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W.E.B. Du Bois, Langston Hughes, and Their Literary Legacies: A Research Note on Their Jegna Social Relationship

J. Vern Cromartie, Contra Costa College

Abstract

This paper examines the social relationship between W.E.B. Du Bois and Langston Hughes and their literary legacies through the lens of sociology and its subfield known as the sociology of literature. It argues that the social interaction between Du Bois and Hughes led to a social relationship wherein Du Bois functioned as a Jegna and role model to Hughes. This paper also argues that the McCarthy era and American style fascists wreaked havoc on Black intellectuals, including political activists, literary artists, and performing artists. In addition, it argues that the Jegna social relationship between Du Bois and Hughes was strained by the reactionary social conditions caused by the McCarthy era and right-wing conservatives as social forces.

Introduction

In the United States of America (USA), there is a long tradition of older Black people helping younger Black people to advance in their careers. Two examples of this type of action involved W.E.B. Du Bois and Carter G. Woodson. On the one hand, W.E.B. Du Bois helped many younger Black people get published including Langston Hughes, E. Franklin Frazier, Georgia Douglas Johnson, Mary Effie Lee Newsome, and Jessie Fauset.¹ On the other hand, Carter G. Woodson helped Lorenzo J. Greene, Rayford W. Logan, Charles Harris Wesley, and A.A. Taylor. The social interaction and social relationship between the two older Black men and the younger Black people reflected Jegna relations.²

As used in this paper, the term Jegna draws on Wade Nobles (2002) and refers to a special person who has (1) been tested in struggle or battle; (2) demonstrated extraordinary and unusual fearlessness; (3) shown determination and courage in protecting Black people, their land, and their culture; (4) shown diligence and dedication to Black people; (5) produced exceptionally high quality work; (6) dedicated themselves to the protection, defense, nurturance and development of Black young people by advancing Black people, place, and culture. Nobles also informed us that, "The easiest and foremost interpretation of the Jegna is one whose central focus is on the culture and character of one's people" (p. 181). According to Nobles, "The Jegnoch cherish and love their people" (p. 181). Nobles explained that Jegnoch is the plural form of Jegna.³

The term social interaction, as used in this paper, refers to the process by which people mutual influence one another. For example, social interaction involves people influencing others to respond to them through verbal and/or non-verbal communication, including correspondence. Social relationships, as used in this paper, refer to a pattern of repeated interaction. For example, it involves behavior that people create through their repeated interactions, their repeated exchange of information, and their knowing others over time (Sorokin, 1928; Theodorson & Theodorson, 1969; Harrison, 2002).

This paper will examine the social relationship between W.E.B. Du Bois and Langston Hughes and their literary legacies through the lens of sociology and its subfield known as the sociology of literature. It will argue that the social interaction between Du Bois and Hughes led to a social relationship wherein Du Bois functioned as a Jegna and role model to Hughes.⁴ This paper also argues that the McCarthy era and

American style fascists wreaked havoc on Black intellectuals, including political activists, literary artists, and performing artists. In addition, it argues that the Jegna social relationship between Du Bois and Hughes was strained by the reactionary social conditions caused by the McCarthy era and right-wing conservatives as social forces.

This paper uses the case study as the research method. The research technique involves the content analysis of primary and secondary source documents, including autobiographies, biographies, and correspondence. The autobiographies of Du Bois (1940, 1968) will include *Dusk of Dawn* and *The Autobiography of W.E.B. Du Bois*. The autobiographies of Hughes (1940, 1956) will include *The Big Sea* and *I Wander as I Wonder*. The correspondence include a collection of Du Bois letters edited by Aptheker (1973, 1976, 1978); a collection of Hughes letters edited by Nichols (1980); and a collection of Hughes letters edited by Rampersad and Roessel (2015).

Review of the Literature

W.E.B. Du Bois and Langston Hughes both wrote multiple autobiographies during their lifetimes. On the one hand, Du Bois (1940, 1952, 1968) wrote three full-length autobiographies. On the other hand, Hughes (1940, 1956) wrote two full-length autobiographies. Also, both had collections of their correspondence published. Du Bois used his autobiographies to cover his life experiences as a political activist, literary artist, sociologist, social movement leader, world traveler, and other areas. In contrast, Hughes utilized his autobiographies to address his life experiences as a literary artist, world traveler, and other areas.

The first autobiography published by Du Bois (1940) was *Dusk of Dawn*. Du Bois covered his life from 1868 to 1940. He addressed his political activities with the Niagara Movement, NAACP, and the Pan-African Congress Movement. Du Bois also covered his literary activities, including his editorship of *The Brownies' Book*, his editorship of *The Crisis*, and his many books. Two of those books were *The Souls of Black Folk* and *Darkwater*. Du Bois mentioned Hughes in the first autobiography.

The second autobiography published by Du Bois (1952) was *In Battle for Peace: The Story of My 83rd Birthday*. He focused on his life from 1868 to 1952. In his book, Du Bois addressed his anti-colonialism activities, anti-imperialism activities, and the backlash that was unleashed against him. One of the people Du Bois mentioned in the book was Hughes.

The third and final autobiography by Du Bois (1968) was *The Autobiography of W.E.B. Du Bois.*, which was published posthumously. He dealt with his life from 1868 to 1963 when he died. Among the many topics Du Bois focused on were the journals he edited which included *The Brownies' Book*, *The Crisis*, and *Phylon*. Hughes was also mentioned in the book.

Aptheker (1973, 1976, 1978) has published three volumes of the correspondence of Du Bois. Volume 1 covers the period from 1877 to 1934. Du Bois wrote about Hughes in a letter dated August 1, 1923 and received a letter from Hughes dated February 11, 1928. Volume 1 also has some two October 23, 1926 letters that Du Bois received from Arna Bontemps. One letter was to Du Bois and the other one was addressed to *The Crisis* (Aptheker, 1973).

In Volume 2, Aptheker covers the period from 1934 to 1944. Du Bois wrote to Hughes in letters dated May 24, 1940. He received letters from Hughes dated May 1, 1940 and May 17, 1941. Du Bois wrote about Hughes in letters dated February 9, 1935; February 21, 1940; March 14, 1940; April 26, 1940; and June 23, 1942. Hughes was mentioned in the following letters received by Du Bois: a December 8, 1934 letter from future wife Shirley Graham Du Bois; and a March 20, 1940 letter and an April 16, 1940 letter from fellow editor Alexander Alland (Aptheker, 1976).

Volume 3 covers the period from 1944 to 1963. Du Bois wrote about Hughes in a letter dated September 27, 1955. He used that letter to protest the omission of Paul Robeson in Hughes' *Famous Negro Music Makers*. Du Bois had received a September 17, 1955 letter from Mary McPartland, an official in the Publicity Department with Dodd, Mead & Company, which requested that he comment. After he sent his comment, Du Bois received an October 4, 1955 letter from Edward H. Dodd, Jr., the president of the Dodd, Mead & Company. Dodd stated that his company had put no pressure on Hughes to omit Robeson. However, Dodd informed Du Bois that Hughes was told by experts and library advisers that including Robeson may have eliminated the book from being accepted by school libraries and state adoption lists. Dodd posed that the book was a juvenile book and Hughes desired it to be noncontroversial. During the following year, Du Bois received a letter from Hughes dated May 22, 1956. In that letter, Hughes reported that he had just read *The Souls of Black Folk* for the 10th time. Hughes noted he first read the book around 1916 when he was around 14. He also praised the book for its beauty, passion, and power. Hughes exclaimed that those qualities of the book were moving and meaningful. He closed the letter by expressing best regards and good wishes to Du Bois and his wife Shirley Graham Du Bois (Aptheker, 1978).

The first autobiography published by Hughes (1940) was *The Big Sea*. Hughes focused on his life from 1902 to 1940. Among many other things, Hughes covered some of his literary submissions to *The Brownies' Book* and *The Crisis*. Hughes mentioned Du Bois in his book.

The second autobiography published by Hughes (1956) was *I Wonder as I Wander: An Autobiographical Journey*. He focused on his life from 1902 to 1956. Hughes addressed his wanderings the world as a merchant seaman and a writer. Whereas he mentioned travelling as a sailor to Africa in *Dusk of Dawn*, Hughes used his final autobiography to detail his wandering trips to Cuba, Haiti, China, and Russia. Although he did not mention Du Bois, Hughes did inform us that he formed close social relationships with writers in some of those countries. For example, in Cuba, Hughes developed a social relationship with Nicholas Guillen, a Cuban poet he later translated. He also developed a social relationship with Jacques Romain, a Haitian poet he later translated.

Nichols (1980) published a collection of letters exchanged between Hughes and Arna Bontemps from 1925 to 1967. On the one hand, in that collection, there were at least 12 letters Hughes sent to Bontemps wherein he mentioned Du Bois. Hughes sent those letters to Bontemps on November 14, 1945; September 14, 1948; September 17, 1956; April 10, 1958; January 21, 1960; February 15, 1960; May 25, 1961; August 28, 1961; January 18, 1962; February 16, 1962; May 18, 1962; and April 23, 1963. On the other hand, the collection included at least 33 letters that Bontemps sent to Hughes wherein he mentioned Du Bois.

Rampersad and Roessel (2015) published a collection of Hughes' letters, including some that were addressed to Du Bois, some that mentioned Du Bois, and some that mentioned *The Crisis*. Hughes sent a telegram to Du Bois on February 23, 1951 and wrote him a letter on May 22, 1956. Among those that mentioned Du Bois are: a September 13, 1928 letter from Hughes to Claude McKay; a January 21, 1960 letter from Hughes to Arna Bontemps; a February 16, 1962 letter from Hughes to Arna Bontemps; a December 22, 1966 letter from Hughes to Arna Bontemps. Correspondence that mentioned *The Crisis* includes the following: an October 27, 1921 letter from Hughes to James Nathaniel Hughes; a February 19, 1923 letter from Hughes to Countee Cullen; a March 7, 1923 letter from Hughes to Alain Locke; a July 4, 1924 letter from Hughes to Countee Cullen; a May 15, 1925 letter from Hughes to Carl Van Vechten; a February 27, 1928 letter from Hughes to Alain Locke; a September 13, 1928 letter from Hughes to Claude McKay; a September 24, 1931? letter from Hughes to Nancy Cunard; a January 10, 1935 letter from Hughes to Carrie Clark; an October 20, 1935 letter from Hughes to the dean of Lincoln University; a September 20, 1939 letter from Hughes to Roy Wilkins; a January 30, 1941 letter from Hughes to Arthur Spingarn; a February 27, 1954 letter from Hughes to Ray Durem; and a July 23, 1961 letter from Hughes to Judith Jones.

Emergence of the Social Interaction Between Du Bois and Hughes

The social interaction between Du Bois and Hughes emerged when the business office of the former received a packet of poems from the latter. At that time, Du Bois was the editor of *The Crisis* as well as *The Brownies' Book*. The packet was reviewed by Du Bois and Jessie Fausett. Subsequently, the poems were published in *The Brownies' Book* and *The Crisis*.⁵

In the January 1921 issue of *The Brownies' Book*, two poems by Hughes appeared and they were "Winter Sweetness" and "Fairies." Those two poems were quickly followed in *The Brownies' Book* by "Signs of Spring" in the March 1921 issue and "An April Rain-Song" in the April 1921 issue. During June 1921, *The Crisis* published "The Negro Speaks of Rivers." That poem has become one of his most famous (Hughes, 1921a, 1921b, 1921c, 1921e, 1921g).

Some people mistakenly think that "The Negro Speaks of Rivers" was the first poem Hughes ever published in a national magazine. However, that is simply not the case. In fact, the first two poems Hughes published outside Central High School were "Winter Sweetness" and "Fairies" in *The Brownies' Book*. Perhaps, that error flows from a statement made by Hughes (1940) in *The Big Sea*. Regarding "The Negro Speaks of Rivers," Hughes said "in June, 1921, it appeared in the *Crisis*, the first of my poems to be published outside Central High School" (p. 72).

In his first autobiography, Hughes (1940) acknowledged that he published some of his poems in Central High School's magazine known as the *Belfry Owl*.⁶ He also acknowledged that that *The Brownies' Book* published some of his poetry as well as "an article about Toluca, and another about the Virgin of Guadalupe, and a little play for children called, *The Gold Piece*" (p. 72).⁷ Looking back at that period of his life, Hughes recalled:

I sent them to the *Brownies' Book*, a magazine for Negro children, just begun in New York by Dr. Du Bois and the *Crisis* staff. These pieces of mine were accepted, and encouraging letters came back from Jessie Fauset, who was managing editor there. (p. 72)

Hughes continued:

Neither the *Crisis* nor the *Brownies' Book* paid anything, but I was delighted to be published. For the next few years my poems appeared often (and solely) in the *Crisis*. And to that magazine, certainly, I owe my literary beginnings—insofar as publication is concerned. (p. 72)

Thus, it is true that a periodical edited by Du Bois was the first to publish the poetry of Hughes. It is also true that the national periodical which first published his poetry was *The Brownies' Book* and not *The Crisis*.

Development of the Jegna Social Relationship Between Du Bois and Hughes

As might be expected, Langston Hughes knew about W.E.B. Du Bois long before the latter knew about him. When he was a child, Hughes (1940) began to read the works Du Bois and they had a profound influence on him. He recalled in his first autobiography that, "I had a tremendous admiration for Dr. W.E.B. Du Bois, whose *Souls of Black Folk* had stirred my youth . . ." (p. 93). Years later, on May 22, 1956, Hughes (2015b) wrote a letter to Du Bois and told him that he first read *The Souls of Black Folk* when he was a child in Kansas. Hughes related that he had just read the book for around the 10th time and that said that, "Its beauty and passion and power are as moving and as meaningful as ever" (p. 335). Thus, Du Bois and *The Souls of Black Folk* played a major role in the development of one of the finest young Black literary artists who emerged during the 20th century.

As the first half of the 20th century unfolded, there was other correspondence between Du Bois and Hughes that shed light on their social relationship. Those letters indicate the mutual respect between the two men. Also, both before and after the first half of the 20th century, correspondence was exchanged between Hughes and Arna Bontemps that shed light on the high regard Hughes and Bontemps had for Du Bois as a Jegna.

On August 1, 1923, Du Bois (1973a) wrote a letter to a Mrs. E.A. Duffield, a reader of *The Crisis*, who had expressed dismay about some of the poetry of Hughes it had published. Du Bois responded to the woman by offering a spirited defense of the poetry of Hughes. He told the woman that she had the wrong attitude towards the poetry of Hughes. Du Bois asserted that Hughes had written "strikingly beautiful poems" and was a poet who "depicts life as it is" (p. 276). He credited Hughes with writing "about prostitutes frankly" as well as other areas. Du Bois exclaimed that Hughes was "a great poet and only great poets and prophet like Hughes can teach children where blind parents are simply trying to keep them from seeing" (p. 276).

