 63 | Number 3
Assessment to Promote Learning Pages 10-17
Seven Practices for Effective Learning
Teachers in all content areas can use these seven assessment and grading practices to enhance learning and teaching.

BEST PRACTICES FOR TRANSITIONING TO ONLINE LEARNING

RULES OF T.H.U.M.B.

KRISTIE GUFFEY MURRAY STATE UNIVERSITY

TRANSITIONING TO ONLINE LEARNING

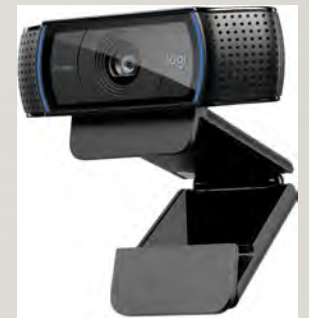
- Fall 2020
- Covid-19
- Need for virtual professional development
- Faculty Development centers
- Quality Matters
- Most universities are either moving to completely online or a hybrid set-up

T = TECHNOLOGY

- What do you need?
- Laptop with built in webcam and microphone
 - MacBook Pro – six speakers, noise cancellation technology, studio quality microphone, 1080p webcam with 3D technology;
 - Dell XPI7 – 3D sound speaker along with 4 speakers, 14' distance dual array microphone, 720p webcam HD;

TECHNOLOGY

- Desktop without a built-in camera
 - Camera – HDMI 1080p
 - HD Pro Webcam 1080P with Microphone, Laptop Desktop PC Web Computer Camera for MAC Video Calling Recording Video Conference, 110 Degree Wide Angle, USB Streaming Webcams with Privacy Shutter and Tripod
 - Logitech HD Pro Webcam C920, Widescreen Video Calling and Recording, 1080p Camera, Desktop or Laptop Webcam



T = TECHNOLOGY

- Headphones
 - Built in Microphone
 - Noise cancelling capabilities
 - Wired/Wireless
 - AirPods



H = HARMONY

- Consistency
- Layout – Quality Matters
 - Course Overview and Introduction
 - Learning Objectives (Competencies)
 - Assessment and Measurement
 - Instructional Materials
 - Learning Activities and Learner Interaction
 - Course Technology
 - Learner Support
 - Accessibility and Usability*
- Font
- Colors

U = UNITE

- Find ways to engage interaction amongst students
- Discussion Boards
- Peer Critiques
- Introduction videos
- Panels
- Group Assignments

M = METHODOLOGY

- Video lecture – 15 minutes max; sound; lighting
- Wrap up and what's next segment
- Break-out rooms
- Polls
- TedTalks, YouTube, Bitmoji Classrooms
- Assessments

B = BE AVAILABLE

- Syllabus Communication Policy
- Email Communication
- Time frame
- Q & A
- Accessibility for all students

THANK YOU

Questions?