The mutual respect Du Bois held for Hughes was manifested when he selected him to serve as one of three judges in a 1926 poetry competition. It was part of the Amy

Spingarn Contest in Literature and Art sponsored by *The Crisis*. The other two judges were James Weldon Johnson and Babette Deutsch. Arna Bontemps won first place in that contest with his poem "A Nocturne at Bethesda." The second-place winner was Countee Cullen with his poem "Thoughts in a Zoo." The selection of Hughes as a judge showed the high regard that Du Bois had of him as a poet ("Survey," 1926; Aptheker, 1973).

Two years later, on February 11, 1928, Hughes (1973) wrote Du Bois a surprising letter requesting that *The Crisis* not publish any of his "old poems." Hughes stated that his new work was "not up to the things I'm doing now" (p. 374). Upon completion, Hughes informed Du Bois that his new poetry would be submitted to *The Crisis* for publication. Hughes remarked that, "I'm always proud of *The Crisis* and proud when you print me there, that's why I want it to be my best poetry in your pages and not old things written years ago" (p. 374). He added:

Some months ago I asked for my old manuscripts in your office, but they couldn't be found. I was hoping they were really lost, but lately some of the poems have been in *The Crisis*, and I don't think they are quite good enough to be there so please throw them in your waste basket if there are any. (p. 374)

Hughes was probably reacting to the prudish criticism his poetry received from people like E.A. Duffield. Du Bois took the opposite view of the poetry of Hughes and readily provided him with a platform to share his work with the world.⁸ Before he received the February 11, 1927 letter, Du Bois also published the essay titled "The Fascination of Cities" by Hughes (1926a), which won second-place in the Amy Spingarn Contest in Literature and Art sponsored by *The Crisis*.

During the 1930s, Du Bois continued to play the role of a Jegna to Hughes by publishing his poetry and essays. As the editor of *The Crisis*, Du Bois also published news items about the literary works of Hughes. That would be the case until Du Bois left the NAACP on July 1, 1934 following a dispute about the Black nationalism and his embrace of self-segregation to deal with the social conditions brought on by the Great Depression. The government and private industry were doing much less for Black people than White people. Du Bois proposed that Black people use economic nationalism to develop a Black economy inside the USA. Between January 1930 and July 1, 1934, with Du Bois at the helm of *The Crisis*, Hughes published five of his poems, an essay on Russia, and a poet's page that featured the poetry of Black school children from Cleveland, Ohio.⁹

While serving at Atlanta University as a professor of sociology and chairman of the Sociology Department in 1940, Du Bois founded a scholarly journal named *Phylon*. As part of his duties, Du Bois sent letters to prospective contributors and asked them to submit materials. Hughes was one of the prospective contributors who received a letter. On May 1, 1940, Hughes (1976c) sent Du Bois a letter notifying him that his letter of April 4, 1940 had been received. Hughes stated that he saw the first issue of *Phylon* and liked it very much. He also expressed appreciation that the letter from Du Bois had requested a submission. Hughes informed Du Bois that, "I am sending an article on the 'Blues' which you may be able to use" (p. 234).

Du Bois (1976c) responded by writing a letter to Hughes on May 24, 1940 and told him that, “We will be glad to use your article in the blues in the October number of *Phylon*” (p. 234). He also let Hughes know that he will receive “a small check” for the article (p. 234). In addition, Du Bois closed by telling Hughes that, “When you have anything else, please let me know” (p. 234). Earlier that year, on February 21, 1940, Du Bois (1976a) sent his wife Nina Du Bois a letter informing her that he completed a series of lectures in the Midwest and among the attendees were Langston Hughes, Arna Bontemps, and Richard Wright. Some two months later, Du Bois (1976b) sent Alexander Alland a letter on April 26, 1940 encouraging him to include a photograph of Langston Hughes in his proposed pictorial history of Black people in the USA in honor of the 75th anniversary of the abolition of slavery. Du Bois was responding, in part, to a series of letters he received from Alland (1976a, 1976b, 1976c) about the project.

During the following year, Hughes (1976b) sent Du Bois a letter on May 17, 1941 expressing deep appreciation to him. Hughes said, “This June marks for me twenty years of publication, my first poem having appeared in *The Crisis* under your editorship in June, 1921” (p. 284). He also related that, “I send you my gratitude and continued admiration” (p. 284). That letter sent by Hughes to Du Bois shows that their social relationship was characterized by mutual gratitude and admiration.

On June 11, 1942, Sancton (1976d) sent Du Bois a letter informing him that *The New Republic* planned to publish a special supplement featuring Black writers. Sancton asked Du Bois to “suggest to me the names of about three Negro writers, professors or literary men who might, in your opinion, be “best qualified to edit this supplement” (p. 327). He also asked Du Bois to provide “the names of about ten others whom we might ask for contributions” (p. 327). Sancton noted that *The New Republic* was “seeking for the best possible writing, whether it be easy, short stories or poetry” (p. 327). Du Bois (1976f) responded to Sancton on June 23, 1942 by providing him with the two requested lists. The editors list was composed of Allison Davis, Sterling Brown, and Charles Thompson. The list of 10 potential contributors included Langston Hughes, Rayford Logan, Mercer Cook, Countee Cullen, Horace R. Cayton, Arna Bontemps, E. Franklin Frazier, Richard Wright, Howard W. Long, and Doxey A. Wilkerson. The addition of the names of Hughes and Bontemps to the list showed the high regard Du Bois held for the two men. After he received that letter from Du Bois, Sancton (1976b, 1976c) sent him two more letters about the supplement.

The record is clear that Hughes and Bontemps were close friends and exchanged many letters with each other between 1925 and 1967. Some of those letters reflected on the social relationship between Hughes and Bontemps and their separate social relationships with Du Bois. In many of the letters, Hughes and Bontemps discussed Du Bois with a high degree of gratitude and admiration.¹⁰ Hughes was grateful that Du Bois was the first to publish him in a national periodical. Likewise, Bontemps was grateful that Du Bois was the first to publish him and provided him with the opportunity to be a winner in his second poetry contest. Whereas Hughes was a winner in the *Opportunity* poetry contest in 1925, Bontemps was a winner in *The Crisis* poetry contest in 1926.¹¹

The McCarthy Era and American Style Fascists as Social Forces Wrecking Havoc on Black Intellectuals Like Du Bois and Hughes

During the late early 1950s, as Lawrence (1957) has indicated, Joseph McCarthy became a very influential figure when he ascended to power as a member of the Senate in the USA. He served in the Senate from 1946 to 1957. As a member of that body, McCarthy organized a series of hearings under the Senate Permanent Subcommittee on Investigations. That committee possessed subpoena power and was used a mechanism to force people to answer the following question under oath: “Are you now or have you ever been a member of the Communist Party?”

McCarthy had a theory that there were many secret members of the Communist Party in government positions, entertainment, and literary circles. Because of White racism, McCarthy and his supporters targeted Black people and subpoenaed them. He made them testify under oath and attempted to force them to identify members of the Communist Party. Thus, people goaded into identifying whether they had been members of the Communist Party and identifying other people who had been members of the Communist Party (Lawrence, 1957).

The questions were heavy handed and designed to make the person confess to certain activities and embarrass them. For example, writers were goaded into repudiating their own work. If one received a subpoena from McCarthy and the Senate Permanent Subcommittee on Investigations or the House on Un-American Activities Committee (HUAC), it left that person with a stigma. In many cases, it caused that person to become a pariah. As an outcome of those legal hearings, former friends became enemies because what was said or not said under oath. Those who did not become enemies became estranged from others in that they stopped associating with former friends and/or comrades because of McCarthy and the Senate Permanent Subcommittee on Investigations or the HUAC (Lawrence, 1957; Tracy, 2008).

Langston Hughes was one of the people who got subpoenaed to testify before McCarthy and the Senate Permanent Subcommittee on Investigations. He appeared before the Senate Permanent Subcommittee on Investigations in March 1953. During his testimony, Hughes denied that he had ever been a member of the Communist Party. He also did not name anyone former or current members of the Communist Party. However, the McCarthy Senate Permanent Subcommittee on Investigations were able to goad him into repudiating some of earlier work (“Testimony,” 2021; Chinitz, 2019; Tracy, 2008).

Prior to appearing before the Senate Permanent Subcommittee on Investigations, the name of Hughes was mentioned in a Tenney Report in California.¹² That report was released by an Un-American Activities Committee developed in the state of California before the Federal government developed one. Whereas the Federal government developed its Senate Permanent Subcommittee on Investigations in 1950 under the leadership of Senator Joseph McCarthy, the state of California developed the first version of its committee in 1941 under the leadership of Assemblyman Sam Yorty and later Assemblyman Jack B. Tenney (Hughes, 1980b; California State Archives, 2000; Joint Fact-Finding Committee on Un-American Activities in California, 1943).

Initially, the California Un-American Activities Committee was known as the Assembly Relief Investigating Committee on Subversive Activities. It was chaired by Sam Yorty, an Assembly member from Los Angeles. The task of this investigating committee was to look at the State Relief Administration. During the short lifespan of

the committee, it issued a report in the latter part of 1940 (California State Archives, 2000; Joint Fact-Finding Committee on Un-American Activities in California, 1943).

In 1943, Assembly Concurrent Resolution 58 created the Joint Fact-Finding Committee on Un-American Activities in California as a joint body of the State Senate and Assembly. As a committee, it was composed of three Senators and four Assembly members. The chairman of the committee was Jack Tenney, an Assembly member from Los Angeles. This committee took on the task of investigating the activities and organization of pro-Axis and communist groups (California State Archives, 2000; Joint Fact-Finding Committee on Un-American Activities in California, 1943).

During 1947, the Assembly stopped its participation in the Joint Fact-Finding Committee on Un-American Activities in California. After that action, the Senate took complete control and changed the name to the Senate Fact-Finding Committee on Un-American Activities. At that time, Tenney was then a Senator and remained as the chairman. The Senate Fact-Finding Committee on Un-American Activities took on the task of identifying and exposing communists. It held many hearings and focused on investigations of labor unions, universities, colleges, public employees, liberal churches, and the Hollywood film industry (California State Archives, 2000).

Under the pressure of his fellow legislators, Tenney resigned as the chairman in 1949 and was replaced by Hugh Burns, a Senator from Fresno. However, during the stint of Tenney as chairman, the Senate Fact-Finding Committee on Un-American Activities released three reports (California State Archives, 2000). In a May 11, 1948 letter to Bontemps, Hughes (1980b) wrote:

Ivan has the Tenny Report (California's little Dies Committee) for 1948, and even it even has Dr. Ruth Temple in it! Half a page is devoted to Loren. Mrs. Bethune is called a "notorious Communist" as am I (several times.) Curious thing about it is most of the actual party members are not mentioned at all or only in passing. Which is what makes me think much of this sound and fury is to scare the liberals and interracialists. It is certainly having that effect out this way, too. (p. 233)

Hughes was very aware that the Senate Fact-Finding Committee on Un-American Activities engaged in a very active witch hunt against suspected communists and suspected fellow travelers. The witch hunt drove deep wedges between former comrades and friends. It also caused a sense of paranoia and persecution among many writers and political activists.¹³

The name of the Senate Fact-Finding Committee on Un-American Activities remained unchanged until 1961. In that year, it became known as the Fact-Finding Subcommittee on Un-American Activities with Burns remaining as the chairman. As the 1960s unfolded, the Fact-Finding Subcommittee on Un-American Activities shifted its focus making investigations of communist influence related to racial unrest, street violence, anti-war rallies, and campus protests. The Fact-Finding Subcommittee on Un-American Activities based its reports more on information gathered from newspapers and police files rather than hearings and staff field investigations. During 1970, James Mills, a Senator from San Diego, became the chairman. In 1971, Mills led a successful effort to abolish the Fact-Finding Subcommittee on Un-American Activities. After that

action, the records of the Fact-Finding Subcommittee on Un-American Activities were transferred to the state archives. Institutions and organizations listed in those records include the University of California, Berkeley; University of California, Los Angeles; San Francisco State University; California Democratic Party; Communist Party of the USA; Los Angeles County Communist Party; and the Black Panther Party. Individuals listed in those records include Langston Hughes; Martin Luther King, Jr.; Paul Robeson; Mary McLeod Bethune; Canada Lee; Cesar Chavez; and Harry Bridges (California State Archives, 2000; Senate Factfinding Committee on Un-American Activities, 1948).

Implications of this Research

This research has three significant implications. One significant consequence is that it sheds light on the social relationship between W.E.B. Du Bois and Langston Hughes through the lens of sociology and its subfield known as the sociology of literature. As used in this paper, sociology refers to the scientific study of human societies and the groups that make up a given society. The lens of sociology include systematic and careful studies. Du Bois and Hughes both developed a sociological aspect in their essay writings in that both were concerned with shedding light on social conditions facing people in this country and elsewhere.

A second significant consequence is that it sheds light on the social interaction between Du Bois and Hughes and how it led to a social relationship wherein one became the Jegna to the other. Du Bois performed the role of the Jegna to Hughes. This paper also argued that the social relationship between Du Bois and Hughes and was very dynamic instead of static. The two men had social interaction and read each other's writings from the 1920s to the 1960s. Thus, the social relationship lasted more than four decades.

A third significant consequence is that it sheds light on how the McCarthy era and American style fascists wreaked havoc on Black intellectuals, including political activists, literary artists, and performing artists. For example, this paper covered how the social relationship between Du Bois and Hughes faced a great storm caused by the McCarthy era and American style fascists as social forces. The fascists included Joseph McCarthy and Jack B. Tenney. The "Red Scare" and "red-bait" actions by McCarthy and Tenney led longtime friends and associates to distance themselves from one another.

On February 23, 1951, an 83rd birthday celebration was held for Du Bois on New York City at a time when many former friends and supporters were distancing themselves from him. Several weeks earlier, on February 9, 1951, Du Bois was indicted "for not registering as an agent of a foreign power in the peace movement" (p. 347). Although he did not attend the event because of a visit to Morgan College (later Morgan State University), Hughes supported Du Bois in two ways. Hughes (2015a) sent a telegram to Du Bois and stated:

Your book *Darkwater* greatly influenced my youth. I grew up on your editorials. As editor of *The Crisis* you published my first poem. In gratitude on your eighty third birthday I salute you as one of America's great men and the dean of Negro writers and scholars. (p. 299)

As Rampersad and Roessel (2015) stated, the other way Hughes supported Du Bois was to write a newspaper column titled, “The Accusers’ Names Nobody Will Remember, But History Records Du Bois” (p. 299).

Rampersad and Roessel (2015) have pointed out that Hughes later bowed to the political pressure from the right-wing conservatives in two crucial ways. First, Hughes (1954) omitted Du Bois from his book *Famous American Negroes*. The famous Black Hughes included were Phillis Wheatley, Richard Allen, Ira Aldridge, Frederick Douglass, Harriet Tubman, Booker T. Washington, Daniel Hale Williams, Henry Ossawa Tanner, George Washington Carver, Robert S. Abbott, Paul Laurence Dunbar, W.C. Handy, Charles C. Spaulding, A. Philip Randolph, Ralph Bunche, Marian Anderson, and Jackie Robinson. Second, Hughes (1955) omitted Paul Robeson from his book *Famous Negro Music Makers*. The famous Black music makers included by Hughes were the Fisk Jubilee Singers, James A. Bland, Bert Williams, Bill Robinson, Leadbelly, Jelly Roll Morton, William Grant Still, Bessie Smith, Duke Ellington, Ethel Waters, Louis Armstrong, Marian Anderson, Bennie Benjamin, Mahalia Jackson, Dean Dixon, Lena Horne, and a group of famous jazz musicians who performed on places like Congo Square and Carnegie Hall.

In the aftermath of those two actions, Hughes (2015b) sent Du Bois a letter on May 22, 1956 wherein he attempted to smooth over the strain caused by the omissions. Hughes stated that, “I have just read your *The Souls of Black Folk*—for perhaps the tenth time—the first time having been some forty years ago when I was a child in Kansas” (p. 335). He also said that, “Its beauty and passion and power are as moving and as meaningful as ever” (p. 335). Hughes added: “My very best regards to Shirley and continued good wishes to you both” (p. 335).

Despite the letter from Hughes, Du Bois (1968) criticized him in a speech at the 60th birthday celebration of Paul Robeson in 1958. Du Bois stated that:

. . . his own people, American Negroes, joined in hounding one of their greatest artists—not all, but even men like Langston Hughes, who wrote of Negro musicians and deliberately omitted Robeson’s name—Robeson who more than any living man has spread the pure Negro folk song over the civilized world.
(p. 397)

The 60th birthday celebration of Robeson took place on April 9, 1958.¹⁴ Although the McCarthy era was winding down, many people were hesitant about associating themselves with persecuted people like Robeson—even in print. Du Bois expressed dismay regarding the failure of Hughes to include Robeson in the book *Famous Negro Music Makers*.

Thus, the social relationship between Du Bois and Hughes became strained by the actions of the latter in 1954 and 1955. That strain became public in 1958 when Du Bois made his speech at Robeson’s birthday celebration. Nevertheless, there is correspondence and a written statement that indicate Hughes continued to care about Du Bois and have admiration for him despite the Robeson situation. On January 18, 1962, Hughes (1980L) sent a letter to Arna Bontemps wherein he stated: “Saw Julian Mayfield and wife at the airport as I came through Accra. They’d just seen Dr. [Du Bois] and Shirley [Graham] that afternoon, say they’re fine” (p. 430). On February 16, 1962,

Hughes (1980m) sent a letter to Bontemps wherein he described their *Book of Negro Folklore* as great and said “if we were white we would be recognized as doctors and authorities and professors and such because of having assembled and put it together” (p. 432). Hughes continued: “All of which helps me to understand and appreciate Dr. W.E.B. who went to Africa and said, ‘Kiss my so-and-so!’ For which I do not blame him” (p. 432). On May 18, 1962, Hughes (1980n) sent a letter to Bontemps wherein he emphasized the importance of the book *Fight for Freedom* and “why Du Bois finally departed” from the NAACP (p. 446). On April 23, 1963, Hughes (1980o) sent a letter to Bontemps informing him that he had located a box of several hundred of his letters from the 1920-1930 Harlem Renaissance period, including correspondence with W.E.B. Du Bois, Arna Bontemps, Zora Neale Huston, Aaron Douglass, Jean Toomer, Wallace Thurman, Bruce Nugent, and others. Two years following the death of Du Bois, Hughes (1965) wrote a tribute to him and acknowledged that Du Bois had served as a symbol of uplift and inspiration for him. Another tribute was written by Kwame Nkrumah, a mentee of Du Bois who invited him to come live and work in Ghana on the Encyclopedia Africana Project. Du Bois took Nkrumah up on that offer and headed to Ghana in 1960 and died there in 1963.¹⁵

Summary and Conclusion

This paper examined the social relationship between W.E.B. Du Bois and Langston Hughes and their literary legacies through the lens of sociology and its subfield known as the sociology of literature. It has argued that the social interaction between Du Bois and Hughes led to a social relationship wherein Du Bois functioned as a Jegna and role model to Hughes. This paper also argued that the McCarthy era and American style fascists wreaked havoc on Black intellectuals, including political activists, literary artists, and performing artists. In addition, it argued that the Jegna social relationship between Du Bois and Hughes was strained by the reactionary social conditions caused by the McCarthy era and right-wing conservatives as social forces.

Shortly after the death of Du Bois on August 27, 1963, Langston Hughes and Arna Bontemps wrote tributes to his legacy. Hughes (1965) published his tribute in *Freedomways*. It appeared along with tributes/and or articles written by Kwame Nkrumah, Nnamdi Azikiwe, Shirley Graham Du Bois, John Hope Franklin, Roy Wilkins, Ruby Dee, Horace Mann Bond, Irene Diggs, Lorraine Hansberry, C.L.R. James, Paul Robeson, Charles H. Wesley, William Leo Hansberry, Mozell C. Hill, Sterling Stuckey, Richard B. Moore, and others. Hughes wrote:

So many thousands of my generation were uplifted and inspired by the written and spoken words of Dr. W.E.B. Du Bois that for me to say I was so inspired would hardly be unusual. My earliest memories of written words are of those of Du Bois and the Bible. My maternal grandmother in Kansas, the last surviving widow of John Brown’s Raid, read to me as a child from both the Bible and *The Crisis*. And one of the first books I read on my own was *The Souls of Black Folk*. Years later, my earliest poems were accepted for publication by *The Crisis* under the editorship of Dr. Du Bois all my life. Through his work, he became a part of my life. (p. 11)

For Hughes, Du Bois was a personage who figured largely in his life as a person of great esteem. He gave Du Bois credit for publishing his earliest poems. However, those poems appeared in *The Brownies' Book* as well as *The Crisis*.

Like Hughes, Bontemps gave Du Bois credit for publishing his earliest poems. In a letter to *The Crisis* dated October 23, 1926, Bontemps (1973b) wrote: "My first published poem appeared in the *Crisis* of August, 1924" (p. 345). Following the death of Du Bois, Bontemps (1964) published his tribute in *Negro Digest*. As was the case with his friend Hughes, Bontemps held Du Bois in great esteem. Bontemps explained that Du Bois was a man ahead of his times. He stated that, "References to life behind the Veil ran through Du Bois' early essays like a refrain, anticipating by more than half a century the seriousness and provocative point about the Negro's invisibility in American life that has intrigued the best of our younger writers in this present decade" (p. 44). Bontemps added:

His statement about the Negro's *two-ness*, growing out of the racial situation, is echoed today as *ambivalence* and treated by a younger generation of writers as a discovery, but it has not been stated more clearly than it was by Du Bois in the *Atlantic Monthly* in 1897. (p. 44)

Du Bois, in the view of Bontemps, "no longer needs these acknowledgements of our esteem. We do well to merit his" (p. 44).

Double-consciousness was an important concept Du Bois (1897, 1903) wrote about in the *Atlantic Monthly* and *The Souls of the Black Folk*. Du Bois urged Black people to deal with double-consciousness by looking at themselves primarily through their own eyes and develop true self-consciousness. He stated that double-consciousness involves a sense of "looking at one's self through the eyes of others, of measuring one's soul by the tape of a world that looks on in amused contempt and pity" (p. 8). In contrast, Du Bois said that true self-consciousness will be exemplified by "dawning self-consciousness, self-realization, self-respect" as opposed to "self-questioning, self-disparagement, and lowering of ideals" (pp. 8, 10). Both Hughes and Bontemps followed the advice of Du Bois and proceeded to develop true self-consciousness and reflected it in their poetry and other writings. Thus, Du Bois, Hughes, and Bontemps paved the way for other Black people to stand on their shoulders with true self-consciousness.¹⁶

Notes

1. These writers and other Black writers played major roles in the Harlem Renaissance, a literary movement which emerged between 1920 and 1930. For more information about the Harlem Renaissance, see Kerlin (1923); Du Bois (1924); Locke (1924, 1925a, 1925b, 1927); Johnson (1925, 1926, 1930); The Krigwa Players (1926); Cullen (1927); McKay (1937); Hughes (1940, 1956); Hill (1966); Huggins (1971); and Bontemps (1972). In the case of Hughes (1956), he stated:

I came out of college in 1929, the year of the Stock Market crash and the beginning of the Great Depression. I had written my first novel, *Not Without Laughter*, as a student on the campus of Lincoln University. I had had a scholarship to college. After graduation a monthly sum from my patron enabled me to live comfortably in suburban New Jersey, an hour from Manhattan, revising my novel at leisure. Propelled by the backlash of the “Harlem Renaissance” of the early ’twenties, I had been drifting along pleasantly on the delightful rewards of my poems which seemed to please the fancy of kindhearted New York ladies with money to help young writers. The magazines used very few stories with Negro themes, since Negro themes were considered exotic, in class with Chinese or East Indian features. Editorial offices then never hired Negro writers to read manuscripts or employed them to work on their staffs. Almost all the white writers I’d known in New York in the ’twenties had gotten good jobs with publishers or magazines as a result of their creative work. White friends of mine in Manhattan, whose first novels had received reviews nowhere nearly so good as my own, had been called to Hollywood, or were doing scripts for the radio. Poets whose poetry sold hardly at all had been offered jobs on smart New York magazines. But they were white. I was colored. (p. 4)

Hughes further explained that:

When I was twenty-seven the stock-market crash came. When I was twenty-eight, my personal came. Then I guess I woke up. So. When I was almost thirty, I began to make my living from writing. . . . Now I found myself in the midst of a depression. I had just lost my patron. Scholarships, fellowships and literary prizes became scarce. I had already gotten several awards that were not to be had a second time. Jobs were very hard to be found. The WPA had not yet come into being. If I were to live and write, at all, since I did not know how to do anything else, I had to make a living from writing itself. So, of necessity, I began to turn poetry into bread. (p. 3)

For Hughes, the Harlem Renaissance had begun by the early 1920s. Hughes also related how he used his poetry and other writings to help him earn a living. He credited Mary McLeod Bethune with being the person “who suggested to me that I travel through the South reading my poems” (p. 3). It also be noted that Johnson (1922) wrote about the social conditions and cultural developments among Black people that preceded the Harlem Renaissance. He said those cultural developments were four “heads” that included the Uncle Remus stories as folklore, the Negro Spirituals as folksongs, the Cakewalk as folkdance, and Ragtime as folk music. In addition to those four heads, Johnson mentioned the blues. Although Johnson did not mentioned jazz, it roared during the 1920s along with the Harlem Renaissance and was embraced deeply by Hughes.

2. For more information about those young Black assistants known as Woodson’s boys, see Goggin (2008) and Greene (1989, 1996). Another Black assistant who worked for Woodson was Langston Hughes. For information about his working for Woodson, see Hughes (1950).

3. For more information about the Jegna and Jegnoch concepts and their Amharic origins, see Nobles (2021), Hilliard (2002a, 2002b), and Hotep (2008). Whereas Nobles used Jegnoch to refer to the plural form of the term Jegna, Hilliard used the term Jegnans to do the same. It should be noted that Zulu (2018) mentioned the presence of a Jegna Collective in Atlanta, Georgia composed of scholar-activists. Zulu also identified W.E.B. Du Bois as a scholar-activist.
4. Whereas Du Bois was a Jegna to Hughes, Alexander Crummell was a Jegna to Du Bois. See the essay by Du Bois (1903) on Crummell in *The Souls of Black Folk*. It should also be noted that Du Bois was a Jegna to Kwame Nkrumah and Nnamdi Azikiwe. For some evidence about the Jegna relationship Du Bois had with both men, see Du Bois (1950, 1957a, 1957b, 1957c, 1960a, 1960b, 1961a, 1961b, 1961c, 1973b); Nkrumah (1957a, 1957b, 1957c, 1958, 1960, 1961); and Azikiwe (1946, 1960, 1973a, 1973b).
5. The biography of Hughes by Rampersad (2002a) mentions the packet of poems and an exchange of letters between Hughes and Jessie Fauset. The biography of Du Bois by Lewis (2000) also mentions that Fauset encouraged Hughes to dedicate his poem "The Negro Speaks of Rivers" to Du Bois. Lewis also notes that Du Bois said to Hughes "I should be honored to have a poem of yours dedicated to me" (p. 602). For important full-length biographies regarding the lives of Du Bois and Hughes, see Lewis (1993, 2000) and Rampersad (2002a, 2002b).
6. In *The Big Sea*, Hughes (1940) said one of his teachers at Central High School was Helen Maria Chesnut, the daughter of Charles Waddell Chestnut. Two major influences on the poetry of Langston Hughes were Paul Laurence Dunbar and Carl Sandburg. In addition to expressing his admiration for Du Bois, Hughes related that he felt intimidated by his greatness when the two men met at a luncheon. Hughes pointed out that he felt less intimidated by Jessie Fauset and Augustus Granville Dill who were at the luncheon.
7. On the one hand, Hughes (1921d, 1921f) published in *The Brownies' Book* his article about Toluca, Mexico titled "In a Mexican City" and his play for children *The Gold Piece*. On the other hand, Hughes (1921h) published in *The Crisis* his article titled "The Virgin of Guadalupe."
8. My content analysis of *The Crisis* revealed that Hughes published the following poems between January 1, 1926 and December 30, 1929: "Lullaby" (March 1926); "The Ring" (April 1926); "Ruby Brown" (August 1926); "To Beauty" (October 1926); "The Childhood of Jimmy" (May 1927); "Song for a Dark Girl" (May 1927); "Ma Lord" (June 1927); "Tapestry" (July 1927); "Freedom Seeker" (October 1927); "Being Old" (October 1927); "Montmartre Beggar Woman" (November 1927); "Johannesburg Mines" (February 1928); and "Dream Variation" (July 1928). The content analysis I conducted of the poetry by Hughes in *The Crisis* from 1926 to 1929 also revealed that his work often focused aspects of life experienced by the proletariat (aka the working class) and the lumpenproletariat (aka the Submerged Tenth). Aptheker (1983) and Dickinson (1972) have both published lists of poems by Hughes published in *The Crisis*. Hughes had published two collections of poetry by the time he wrote the letter to Du Bois on February 11, 1928. One book by Hughes (1926b) was titled *The Weary Blues*. The other book by Hughes (1927) was titled *Fine Clothes to the Jew*.

9. My content analysis of *The Crisis* indicated that Hughes published the following poems between January 1, 1930 and July 1, 1934: “Afro-American Fragment” (July 1930); “Spring for Lovers” (July 1930); “The English” (July 1930); “Tower” (July 1930); “Cross” (November 1931); “Black Clown” (February 1932); “The Consumptive” (February 1933); “A New Song” (March 1933); “Black Workers” (April 1933); “Black Dancers” (May 1933); and “Personal” (October 1933). The content analysis I conducted of the poetry by Hughes in *The Crisis* from 1926 to 1929 also indicated revealed that he continued to focus on aspects of life experienced by the proletariat and the lumpenproletariat. However, his work was also infused with the revolutionary fervor of the 1930s. For the poetry he selected and arranged of the Black school children from Cleveland, Ohio, see Hughes (1931). Also, see Hughes (1934a) for the article on his visit to Russia. It should be noted that the “Book-Shelf” (1933a, 1933b, 1933c) in *The Crisis* listed two books by Hughes. One book was *Scottsboro Limited: Four Poems and a Play* (Hughes, 1932). A second book was *Popo and Fifina* (Bontemps & Hughes, 1932). The book was co-authored with his close friend Arna Bontemps. As the article titled “Dr. Du Bois Resigns” (1934) indicates, Du Bois left the NAACP and *The Crisis* effective July 1, 1934. The August 1934 issue of *The Crisis* was the first without his name listed as editor. In that issue, Hughes (1934b) published an article titled “Cowards from the Colleges.”

10. In the correspondence between Hughes and Bontemps, they exchanged many anecdotes regarding W.E.B. Du Bois. For some of those anecdotes regarding Du Bois by the former, see Hughes (1980a, 1980c, 1980d, 1980e, 1980f, 1980g, 1980h, 1980j, 1980k, 1980L, 1980m, 1980n, 1980o). For some of those anecdotes regarding Du Bois by the latter, see Bontemps (1980a, 1980b, 1980c, 1980d, 1980e, 1980f, 1980g, 1980h, 1980i, 1980j, 1980k, 1980L, 1980m, 1980n, 1980o, 1980p, 1980q, 1980r, 1980s, 1980t, 1980u, 1980v, 1980w, 1980x, 1980y, 1980z).

11. For letters that the winner of the 1926 poetry contest sent to W.E.B. Du Bois and *The Crisis*, see Bontemps (1973a, 1973b). Bontemps also won the Alexander Pushkin Poetry Prize in 1926 sponsored by *Opportunity* (“Our Prize Winners,” 1926). Hughes won a third-place prize for one of his poems and a second-place prize for one of his essays in the Amy Spingarn Contest in Literature and Art sponsored by *The Crisis* (“Krigwa,” 1925). Just before Du Bois left the NAACP and *The Crisis*, there was an effort to establish a literary contest in his honor named the Du Bois Literary Prize. The first prize was awarded in 1933 for the year 1931. According to a report in *The Crisis*, “On Wednesday, December 27th, at Shelton Hotel, New York City, the first award of the Du Bois took place. This prize, as the readers of *The Crisis* know, was established over a year ago by Mrs. E.R. Mathews” (“The Du Bois Literary Prize, 1934, p. 50). The report added: “Oliver LaFarge, Pulitzer Prize man, is the trustee, and the prize, consisting of \$1,000 in cash, is given in successive years for fiction, prose nonfiction and poetry” (“The Du Bois Literary Prize, 1934, p. 50). It also related that James Weldon Johnson won the Du Bois Literary Prize for his book *Black Manhattan*. The selection committee consisted of Sterling A. Brown, John Chamberlain, and Carl Van Doren. The report further stated that *The Negro in American Civilization* by Charles S. Johnson and *Negro White Crosses* by Carrie Bond Day were among the other books they considered. For more information about the Du Bois Literary Prize, see Du Bois (1931a, 1931b) and LaFarge (1933).

12. In addition to the emergence of the Tenney Committee Report, there was another by the American Business Consultants (1950) titled *Red Channels: The Report of Communist Influence in Radio and Television*. The latter stated that it had the following three goals: (1) Show how the Communists have been able to carry out their plan of infiltration of the radio and television industry; (2) indicate the extent to which many prominent actors and artists have been inveigled to lend their names, according to these public records, to organizations espousing Communist causes; and (3) to discourage actors and artists from naively lending their names to Communist organizations or causes in the future. The name of Langston Hughes was listed as a target in the report along with the names Shirley Graham (aka Shirley Graham Du Bois), Lena Horne, Hazel Scott (aka Hazel Scott Powell), and Josh White. Their names were placed on a “white-list” aimed at forcing them with a subpoena, or making them feel compelled voluntarily, to appear before the HUAC or the Senate Permanent Subcommittee on Investigations and renounce communists and communism. Cf. White (1950a, 1950b), Goldstein (1951), Graham Du Bois (1951), Scott Powell (1951), Horne (1953), McCarthy (1953), Goode Robeson (1953/2003), Hughes (1953/2003), and Robeson (1956).

13. For more information regarding the Tenney Committee, see Barrett (1951) and Tenney (1953). Cf. Joint Fact-Finding Committee on Un-American Activities in California (1943, 1945) and Senate Fact-Finding Committee on Un-American Activities (1947, 1948, 1949).

14. For more information about the 60th birthday celebration Paul Robeson and other aspects of his life and times, see Whitman (1976).

15. To strike a blow against the American style fascists who had taken his passport from 1951 to 1958, Du Bois joined the Communist Party of the USA in 1960, migrated to Ghana in 1960, renounced his USA citizenship in 1961, and became a citizen of Ghana in 1963. See Du Bois (1968) for a personal account of his actions and “W.E.B. Du Bois” (1963) for an account of his Ghanaian citizenship.

16. For more information about the life and times of Du Bois, Hughes, and Bontemps, see “W.E.B. Du Bois” (1963); “Langston Hughes” (1967); “Arna Bontemps” (1973); Holt (2008); Tracy (2008); and Fleming (2008).

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The teacher is taught: Lessons from student testimonials

Dr. Alberta Yeboah-Ohwofasa

Jackson State University, Jackson, Mississippi

Introduction

Teaching is one of the most exacting, essential, personally fulfilling, and rewarding professions that an individual could engage in (Johnson, Musial, Hall, & Gollnick, 2018). The researcher of this study (henceforth referred to as the researcher) believes that teaching is even more exacting, especially today, with all the extremely fast-paced technological advances, the current global pandemic (Coronavirus-19/COVID-19), and the highly charged global politico-socio-economic dynamics. As a result of the nature of the profession and the variability of the factors that impact the profession, those who are engaged in the profession (teachers/educators) have to put into consideration and bring to bear all the pieces of the dynamics that constitute teaching.

Literature Review and Statement of the Problem

The extant literature is replete with studies on teachers and teaching strategies. Effective teaching strategies include visualization, cooperative learning, inquiry-based instruction, differentiation, learning communities, field trips, research projects, collaborative assignments and projects, etc. In reviewing the literature on teachers and teaching strategies, the researcher noted that much of the literature focused more on effective teaching strategies developed from studies conducted with teachers and other educators as participants (Barberos, Gozalo, & Padayogdog, 2021; Ferlazzo, 2021; Rice, 2003; & Sawchuk, 2015). Very few studies however focused on students as participants (Cox & Vann, 2012; Lawler, Chen and Venso, 2007; Yang, 2017).

According to Johnson et al. (2018), society has great expectations for its teachers due to the plethora of roles and responsibilities associated with teaching. In view of these critical mandates for teachers and the relatively few studies on teachers and teaching strategies that include students as participants (Cox and Vann, 2012; Dallimore, Hertenstein & Platt, 2017; Lawler, Chen & Venso, 2007; Yang, 2017), the researcher, who is a teacher in a University, takes these mandates seriously and has chosen to include students in the decisions she makes regarding meeting the mandates of being a teacher. Thus the researcher set out to learn lessons from her students through student testimonials and allowed her students to teach her ways that she could better engage as an effective teacher. Hence the problem of this study, “The teacher is taught: Lessons from student testimonials”.

Purpose of the Study and Research Questions

The purpose of this study was for the researcher to learn lessons about teaching strategies from her students at an urban University, and to contribute to the literature on effective teaching strategies. The qualitative research approach was utilized in this study (Flick, 2018/2019; Patton, 2014; Hennink, Hutter & Bailey, 2020) because the essence of the study lent itself to qualitative research methods. The research questions posed for this study were: What are students’ perceptions of the strategies used in the delivery of instruction in courses? What lessons could be learned from students about delivery of instruction, especially diversifying instructional strategies? To answer the research questions and obtain qualitative data for this study, a Student Testimonials Questionnaire Instrument was designed by the researcher. Seven open-ended questions were posed in the questionnaire that was administered in one semester of the

2020 – 2021 Academic Year to undergraduate students who enrolled in the researcher’s courses. Twenty-two (22) undergraduate students from one urban University responded to the questionnaire and thus participated in the study. The details of the data collection and data analysis methods for this study are described in the data collection and data analysis sections of this study. The findings from the study and the lessons learned from the participants in the study are reported and discussed in the findings and discussions section. Recommendations for further study are included in the conclusions.

Limitation of the Study

The findings reported in this study are limited to the data that was collected in one urban University and cannot be generalized. The data was collected in one semester and from two courses only. However, the findings provide a perspective on lessons a teacher could learn from his or her students utilizing the Student Testimonials Questionnaire Instrument.

Data Collection

It has been noted in the introduction section that the qualitative research approach was utilized in this study (Flick, 2018/2019; Patton, 2014; Hennink, Hutter & Bailey, 2020) because the essence of the study lent itself to qualitative research methods. The research questions that were posed for this study were: What are students’ perceptions of the strategies used in the delivery of instruction in courses? What lessons could be learned from students about delivery of instruction, especially diversifying instructional strategies? To answer the research questions, collect and

obtain qualitative data for this study, a Student Testimonials Questionnaire Instrument was designed by the researcher. The questionnaire was made up of seven open-ended question prompts and three demographic information prompts to gather participants' background information (demographic data) including their major, classification, and gender. The following open-ended questions were posed: What experiences and activities in this course have been most meaningful and beneficial to you? What experiences and activities in this course have been least meaningful and beneficial to you? What are your comments (thoughts, feelings, views, and opinions) on the instruction you have received from this course, particularly the strategies that were utilized by the Instructor? What are some effective strategies you would use to teach this course if you were the Instructor of the course? How have the content of this course and your experiences in the course prepared you for your future career? What are your comments (thoughts, feelings, views, and opinions) on the knowledge, skills and dispositions/values you have gained from this course? What further comments do you have?

The questionnaire was administered by the researcher to undergraduate students in an urban University here in the United States of America. The population for the study was intentionally selected by the researcher because the researcher conducted the study in order to learn from her students. The questionnaire was administered to students who were enrolled in the researcher's fully asynchronous online courses in the Fall semester of the 2020 – 2021 Academic Year. The courses were conducted online due to the restrictive mandates of the global pandemic of Coronavirus 19 (COVID-19). As a result, the researcher did not have any physical contact with the participants.

Participants were assured of confidentiality and were informed that their names and other identifying indicators they provided would not be included in the report from the study; that their responses would be utilized in a presentation at a conference; and that the findings from their responses would be published in an article.

Twenty-two (41.5%) out of the fifty-three (53) students enrolled in the courses in which the questionnaire was administered responded to the questionnaire. The low rate of return of the questionnaire could be due to the students not being required to complete the questionnaire. Also, the questionnaire was administered online amid the COVID-19 pandemic. The presence of COVID-19 and its resultant uncertainties could also explain the low rate of return for the questionnaire. The data that was analyzed was based only on the responses of the twenty-two (22) students (participants) who completed the questionnaire online and returned them to the researcher.

Data Analysis

To make sense of the data the researcher collected, she read, categorized, and organized the participants' responses based on the open-ended questions stated above. The themes that emerged from the participants' responses were categorized. This article is a report of the findings from the data. The limitations of the study have been stated above. The themes that emerged from the analysis of data were: most meaningful experiences and activities, least meaningful experiences and activities, perspectives on instructional strategies in the course, participants' own versions of effective instructional strategies, effectiveness of strategies and content in preparation for future careers, and perspectives on knowledge, skills and dispositions/values gained

from the course. These themes and the lessons gleaned from them by the researcher are discussed in the next section.

Findings, Lessons Learned, Discussions

The findings from the data collected and analysis of the data and the lessons learned by the researcher from the participants (her students) are discussed in this section. As noted in the previous section, the themes that emerged from the analysis of data were: most meaningful experiences and activities, least meaningful experiences and activities, perspectives on instructional strategies in the course, participants' own versions of effective instructional strategies, effectiveness of strategies and content in preparation for future careers, and perspectives on knowledge, skills and dispositions/values gained from the course. Before delving into discussions of the themes, the following is the demographic information from the data.

Demographic Information:

Twenty-two students responded to the Student Testimonials Questionnaire Instrument and became participants in the study. The major areas of study for the participants were: Interdisciplinary Studies, Psychology, and Elementary Education (7 participants), Criminal Justice, Social Science Education, Early Childcare and Family Education (2 participants), History, Special Education (2 participants), Physical Education (3 participants), and Music Education (2 participants). Based on this data, majority of the participants were Elementary Education majors. An explanation could be that the courses from which the researcher collected data were required for Elementary Education majors. The varied major areas of study stemmed from the fact that one of

the courses was required for many major areas of study across the University where the data was collected.

In terms of classification, majority of the participants (13 out of 22 or 59%) were seniors. Eight (36.4%) participants were juniors, one participant (4.6%) did not indicate his or her classification, and there were no freshmen and sophomores who participated in the study. The researcher found it interesting that even though one of the courses was required for many areas of study across the University, there were no freshmen or sophomores who participated in the study. Perhaps the other areas of study required their students to take the course in the junior or senior year. Thus the lack of freshmen and sophomore participants as respondents in the study. Majority of the participants (16 out of 22 or 72.7%) were female, 5 (22.7%) were male, and one (4.6%) did not indicate his or her gender. The large number of female participants was perhaps due to the current trend of a preponderant presence of females in higher education, especially at the undergraduate level, and to the fact that the courses were required for Educator Preparation majors, a field which is dominated by women. It has been noted that some of the participants did not indicate their major, or classification, or gender so the researcher could not report demographic information for those participants.

Most Meaningful and Beneficial Experiences and Activities:

The theme most meaningful and beneficial experiences and activities is reported and discussed here. As an Instructor, the researcher is happy to report that 21 (95.4%) out of the 22 participants indicated that the course was meaningful and beneficial to them. Only one (4.6%) participant did not respond to that question so the researcher is

unable to determine if the experiences and activities of the course were meaningful or not meaningful to that participant.

The most meaningful and beneficial experiences and activities listed by participants in the study included: reading the history of schools in the United States of America, sharing thoughts and feelings with other students, being able to get feedback from other students, being able to share personal connections to the discussions, discussions assignments, and learning about the history and roles of schools. Other most meaningful experiences and activities were: reading and creating a PowerPoint presentation on the content of a chapter, creating an inquiry design, videotaping oral presentations, posing and responding to questions during an oral presentation, engagement in technologically grounded activities to build skills in use of technology in the classroom, and more. The participants also explained why those experiences and activities were most meaningful to them. Due to lack of space, the researcher will provide only a few excerpts of the participants' responses in this article. The following are excerpts from the participants' responses:

This class I took this semester...was especially interesting, meaningful, and beneficial to me. I enjoyed reading the history of schools in America because that information is not something that most people intentionally seek out. That has been most beneficial to me, and I fail to think of anything that has not been beneficial in some way regarding the class. Learning in general, no matter the topic, is always beneficial.

The most meaningful and beneficial experience in this course to me was being able to share my personal connections to the discussions that we had each week. Through that activity, I was able to share a piece of myself with my classmates as well as my Instructor. I was able to be myself without being judged. Additionally, I was able to hear from my peers their own personal accounts to the topics we discussed.

Reading, creating a PowerPoint presentation, and videotaping myself doing an oral presentation using a PowerPoint presentation were the most meaningful experiences and activities for me in this course. Doing the PowerPoint presentation helped me to better understand inclusion and diversity.

An activity that was most meaningful and beneficial to me was actually creating an inquiry design. This activity was beneficial to me because we had to come up with our own compelling questions and go through all the other steps the process of designing an inquiry comes with.

Least Meaningful Experiences and Activities:

The theme least meaningful experiences and activities is reported and discussed here. The least meaningful experiences and activities were: discussions segment of the assignments, writing papers on topics in the course, developing a PowerPoint and oral presentation, examinations, and reading the textbook. Excerpts from the participants' responses are as follows:

Unfortunately, the discussion boards were the least meaningful mainly because of how long they have to be. I understand that summarizing the chapter helps with comprehension so it wasn't completely terrible.

The activity that was least beneficial to me was the last assignment, which was the PowerPoint and oral presentation. Due to COVID-19, I did not have anyone to film for me. Therefore I was unable to complete the oral and video part of the presentation. My husband was unable to participate and assist me..., and since the number of COVID-19 cases went up, none of my family could come to my house to assist me, leaving me only to be able to complete the PowerPoint portion of the assignment, which furthermore led me to not submit the assignment at all. This assignment was not beneficial to me because I was unable to complete all parts of it on my own. So I feel that I did not get to benefit from the presentation.

The lesson from this is that whereas an experience or an activity is most meaningful and beneficial to one student, the same experience or activity could be least meaningful or beneficial to another student. Of course, research studies point to the variety of student learning styles which render one activity less meaningful or beneficial

to one student, but more meaningful and beneficial to another student (Allen, Sheve & Nieter, 2010; Barnier, 2009; Prashnig, 2006; Reid, 2005). In view of this lesson, it is critical that the researcher, as a teacher, expose her students to a plethora of experiences and activities for her students to engage in so none of the students would leave her class without having at least more than one most meaningful and beneficial experience and/or activity.

Perspectives on Instructional Strategies in the Course and Participants' Own Versions of Effective Instructional Strategies:

The themes perspectives on instructional strategies in the course and participants' own versions of effective instructional strategies are reported and discussed here. The participants expressed a variety of perspectives on the instruction they received in the course. The participants' own versions of effective instructional strategies were also very varied. The researcher would postulate that perhaps this was based on the varied academic disciplines and major areas of study that the participants were pursuing when they participated in the study. Excerpts from the participants' responses include:

I thought the Instructor was informative, as we were given assignments with clarity. The work was always available in a timely manner. If I were the teacher of this course, I would handle the delegation of the assignments the same way. I might add a little more personal communication because I think some students need that extra step. The content has helped me to see life through a different lens, as in the racial divide in schools and the hate surrounding the LGBTQ (Lesbian, Gay, Bisexual, Transgender, and Queer) community. We are not always aware of our surroundings, and it is good to be reminded of the reality we live in as the instruction from this course did.

I feel that my Instructor in this course was excellent. As the Instructor, you have been very easy to contact, easy to communicate with, and you give excellent

feedback to let us as students know where we need improvement to prepare for the next assignment. Not all teachers offer so much of their attention to the courses they instruct, but you go over and beyond to make sure your students receive the best instruction possible. You also share your experiences with us through the discussion board, which is always a plus. If I were the Instructor of this course, I would use all of the strategies that you incorporate. The only thing I would do differently is offer quizzes to allow students more room for grade improvement.

The instruction I received from my professor has been prolific, to say the least. Her instruction has helped me become a more confident writer. It has allowed me to deeply express my thoughts in all classes regardless of the outcome. If I were the Instructor of the course, I would get rid of the textbook and have the students choose articles from the Internet related to what the class requires the Instructor to cover. I would then base all discussions and assignments on those.

Based on the responses, the researcher noted that most of the participants were generally satisfied with the strategies, experiences, and activities utilized by the researcher for delivery of content and general conduct of the courses, and would apply the same strategies, experiences, and activities in their own classrooms. However, not all participants were in accord with the Instructor's methods of content delivery and stated so. The following are excerpts which speak to that:

I feel that the instruction wasn't really helpful. I feel like we were rushing and we were being given work and no explanation. I would do the book work, but add more activities and not just the book work.

I think that if we had more video instruction with this class the instructional time would have been more insightful. Like I said in the question before, I think that I would have created videos for more clear instruction.

I liked the instruction, but I wish that there was a little more interaction between students and the Instructor. I also feel like some assignments could have had clearer instructions. If I were the Instructor of this course, I would make sure that all students understand what is being taught completely. Virtual learning can be a hassle and sometimes the Instructor can explain and expound upon what the book is trying to teach.

The themes effectiveness of strategies and content in preparation for future careers, and perspectives on knowledge, skills and dispositions/values gained from the

course are reported and discussed here. Majority of the participants responded that the content and instruction they received from the course had adequately prepared them for their respective future careers. In this regard, the roles, functions and responsibilities of a teacher that had been enumerated by Johnson et al. (2018): teachers are responsible for guiding students' academic achievement; teachers are partially responsible for students' social and physical development; teachers are expected to prepare an educated citizenry that is informed about the innumerable issues essential to maintaining a democracy and to improving our world; teachers are required to help students work together; teachers must try to instill the values that are critical to a just and caring society; and teachers must prepare children and youth with the knowledge and skills necessary to work and function effectively in this highly advanced information age were accomplished in the courses to some extent. The following are excerpts of the participants' responses to this effect:

This course prepared me for my future because now I understand what I'm going to be facing. It seems stories are written about events occurring around the globe like it's the first time such a thing has happened. Unless multiple like-events happen over a short period of time or the event is of such magnitude that it gets our attention, we tend to overlook the likelihood of it occurring in our jurisdiction. The course helps me appreciate and know what to do next.

From this course I have learned that we are faced with the challenge of redefining a foundational education to keep up with the evolution of skills to solve problems, innovate and succeed. But as a society, we are failing to meet that challenge and consequently failing to adequately prepare the next generation for the future. The future of work may be uncertain, but there is one thing that is absolutely clear, our schools should teach the curriculum of the future, not just the curriculum of the past. I intend to teach the curriculum of the future.

I learned so much about the education system. Now that I took this course, it has prepared me for understanding how to run my classroom and the laws within education. I'm excited to use what I've learned to teach in my future classroom!!

This course has prepared me to not be the typical history teacher. I have been taught to think outside of the book to make class interesting. I feel that the course encourages teachers to be the students of their students. As in learning, I have learned what works and what does not work in teaching.

The content and experiences of this course have prepared me for my teaching career because now I know how to construct an inquiry design model that I can use to get students to think critically and problem-solve. I feel I will be more able to challenge the minds of students and allow them to research topics that are interesting to them with a compelling question, but also allow them to meet educational standards.

Summary, Conclusions and Recommendations

The researcher conducted this study to learn from her students about the effectiveness of the instructional strategies, the experiences, and activities she utilized to deliver instruction in her courses. The qualitative research methodology was utilized. Data was collected in an urban University from participants enrolled in the researcher's courses from an intentional/purposeful sample population using a questionnaire. Data was analyzed by the researcher reading, categorizing, and organizing the data into themes. The themes that emerged from the analysis of data have been reported and discussed above. The researcher learned several lessons from the participants' responses which are reiterated in the conclusions.

The following are the lessons and conclusions from the study: Many of the experiences and activities were most meaningful and beneficial to most of the participants. Whereas an experience or an activity was most meaningful and beneficial to one student, the same experience or activity could be least meaningful or beneficial to another student. It is thus critical that the researcher, as a teacher, provide her students with a plethora of experiences and activities to engage in. Participants expressed a variety of positive perspectives on the instruction they received in the

course, affirming for the researcher her positive and effective engagement in the preparation of future educators and other professionals. The participants' versions of effective instructional strategies were very varied and ranged from adding more personal communication, to offering more quizzes, to including more interactive PowerPoint presentations in learning modules, to getting rid of the course textbook, to creating videos, and more. The content and instruction participants received from the course had adequately prepared them for their respective future careers. Thus, the roles, functions and responsibilities of a teacher that had been enumerated by Johnson et al. (2018) were accomplished in the courses to some extent. Finally, having set out in this study to learn from her students, and having learned many lessons from her students, the researcher intends to actively apply all the lessons she has learned from her students in her future courses. The researcher extends great gratitude to all the students who participated in this study in teaching the teacher through their testimonials. As one of the participants of this study put it, the researcher became a true student of her students in this research study.

The recommendations for further research are: The study could be conducted in graduate courses to determine if there are any significant differences in the lessons learned from undergraduate and graduate students. The study could be replicated in another urban public University, in a two-year college, and in a private University to compare the similarities and differences among the three types of institutions of higher learning. The study could be conducted in face-to-face courses to determine if there are any significant differences in the lessons learned from online courses and the lessons learned from face-to-face courses. The study could be conducted with a much larger

population to determine if there are any significant differences between lessons learned from a small purposefully selected population compared to a larger population of participants.

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Script for House Built on a Weak Foundation: Syria After Ten Years of War

By

**William Kirtley
Independent Scholar**

Introduction

Slide presentations clarify or emphasize an author's analysis of a problem. However, sometimes the images are memorable enough to merit discussion in themselves. This presentation uses the observations of French Semiotician Roland Barthes before analyzing the images in the traditional way. Barthes asserted images had different levels of meaning. He used denotation to refer to the literal definition of what the viewer sees in an image. He employed the word connotation to suggest the cultural conventions associated with an image. Lastly, he stressed the "punctum" or point encapsulates the meaning of an image with a period or an exclamation point (Barthes, 1977, p. 17). This script invites viewers to respond to the images shown from the standpoint of Barthes' theory.

Slide 1 - House

Observations -This Creative Commons image brings back memories of the Harry Belafonte calypso classic, "Hosanna." The first line of lyrics of the song reads "House built on a weak foundation – oh no, oh no" (Genius Lyrics, 2021, p. 1). The house of Bashar Assad has limited sovereignty after ten years of civil war. This loss of sovereignty serves as a reminder of the perils for a country entangled in a prolonged civil war.

Slide 2 – Map of Syria

Observations – This copyright free map serves as a guide to this presentation.
Analysis - This analysis starts with the most populous two-thirds of territory controlled by Bashar Assad's government. Isis controls the desert area in the middle of the country. The Syrian revolution began in Daraa in the South on the border with Jordan. Thence, this discussion moves to Golan Heights, a flash point during the recent conflict with Hamas. Then it moves to the militant-held Idlib in the North. Turkey controls the areas along the border east of Idlib. The Kurds control the areas above the Euphrates river. Three main US Army bases are located along the Western border of Syria.

Slide 3 –Bashar al-Assad

Observations – This image of the President of the Syrian regime is from the Enab Baladi Archive (An expressive photo, 2021). EB is an independent, non-profit news organization located in the outskirts of Damascus. The dark sinister image of Assad reflects EB's distrust of a man whose agents assassinated their first editor. EB is praised worldwide for the excellence of the work of their women reporters. This news organization granted permission for this author to use the images on their website.

Analysis – Syria occupies an area equivalent to the US state of Washington. Ten years ago the population was 23 million. Since then six hundred thousand Syrians have died, 12.6 million forced from their homes, and 90% have fallen into poverty (Ramadan, 3 March 2021, p. 1). US sanctions under the Caesar Syrian Civilian Security Act continues to punish Syria and its allies for human rights abuses. A Syrian thousand pound note was worth \$240 ten years ago. Today it is worth \$24. As a result, the middle class has ceased to exist. Assad recently won re-election to the Presidency with 95 per cent of the vote.

Slide 4 – Boy with Mortar Round

Observation – The punctum of this image from EB is clear. DON'T TOUCH THAT! The caption indicates this round is live, however, there is no visible fuse.

Analysis – This is a medium sized shell for a mortar, a muzzle loading, smoothbore, and indirect fire weapon. EB produced a series of images about the boy's family in Idlib who make a living recycling rockets, artillery shells, and mortar rounds (Gharibi, 5 March 2021, p. 1).

Slide 5 – Two Boys

Observation – This slide refers to the city of Daraa as the cradle of the revolution. There are pictures of two boys on the slide. The boy in the main photo, with his hands in his pockets, looks at graffiti on a wall. It refers to Bashar Assad, who by profession, is an Optometrist. The Arabic reads, "Your turn is coming doctor" (A young man 2018). The boy in the insert is Hamza Ali Al-Khateeb. Syrian Air Force Intelligence Officers from the Assad regime imprisoned him for writing the graffiti. They tortured him to death, mutilated his body, and tossed it into the street. When the extended families of Daraa discovered this atrocity they protested. A local governor panicked and called in troops who fired at the peaceful demonstrators. Thus the revolution began.

Analysis – Rehabilitation of Assad in the eyes of the world is impossible. He is responsible for many war crimes. Ten years of civil war could not bring him down and he will not willingly leave his position. It is unlikely the Russians or Iranians will allow his removal. As Jennifer Cafarella, National Security Fellow for the Institute for the Study of War, testified before Congress "There is no end in sight" (16 April 2021).

Slide 6 – Israeli Tank

Observation – This photo shows the formidable Israeli Merkava (chariot) firing four missiles from the Golan Heights into Syria (An Israeli armored vehicle, 19 November 2019). The Damascus airport is below, an hour and a half away. These tanks weigh 65 tons and travel 40 miles per hour on roads, and 34 miles an hour cross-country.

Analysis – Many consider this Israeli main battle tank (MBT) the finest in the world. The 1500 horsepower engine is mounted in front to provide space for six Infantry soldiers to ride in the back. The Merkava's 120 mm, smooth bore main gun, mounted well back on the chassis, gives this vehicle its distinctive low silhouette. The tank commander's helmet has a built-in helmet display similar to those used by jet fighter pilots.

Slide 7 – Map Golan Heights

Observation –Unbiased maps of this region are difficult to find. Assad regime maps refer to the Golan Heights as Syrian occupied territory. Mossad maps show Golan as part of Israel. This CIA map from the University of Texas Libraries (1989) shows Israeli settlements in the Golan Heights. Notice the buffer zone West of the border occupied by Russian and the United Nations Disengagement Observer Forces (UNDOF) that keep Iranian and Hezbollah forces out of this area. Defensive belts further East into Syria limit the number of tanks and troops stationed in this area.

Analysis – Hezbollah fighters backed by Iranian advisors, who enter the UNDOF zone, face immediate retaliation by Israeli forces (IDF). Those siding with Hamas during the recent flare up of violence, launched rockets from Lebanon into the Northern portion of the Golan Heights.

Slide 8 – Hezbollah Fighter

Observation – The yellow flag of Hezbollah, a Lebanese Islamiscist Shite militia, shows an arm holding an AK-47 reaching up from an A for Allah. It sits adjacentto a Russian made anti-tank missile launcher (Al-Qunaytirah, 24 May 2021, p. 1).

Analysis – The flags and insignia for Hezbollah are replete with symbols that resonate with the Islamic world. In deed, as well as image, Hezbollah has proven itself against the IDF especially in building fortifications and tank traps. It has thousands of fighters in Syria, lost 1,700 killed, and does not hesitate to engage Israeli forces.

Slide 9 – Map of Idlib

Observation – M-4 Highway in the center of the map is the defacto boundary between Government and Militant forces (TRT photo).

Analysis – According to the agreement, signed by Russian Foreign Minister Sergey Lavrov, on 6 March 2020, Turkey and Russia agreed to cease military actions in Idlib and establish a six-kilometer security zone along the M4 highway. This highway runs through Idlib and connects with Latakia, site of a sizable Russian base. M5 connects Aleppo city to Damascus and continues south to the Jordanian border. M5 continues northward to the border with Turkey, becomes M4, and continues eastward to the border with Iraq. Turkish, Russian, and US vehicles all contest for power along this stretch of the highway.

Slide 10 – Soldiers with Map

Observation – The punctum of this image is, “Where are we?” A Turkish enlisted man, and Office,r and a Russian Senior Lieutenant peruse a map of the area (Turkish Ministry of Defense, 17 March 2020).

Analysis - This photo indicates how difficult it is to find out exactly where you are, especially in the contested area of the M-4 highway in Idlib. There are about 13,000 Turkish soldiers occupying Syrian territory.

Slide 11 – Militant Graduation

Observation - A graduation ceremony in Idlib for fighters from The National Liberation Front, a coalition group of militants allied with Turkey (Azaaeem, 25 October 2020, p. 1).

Analysis – There are 90,000 militants in Idlib. The majority belong to a group called Hay'at Tahrir al-Sham (HTS).

Slide 12 – Kurdish Women Soldiers

Observation – This Enab Baladi Archives photo (2015) shows a woman on the left with a Peshmerga (Those who face death) patch indicating she belongs to the Kurdish army of Iraq. The woman on the right has a patch with the likeness of Abdullah Ocalan, the spiritual leader of the Kurds, who is imprisoned by the Turks for terrorism. Kurdish women’s units were particularly effective fighting ISIS (Darwish, 10 March 2020, p. 1).

Analysis - Ocalan’s books on patriarchy and democratic confederalism have a deep influence on the Kurdish people.

Slide 13 – ISIS flag

Observation –The inscription on this creative commons photo refers to a basic tenant of Islam, “There is no God but Allah, and Mohammed is his prophet.” The former US President insisted coalition forces defeated the caliphate, but in reality, they still control large swaths of the Syrian Desert, as well as villages along the Euphrates river.

Analysis – Militants use familiar symbols and phrases to influence people (ISIS flag).

Slide 14 – US Forces

Observation – This transitional slide gives the total number of US forces in Syria and the location of their three main bases.

Analysis – It is difficult to find accurate numbers of US soldiers in Syria, as the Defense Department does not make this data available. Other countries are equally vague. Russia has about 7,000 combatants in Syria. They maintain their own intelligence and security elements.

Slide 15 – Bridge

Observation – This photo by Abdul Azis Saleh (24 July 2020) from EB depicts a young man diving off a bridge into the Euphrates to escape the summer’s heat. The punctum is the three young boys watching.

Analysis – The diver is a metaphor representing the risks of the US diving into Syria.

Slide 16 – Hasakah Base

Observation - This EB image shows US forces in a Bradley fighting vehicle, part of a convoy moving into Hasakah in the northeastern part of Syria. The punctum is the children waving (Darwish, 10 February 2021, p 1). This is a nice change from the photos showing Syrians throwing rocks at US, Turkish, and Russian vehicles.

Analysis – After a series of clashes along the M-4 highway, President Biden sent American forces to “keep an eye” on the Russians. This Kurdish area once housed as many as 25 US bases, until President Trump withdrew most of the troops in this Kurdish held area.

Slide 17 – Conoco Base

Observation – This US Army photo show a US soldier from the 1st Armored Division in a Bradley fighting vehicle.

Analysis – President Trump sent a North Carolina National Guard Unit “because I kept the oil.” (Brennan, 15 January 2020, p. 1). Other National Guard and Regular Army

units have replaced this unit. President Biden changed their mission to protecting the oil fields from ISIS. A US company, Delta Crescent, pumps oil from this area under license from the Kurds and then sells it at top price to the Assad government. The US Treasury department recently voided the Company's waiver of the Caesar Act making such a practice illegal. Such a lucrative business will most likely find a way to continue.

Slide 18 – Tanf Base

Observation – Look at the earthen walls that make up this fortification. Observe the Syrian Arab Army forces of Assad loitering outside the walls of this US base.

Analysis – This base is situated on the road from Damascus, Syria to Bagdad, Iraq and then onto Tehran, Iran. US Army Special Forces and local militant groups carefully monitor Iranian observers and supplies transported on this road. (Photo from *Islam Times* 23 June 2018).

Slide 19 – Conclusion

Observation – US forces Tanf, Syria (US Troops).

Analysis – Are the limited gains of these bases worth the risk of being involved in a war? What are the traps for US involvement in this region? What modest goals should the United States adopt in Syria during the next four years of the Biden administration? There are more questions than answers when it comes to this house built on a weak foundation.

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A young man looking at the wall that reads: "Your turn is coming doctor" in the city of Daraa, in southern Syrian (2018) [photograph] *Enab Baladi Archives*. <<https://english.enabbaladi.net/archives/2021/03/in-daraa>>

See the NSSA website for Virtual Seminar 2021 to see all images

WHAT ARE CALIFORNIA STUDENTS, PARENTS AND TEACHERS THINKING ABOUT THE FULL OPENING OF SCHOOLS IN THE FACE OF COVID- 19 AND RECENT GUIDELINES FROM THE CENTER FOR DISEASE CONTROL AND PREVENTION (CDC)?

NATIONAL SOCIAL SCIENCE VIRTUAL SUMMER SEMINAR

JULY 21, 2021

PRESENTED BY:

DR. SAM A. MARANDOS, ED.D.

DR. IDA RANDALL, ED.D.

ABSTRACT

This study's goal is to review the most recent Covid-19 information coming from the CDC and its impact on student, teacher, and parent attitudes and feelings about returning to school in face-to-face instruction and learning.

COVID-19: THE START

- *December 31, 2019* – China makes the U.S. aware that a new virus has been detected in China.
- In early *March 2020*, an elderly man, aged 70, in Rocklin, California, died as a result of Covid-19. His death caused Governor Newsom to declare a state of emergency in California.
- In about two weeks after that, *Gov. Newsom ordered schools in the state to shut down* which was followed by stay-at-home orders. These stay-at-home orders were repeated off and on as the virus spread quickly.

EVENTS LEADING TO SCHOOL CLOSURES

- More than *5.7 million K-12 grade students were ordered to stay home* starting March 13, 2020.
- *Most* of the state's 1,000 *school districts shut down* for periods ranging from two to four weeks. Of the 6 million public school students, 95% of them were impacted.
- Some school districts argued that closing the schools would *impact* whole communities because schools provided *essential services like meals, child-care, mental health services, etc.*
- *Keeping students in school* would keep them away from vulnerable elderly and sick adults, minimize disruption for parents and first responders.

SCHOOL CLOSURES IN CALIFORNIA

- The problem with mass closures according to state officials, administrators, and the Governor was the issue of *limited bandwidth* to provide distance learning to students over long periods of time.
- Additional concerns were voiced about parents who would be working in *critical needs employees* leaving their children at home without supervision.
- There were also arguments about closing the schools in order to more *effectively deal with the virus*.
- The *California Teachers Association* asked the Governor to close all schools in the state.

THE NEW REALITY

- *School districts decided to close* for two or more weeks to *allow health officials* to deal with the virus.
- *The challenge then, for schools*, became the need to provide distance learning for all students. The problem was that many disadvantaged students did not have internet or even computers to be able to participate.
- The Governor announced that schools will get student attendance *funds that they could use to fund distance learning.*

A YEAR LATER: 2021 – THE NUMBER OF COVID-19 CASES MUSHROOMED

- ***Globally, as of 5:32pm CEST, 8 June 2021***, there have been 192 million confirmed cases of COVID-19, including 4.12 million deaths reported to WHO.
- ***In United States of America***, as of July 20, 2021, there have been 34.2 million confirmed cases of COVID-19 with 609,000 deaths, reported to WHO.
- ***In California***, as of July 19, 2021, there have been 3.87 million cases of COVID-19, including 63,740 deaths.
- ***For more statistical information, go to:***

<https://covid19.who.int/region/amro/country/us>

CHANGE: CDC GUIDELINES FOR SCHOOLS: MARCH 2021

- *On March 2021*, the CDC recommended that all businesses and schools be reopened.
- For *schools and child-care programs*, the operational strategies include:
 - 1) Correct use of **masks**;
 - 2) **Physical distancing**, 6 feet
 - 3) **Testing** to identify possible individual infections with COVID-19
 - 4) **Vaccination of teachers and all staff members** so that to add additional layers of protection against the virus

NEW OR UPDATED CDC GUIDELINES FOR SCHOOLS

- On *May 15, 2021*, CDC *updated* its recommendations for opening schools for either Summer School or the Fall school start.

The CDC emphasized the following:

- *Engaging the whole school community* in order to help build a safe environment for everyone in the school setting (Administrators, Teachers, Students, Parents, school support personnel, custodial staff, cafeteria personnel, family services, and other individuals who may come into the educational environment).
- *Schools should reach out to different groups of parents* in order to better serve the various groups of students represented in the schools (students of color; low-income; students with disabilities, ELL, homeless students, students in foster care, plus all other students).

PREVENTION STRATEGIES FROM CTC MAY 15, 2021

CDC recommended that schools provide:

- *Proper use of masks* (Fitting properly, worn at all times, in hallways, cafeteria, restroom, gyms, auditorium, etc.)
- *Physical distancing*, changed to 3 feet for Elementary; middle and high school students should be 6 feet.
- Frequent *handwashing*; adequate supplies
- Making sure that the *facilities are cleaned*, air conditioning units having clean and appropriate filters, and other facilities being kept clean and healthy.
- *Contact Tracing* should be in operation with isolation of students or other personnel who test positive followed by quarantine.

CDC GUIDELINES CONTINUED

In the classroom:

- *Only necessary furniture* that is necessary. All other should be moved out to provide more spacing for distance between students.
- *Minimal in-person interactions* between teachers, aides during staff meetings, during lunch time, and situations where it might lead to adult transmission of the virus.
- *Minimize outside visitors* and all permitted visitors should be required to wear masks.

CDC GUIDES CONTINUED

Additional recommendations:

School bus transportation should include a seating arrangement where only one child sits per row and sometimes even skipping rows if possible.

Masks are required in buses by Federal order.

Bus windows should be open for proper ventilation.

Student arrival should follow a staggered schedule so that only small groups/cohorts of students arrive in staggered fashion.

There should be *alternate schedules* for fixed cohorts of students and staff so that there will be smaller number of students in the classrooms at any one time.

FULLY VACCINATED GUIDANCE AND OTHER RECOMMENDATIONS

The most recent updating by CDC recommends that when it is safe to reopen, schools should be prioritized over other businesses:

- *In-person instruction* should be prioritized over extra-curricular activities and other social gatherings. The safety of all students is paramount.
- It is assumed that *younger children* in the elementary grades have lower susceptibility and incidence of in-school transmission than older students in the higher grades.
- In case of an *uptick of infections*, schools may close temporarily for in-person instruction.
- *Options for teachers and other staff* should include telework, virtual teaching, environmental modifications, scheduling flexibility, and whatever other options available to the schools.

SYMPTOMS THAT REQUIRE IMMEDIATE ACTION

When the following symptoms occur for a student, teacher, or staff member, the individual should be referred for testing:

- *100.4 degrees* Fahrenheit or higher
- *Sore throat*
- *Cough* (for students with chronic cough due to allergies or asthma, a change in their cough from baseline)
- *Difficulty breathing* (for students with asthma, a change from their baseline breathing)
- *Diarrhea or vomiting*
- *New loss* of taste or smell
- *New onset* of severe headache, especially with a fever

CDC RESOURCES AVAILABLE

New CDC resources are available to provide information about this directive:

- The [*COVID-19 Vaccines for Teachers, School Staff, and Childcare Workers*](#) web page provides school and childcare staff with the latest information about where and how to book an appointment.
- The [*COVID-19 Vaccine Toolkit for School Settings and Childcare Programs*](#) provides schools and childcare programs with ready-made materials they can use to communicate with staff about COVID-19 vaccination.

HOW DO PARENTS FEEL ABOUT SCHOOLS RETURNING TO FULL-TIME FACE-TO-FACE INSTRUCTION? *CHECKLIST FOR PARENTS*

Check child each morning for sign(s) of illness. If temperature is 100.4 degrees or higher, the child should stay home.

Make sure the child does not have a sore throat, cough, diarrhea, severe headache, vomiting, or body aches.

If child had contact with Covid-19, child should not go to school.

Contact the school's coordinator if a problem occurs. Know who to contact.

Make sure the child is up to date with *vaccination*.

Be sure to know *testing center location*.

Review with the child proper *hand washing techniques* at home and explain why it's important.

CHECKLIST CONTINUED

Be sure how the school provides for *water for students*. Parents can provide a bottle of water.

Review procedures for what to take to school each day and what to do when coming home (washing hands immediately and wear masks).

Plan for possible school closures or periods of quarantine. Plan for parents to telework if child tests positive and has to quarantine.

Ask the school how they will deal with the child who has an IEP or 504 Plan. How will services for this student be provided.

Talk with school administrators how students' plan to provide for physical education and physical activity (i.e., recess).

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/parent-checklist.html#:~:text=%E2%80%A2%20Wash%20and%20sanitize%20their,using%20a%20safe%20product.>

HOW DO TEACHERS FEEL ABOUT RETURNING TO FULL-TIME FACE-TO-FACE INSTRUCTION AFTER CDC ANNOUNCEMENT?

- A number of teachers close to *retirement*, decided to exit teaching.
- The rest of the teachers expressed willingness to return to in-class instruction provided the schools had *procedures established* for their safe return.
- School *officials must provide* clean classrooms, well ventilated classrooms, furniture placed apart or protection provided for the individual students.
- *Masks* must be worn by students and teachers, and other personnel.
- Teacher unions negotiated with school districts *to protect both teachers and students*.

HOW DO *ELEMENTARY* SCHOOL STUDENTS FEEL ABOUT RETURNING TO A SCHOOL SCHEDULE DURING SUMMER AND FALL?

- *Students* are willing to get back to school because their friends and other children will be there to *socialize*,
- *interact* in the classroom and outside, have activities to *engage* them in learning, and
- their *teachers* will be there to *help* them *learn* better.

HOW DO *SECONDARY* SCHOOL STUDENTS FEEL ABOUT GOING BACK TO SCHOOL FIVE DAYS A WEEK?

- Most students at this level would be happy to return to their classrooms for *better learning and socializing*.
- *Some* students will continue with *distance learning* until they were willing to come for face-to-face learning in their school's classrooms.
- *Lots of support* will be needed for these students in *catching up with their studies* and be able to get the grades they need to pass their courses and be able to graduate.
- *Counselors* and other support staff will be present to help them with *personal issues and learning problems*.

HOW DO COLLEGE STUDENTS FEEL ABOUT RETURNING TO THEIR COLLEGE/UNIVERSITY CAMPUSES FOR FACE-TO-FACE INSTRUCTION AND LEARNING?

- *All colleges and universities* did provide distance learning for their students.
- *Some colleges/universities* will continue to provide programs online and students prefer
- *Most students are eager to return* to face-to-face instruction
- *Most students* feel they learn best in the physical classroom and interacting with faculty and classmates
- *Most students* miss the interaction with other students and faculty

WHAT DO THE EXPERTS HAVE TO SAY ABOUT THE OPENING OF SCHOOLS AT ALL LEVELS AFTER THE CDC'S NEW GUIDELINES?

- *Precautions* are highly recommended for in-person learning. These include:
- Keeping *physical distance*
- Wearing a *mask*
- *Avoiding sharing* objects with peers, including water bottles, devices (phones, tablets), and books.
- Making sure to *wash and sanitize* their hands with hand sanitizer that contains 60% alcohol.

WHAT SHOULD TEACHERS/PARENTS BE PREPARED TO OFFER TO STUDENTS FOR SOCIAL/EMOTIONAL SUPPORT FOR STUDENTS?

- It's important for both parents and teachers *pay attention to students' behaviors*, like excessive irritation, worry, sadness, unhealthy eating, difficulty concentrating, etc. that may be signs of the students struggling with stress and anxiety.
- Teachers should use *social/emotional support for all students* and especially those who are struggling. Good social interactions will help students to function in the classroom. Positive emotional adjustment will enable students to adjust to stress and worry.
- *Referral to specialists*, such as counselors and school psychologists should be available for students.
- *Connecting* between students and their teachers is the key to good adolescent mental health.

WHAT CHANGES SHOULD THE STATE, DISTRICTS, AND SCHOOLS MAKE TO HELP STUDENTS ADJUST TO THE POST COVID-19 PERIOD? *ASSEMBLY BILL 104* STIPULATIONS.

Assemblywoman Lorena Gonzales, D-San Diego, has authored Assembly Bill 104 for the purpose of *creating different options for students* who may be negatively impacted during the Covid-19. *This includes:*

Changing low grades to a pass/nopass grading approach.

Allowing students to take *an extra year of high school*.

Waiving local district graduation requirements that exceed the state credit and course minimums for students who were juniors or seniors in the 2020-21 school year.

Allowing students with a failing grade to take the course over again.

AB BILL 104 CONTINUED

- *Special attention and support* to low-income Latino and Black children, to English Language Learners, and other students who struggled during the pandemic to keep up with learning through distance learning.
- With *federal Covid-19 aid* up to \$40 billion, districts should *mandate interventions and support for* students who are on track to graduate or have Ds, F's, no-pass for more than half of their grades.
- Assembly Bill 104 provides a *process by which parents, school administrators, and teachers can plan* ways to help students catch up.
- *Retention is discouraged* by a Rand Corporation study, by principals, and by the Governor. According to the Rand study, “Several large-scale statistical analyses have established retention as a strong predictor of student dropout.”(Fensterwald, June 2021).

ASSEMBLY BILL 928 :TRANSFERRING FROM COMMUNITY COLLEGE TO CSU AND OTHER UNIVERSITIES.

- Assembly Bill 928 would *simplify the associate degree for transfer* even more by forcing the CSU and UC to develop a general education path that eliminates confusion across multiple courses and would automatically place students on a transfer path. The bill remains in the Legislature.
- *Establish an ADT transfer degree program* for community college students so that they do not have to spend years taking extra courses in order to be able to transfer to CSU and UC.

AB 104 CONTINUED

- All high school students can *change letter grades* to pass or no pass for courses in 2020-21 school year.
- The Bill would *waive all credit requirements* above the state's minimum for students who were high school juniors or seniors in 2020-21 school year.

SOME HIGHLIGHTS FROM THE SURVEYS: PARENTS/OTHER ADULTS, STUDENTS, AND TEACHERS

~~Parents/Other Adults: 13 participated~~

1. How concerned are you about the new guidelines regarding not wearing masks inside or outside that were recently recommended by the CDC?

- 1. Not concerned (4)
- 2. Somewhat concerned (1)
- 3. Very concerned (2)

1. Should school districts open for face-to-face instructions for grades 7-12 on a traditional schedule, five days per week?

- 1. Schools should start on a face to face, 5 days a week schedule (5)
- 2. Schools should open 3-4 days per week with some online instruction (6)
- 3. Parents should have a choice of whether to send their children to school or keep them at home until spring 2022 (2)
- 4. Administrators, teachers and parents should come to an agreement about how schools should start (0)
- 5. I do not know what the answer to this dilemma (0)

SOME HIGHLIGHTS FROM THE SURVEYS: PARENTS/OTHER ADULTS, STUDENTS, AND TEACHERS

- Students: 13 students participated

1. Are you ready to return to school this Fall?	a. Yes (10) b. Not Sure (3) c. No (0)
1. Have you been vaccinated for Covid-19?	a. Yes (5) b. No (8) c. I will before school starts (0)
1. Would you rather learn through online teaching only?	a. Yes (3) b. No (10)
1. Would you like to be online some of the days and at school the other days of the week?	a. I like to have online some of the days and at school the other days of the week. (6) b. I prefer to go to my school five days per week on a regular schedule. (7)
1. I learn best when...	a. I am in my classroom with my teacher and other students. (11) b. I learn best online. (2)

SOME HIGHLIGHTS FROM THE SURVEYS: PARENTS/OTHER ADULTS, STUDENTS, AND TEACHERS

- Teachers/Counselor/Other: 8 participated

<p>1. How concerned are you about the new guidelines regarding not wearing masks inside or outside that were recently recommended by the CDC?</p>	<p>1. Not concerned (1) 2. Somewhat concerned (6) 3. Very concerned (1)</p>
<p>1. Should school districts open for face- to-face instructions for grades 7-12 on a traditional schedule, five days per week?</p>	<p>1. Schools should start on a face to face, 5 days a week schedule (5) 2. Schools should open 3-4 days per week with some online instruction (0) 3. Parents should have a choice of whether to send their children to school or keep them at home until spring 2022 (2)</p>
<p>1. Should schools follow the same patterns for starting schools for PreK-6th grades as the older students in grades 7-12?</p>	<p>1. Yes (5) 2. No (1) 3. They should have a different schedule because they are younger (1) 4. I do not know what is best (0)</p>
<p>1. How concerned are you about students in Pre-K-6th grade contacting the Covid-19 virus?</p>	<p>1. Not concerned (4) 2. Somewhat concerned (2) 3. Very concerned (1)</p>
<p>1. Should all students PreK-6th grades be vaccinated before allowed to start school in the Fall 2021?⁸⁶</p>	<p>1. Yes (5) 2. No (2) 3. I do not know (0)</p>

CONCLUSIONS

- In [a statement](#) accompanying California's Safe Schools for All plan, the *California Department of Public Health asserted the following:*
- Research across the globe shows that *children get Covid-19 less often than adults*, and when they do get sick, they get less sick than adults.
- In studies of open schools in America and around the world, *children do not seem to be major sources of transmission* — either to each other or to adults.
- The growing body of evidence is particularly strong regarding *lower risks in elementary schools*.
- Even in communities with many Covid-19 cases, *we do not see many outbreaks in schools*. That's because the *right precautions can stop outbreaks before they start*.

CONCLUSION CONTINUED

- *Schools will still be expected* to require that students and adults wear masks at school, including staff and students who are fully vaccinated.
- *State law says that school districts must offer distance learning* for children whose parents don't want them to receive in-person instruction. In fact, surveys show that in many districts, a majority of parents prefer their children continue to receive instruction remotely. That is especially the case in large urban districts.

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ITEMS FOR DISCUSSION

- Introduction and Background
- Purpose of Study
- Review of Literature
- Participants
- Methodology
- Findings/Results
- Conclusions/Recommendations
- Questions and Responses

INTRODUCTION AND BACKGROUND

- Educational Leadership graduate students participating in the EDLD 5339 School Principal course are required to address their perspectives regarding their professional growth in becoming a collaborative instructional leader. In the last week of the course, students shared their reflection with colleagues regarding their progress as a collaborative instructional leader in the week 5 discussion board.
- Moreover, these students were required to participate in two simulated problem-solving activities that are addressed during the five weeks of the course. Students were engaged in the simulation of promoting the improvement of student achievement in an equitable learning climate as well as simulating the promotion of a school/family/community partnership evaluation.

INTRODUCTION AND BACKGROUND

- In their reflection, students were encouraged to incorporate the articles, chapters and materials focused on collaboration and levels of collaborative behavior. They also shared their personal learning based on the way they currently work with others in their present role and discussed the impact of their collaborative leadership knowledge and how they will lead a campus as an aspiring principal or in their current leadership role.

PURPOSE OF THE STUDY

- The purpose of this study, conducted Fall 2020, was to gain insight into candidate perceptions regarding the impact that participating in simulated problem-solving activities had on their development as a collaborative instructional leader.
- This study regarding collaborative leadership addresses the impact leadership simulations have on principal candidates' application of collaboration efforts with colleagues, parents and community stakeholders.
- Data from this study will be incorporated as part of the on-going process for program improvement of the School Principal course (EDLD 5339) in the university's principal preparation program.

REVIEW OF THE LITERATURE

Collaboration

- Researchers indicate that shared or collaborative leadership among teachers and school leaders focused on shared learning and common goal setting can support leadership expertise across learning communities. (Kennedy, et al., 2011).
- The authors focused on evaluating the relationships related to distributed leadership, innovation and collaboration. They found a connection between collaboration and teacher innovation. Further, collaboration among teachers and school leaders supported organizational innovation. (Coban & Atasoy, 2020).
- DuBois (2011) found that collaboration with faculty and the school community was critical to successful leadership.

REVIEW OF THE LITERATURE

Collaboration

- Collaboration isn't just "getting along. It means working together creatively and collegially, even under massive pressures and deadlines, toward shared goals. Bosses need to assess how the responsibilities and tasks they assign to each person or team build or break down the chances of collaboration. Asking staffers for their input on this is a great starting point. (Geisler, 2014)
- To assess their organization's ability to collaborate, leaders must first determine what barriers to collaboration exist within their organization. (Bishop & Fisher, 2017)

REVIEW OF LITERATURE

Community Engagement

- Researchers suggest focused engagement and frequent, clear communication regarding opportunities support participation with school and community members. Additionally, providing multiple outlets for communication and community engagement allows school and community members opportunities to work as a partnership (Gilly, 2013).

REVIEW OF LITERATURE

Building Relationships

- Cultivating and developing positive relationships with students, faculty and community members are critical for supporting and increasing student performance (DuBois, 2011).
- When school leaders engage with stakeholders in meaningful dialogues about shared problems, the capacity of the stakeholders to address and solve problems is heightened. (Poynton, Makela, & Haddad, 2014).
- Gregory, Bell and Pollock (2014) indicated that supportive and authentic relationships are essential when developing a positive school climate, reducing problem behaviors, and narrowing gaps.

REVIEW OF LITERATURE

Data Analysis

- Data analysis is key in making connections between data and continuous improvement. Teachers need tools to successfully analyze data, so it is important that the data are made available to them and that systems are in place for professional learning opportunities for them to learn how to analyze data (Desravines et al., 2016).
- Instruction that is based on data analysis is pinpointing exactly what students need and supporting them as they learn (Bambrick-Santoyo, 2018).
- School leaders are responsible for developing the data analysis skills for teachers and assisting teachers in creating action plans based on the data (Desravines et al., 2016).

REVIEW OF LITERATURE

Instructional Leadership

- In considering the term instructional leader, one should be aware of the support structures within instructional leadership. This role of instructional leader could be met in the role of the principal, instructional coaches, or teacher leaders. Individuals in each of these leadership roles focus on how leaders can improve instruction (Neumerski, 2013).
- School leaders who support shared instructional leadership impact the strength of collaboration. Moreover, this shared instructional leadership focused on collaboration increased student learning (Goddard, et al., 2010).

PARTICIPANTS

Demographic	Percentage
Gender	
Female	74%
Male	25%
No Gender Provided	.6%

CHARACTERISTICS OF PARTICIPANTS

Demographic Profile	Percentage
Ethnicity	
Asian or Pacific American	1%
Bi-Racial or Bi-Ethnic	1.2%
Black, or African American	21.7%
Hispanic or Latino	18.4%
Multiple Heritage	.9%
Native American	.4%
Other	.4%
White/Caucasian	54.4%
No Ethnicity Provided	1.6%
Total	100%

METHODOLOGY

- A representative sample of candidates was collected in the Educational Administration, Master of Education, Educational Technology Leadership, Master of Education, and Principal Certification programs enrolled in EDLD 5339 Fall 2020. The representative sample of the candidates' discussion board responses are reflected in this study.
- Using descriptive statistics, the quantitative survey data were tabulated and reported. Researchers tabulated individual remarks. An individual student could have made more than one comment aligned to identified themes.

METHODOLOGY

- Student responses were examined for overall trends and themes through qualitative analysis.
- Coding was based on the principles of comparative analysis which includes the comparison of any coded element in terms of emergent categories and subcategories regarding collaborative leadership development.

METHODOLOGY

The total number of students enrolled in EDLD 5339 in Fall 2020 was 1,040. The sample size for this study was 510 students which was 49% of the total student population for this course.

Of the sample, 227 students were pursuing a masters degree and certification; while 221 students had a masters degree and were pursuing principal certification only.

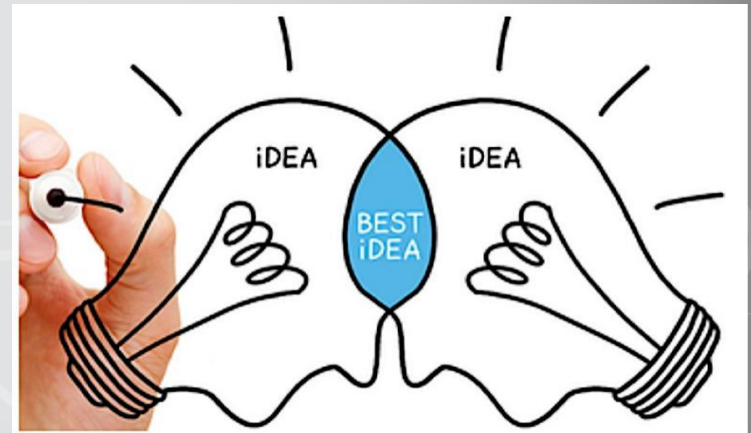
Finally, 62 students were pursuing an Educational Technology Leadership, Master of Education degree.

RESEARCH QUESTION

What impact do leadership simulations have on the application of collaboration efforts of principal candidates?



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DATA COLLECTION AND ANALYSIS

Identified Theme	Number of Comments	Percentage of Total Comments
Importance of Collaboration	1,766	29.8%
Engagement of Community Stakeholders	763	12.9%
Instructional Leadership	645	10.9%
Course Support	593	10.0%
Communication	544	9.2%
Building Relationships	396	6.7%

Data Collection and Analysis

Identified Theme	Number of Comments	Percentage of Total Comments
Data Analysis	280	4.7%
Stages/Levels of Collaboration and/or Barriers	250	4.2%
Listening	233	3.9%
Inspiration	166	2.8%
Creating Buy-in/ Ownership	162	2.7%
Vision	133	2.2%

FINDINGS/RESULTS

Importance of Collaboration

- I really appreciate the way we've learned about collaboration from different angles. We've learned how collaboration improves the culture and motivation among those you lead. We've learned steps to break down what that collaboration should look like and roadblocks to anticipate. Having a framework to implement collaboration makes it a more tangible aspect of leadership. This multi-faceted look at all the ways collaboration ultimately improves student outcomes makes it much more important to me as I move into my next position.
- The information and practical experience I have gained throughout the entirety of this course has already impacted my collaboration style on campus. As a third grade self-contained teacher, I already collaborate with members of my grade level team. However, throughout this process, I have recognized the value of going beyond the confines of my grade level to other educators across my campus, and even those at other campuses. Additionally, I have made an effort to reach out to parents more frequently in relation to their goals and input regarding where they would like their student to be. Furthermore, I have found myself reaching out to administration when I am trouble shooting a problem more frequently than I typically would.

FINDINGS/RESULTS

Importance of Collaboration

- This course has taught me the importance of being a collaborative leader and not just a leader. The School, Family, and Community (SFC) project has taught me that things work better when more brains are put together and when you value others' opinions. That entire project could have been done individually by sending a survey to all parents, individually analyzing the results, and coming up with a plan of improvement. However, the beauty of collaboration is that it is not your project, it is the school's project. People are more invested in change when it comes from teamwork and not when it is a directive. Learning about collaboration has changed my perspective on the many things that I can currently do involving others. Also, the video assignment made me aware of what my teachers currently need. After collaborating with them, I immediately changed a professional development session I had planned to accommodate my teachers' needs. If I would not have collaborated with them, I would not have given a training that was needed and valued.

FINDINGS/RESULTS

Engagement of Community Stakeholders

- This course has also changed the way I think about being an administrator. I think as teachers we look at administrators and think that their only job is to manage the staff, work with the budget, and deal with students. This course has made me realize just how vital collaboration is to the administrator. Working with parents and the community on the level that we simulated in the SFC project is something I had never considered as part of the administrator's job. I think I would like to create something like that when I move into an administrative position. Too often principals' only form of collaboration is with their staff or with the PTO but it's so important to collaborate with a variety of people and on a consistent basis.
- There were so many great things to take away from this course! I didn't actually mention the partnerships in my discussion posts, but I agree with you and genuinely believe that they have given us a better understanding of how to be a collaborative leader. Before starting this course, community outreach and partnerships was not even something that I believed was important. It's just one of those things that you don't know you need to know, until you know! I cannot even imagine taking on the role of an assistant principal or principal without having the knowledge we've gained from this course... Of course, with the pandemic, the best we could do was "simulate" this process, but in the end, I feel like we had to apply a deeper level of comprehensive thought and foreshadowing of what our meetings would be like and what the outcomes would consist of. Ultimately, I believe this deepened our understanding of planning and organizing collaboration amongst large groups!

FINDINGS/RESULTS

Instructional Leadership

- The knowledge gained in this course will impact the way I lead in my next administrative role in many ways. One of those is making sure that I develop relationships with those around me to build the trust needed to have true collaboration. This will take time. It will be important for me to be intentional with those around me in getting to know them as a person, their strengths, and their weaknesses. I also will make sure that my staff is informed. I have seen the importance of ensuring that information is shared promptly and is clearly communicated. It is important to bring the faculty in and involve them when problems arise and collaborate to solve them. I have also learned the importance of listening. To truly collaborate as an instructional leader, I must actively listen to others' opinions and ideas. I also have learned that in order to inspire those around me, I must build upon their strengths. A way to do that is to place them in leadership areas within the campus where they are allowed to use their strengths to lead their colleagues. Through this course, I have built upon my idea of what it means to be a collaborative instructional leader.
- I found this course very inspiring. As a 21 Year Army Veteran; many of the lectures, articles that we have read, and learning objectives bring to mind what it takes to be a great leader in any environment, be it Military or in Education. You must continuously possess clear and concise communication skills, be willing to collaborate, and be receptive to feedback and criticism. At the same time, you must leverage contributions from all stakeholders and be inclusive of diverse perspectives to grow as a team. As a result of this course, I will serve on our campuses CIT to provide my insight and knowledge to facilitate collaboration with peers to better shape our campus' shared goals, joint decision-making, responsibilities, improve educational practice, and enhance scholar achievement.

FINDINGS/RESULTS

Course Support

- The knowledge I have gained from completing this course will allow me to be a more effective, collaborative leader within my district. Specifically, working on the SFC committee project has taught me to consider many different perspectives of all stakeholders involved within the community, and how critical it is to be inclusive. The strategic problem-solving activity addressed how improving school culture through collaboration leads to more positive outcomes for the entire community.
- All the activities and articles I have done and read for the last couple of weeks have definitely made me grow as a teacher and a leader. First, I have never worked on an SFC partnership committee. By having the opportunity to simulate one and go through all its steps, I feel I gained much more knowledge and better understand how important family and community involvement are for the school. This course, the readings, and the discussion board posts and responses made me realize that I still have a lot to learn, but at the same time, gave me the motivation to keep working hard. The strategic problem assignment was also something new for me. It really made me think and made me change my mindset from a teacher to a school leader. I can say that the acquired knowledge in this course has given me more confidence in my teaching and how I approach my colleagues. This course provided me new knowledge I needed to be able to succeed in an administrative role.

FINDINGS/RESULTS

Communication

- My top two topics that I feel are the most crucial that I have learned is communication and collaboration. We do not work alone in the field of education and we interact with so many people throughout the course of a day. Therefore, we must be knowledgeable about both, be conscious of both with our words and action, and be able to identify barriers that need to be removed to create better conditions for all
- I plan on also ensuring that my communication with my school community is clear and concise. Additionally, I will ensure that my stakeholders can view campus news using various mediums - social media, newsletters, community bulletins, and emails. I feel that communication and community involvement have been the major themes of the past five weeks and for me, they were the biggest takeaways. I feel that strong communication with your teachers, staff, and students combined with strong community involvement will lead to greater success over time for your campus.

FINDINGS/RESULTS

Building Relationships

- I felt the two projects we have been working on through this course have provided delving into a principal's mindset. It is challenging to switch gears to have decisions rest on your shoulders and realize the decisions are far reaching. It is real people we will be leading and having time to think through these scenarios has been very valuable. With the challenges we face this year, building strong relationships to benefit our students is even more essential.
- With my newly acquired knowledge, I know now that collaboration is much more than this. It incorporates all stakeholders. Those that I interact with daily in the school hallways, parents, and most importantly community partners. Knowing this, as a potential leader and someone who is seeking a higher administrative role I know that it is imperative that these relationships are valued and that each person has a say in the everyday ongoing of the educational community that I am a part of. When in the leadership position I'll always keep this in the forefront along with keeping communication pathways open and varied and keeping in mind that this is not a solo mission. Being a principal or any type of administrator for that matter is a team effort and should not be taken lightly.

FINDINGS/RESULTS

Data Analysis

- I have started to experience a shift in my own mindset of data. Although it comes with a heavy-work load in terms of analyzing and collecting it, the hard work in the data-driven decision-making process pays off. This allows those informed and knowledgeable decisions to be made that are necessary for student and stakeholder success. I love how this course allowed us to practice and experience the process of SFC collaboration so that one day we are ready to tackle this head on!
- This course has highlighted the importance of data driving the decisions, and that this data should also come from the students. We have begun to conduct data cycles around student surveys and have found this to be an excellent resource to incorporate into PLCs when they are reflecting upon the data communicated in their assessments. Power must be distributed to ensure these data cycles are effective, and that connection to the community should be established to further meet the needs of students. This way data is received from all stakeholders and allows everyone to embrace our vision by working towards a common goal and using data to evaluate the effectiveness of the process.

FINDINGS/RESULTS

Stages/Levels of Collaboration and/or Barriers

- Harvey's adapted quote from Simon Sinek was very spot on! I've personally experienced being a motivated teacher that was not inspired at my campus. I loved the students and the community I served, but I felt I needed to leave after 3 years to continue my professional growth. **The knowledge I've gained from the course work and collaboration lecture will positively impact my future leadership role because it shows me the patterns and effects of miscommunication and ineffective collaboration.** Geisler's barriers to communication resonated with me the most. It showed me the importance of knowing the effects each component can have on your staff. Though it takes a lot of time to ensure the components of these barriers don't become active on your campus, the results will be rewarding.
- Dr. Harvey's lecture on the difference between collaboration and cooperation was very eye opening as I have always been a cooperative person in and out of the classroom, but **collaboration has opened my eyes to the impacts that can be made in leadership, decision making, and accomplishing goals. Breaking down the importance of informing, involving, including and inspiring has pushed me to really think about how invested I have been and can be in the future when it comes to leadership projects.**

FINDINGS/RESULTS

Listening

- I agree the key to communication, effective communication, is listening, not hearing, listening. Many people forget or are too busy trying to figure out what they want to say next rather than listening to the conversation or what is really being said to them. Being an effective communicator is something that has to be practiced everyday, in my opinion. I hope on my administrative team I find effective communicators.
- I also noticed that I listened more attentively to my peers while taking this class. It showed me that collaborating and listening to ideas is a necessity for solving problems. I also learned that listening also helps create specific shared goals and identifies strengths in others.
- My knowledge from this class effects the way I currently work with others in my present role. First, I have learned to listen more than I speak and listen to more knowledgeable others than me. Learning how to work with others that I just do not particularly like has been something that I have worked on since joining this class. I have found that working with these individuals has really given me much insight. I applied to taking other ideas and merging with my thoughts to ensure that my students are successful.

FINDINGS/RESULTS

Inspiration

- Cooperation is the basic level of communication, but it is critical to move beyond that to truly engage with all stakeholders to maximize effectiveness in any role. Inspiring others is also my goal. Without inspiration, we all just "wander" around aimlessly! Inspiration gives us purpose, so I too want to be an inspirational leader to effectively collaborate with stakeholders.
- This class, and the assignments that we did, really helped me see that big picture and ensure that I think about the needs of all teachers and students when making decisions. I know that I need to work on inspiration as a leader and how to inspire teachers which in turn inspires and impact students.
- I plan to implement the knowledge that I have gained to help find the strengths of my team and find ways to include them in my projects on campus. Not only involve them but seek their input and inspire them to think outside of the box to find new ways to reach our students.

FINDINGS/RESULTS

Creating Buy-in/Ownership

- The strategic problem-solving assessment activities impacted my ability to analyze issues, make decisions, and overcome problems. Before this project, I had not considered all of the people, in the school system and in the community, that can have such a large impact on student success. By analyzing the information shared by the hypothetical superintendent, and sharing that information with necessary stakeholders, opportunities for collaboration naturally presented themselves. It encouraged me think of ways to include others in the decision-making process in order to get buy-in for the changes that needed to be made.

FINDINGS/RESULTS

Vision

- This class has transformed my perspective into that of a leader working with a clear vision of the school in mind. Every decision I make will affect other people, so I must do so in a careful, thoughtful manner. As I grow, I hope to be a wise and conscientious decision-maker and know the strengths and talents of my team.
- Distributing power amongst your staff is an essential part to ensure your action steps are implemented and monitored. While this is a hard process to include all stakeholders, it becomes a necessary step if we wish for our community to embrace the new vision of the school. I agree by including more voices, it may take longer, but leads to more informed choices that yield better results. I also look to employ collaborative structures to ensure all members of the community have a voice in creating the vision of the school.
- As a campus leader, one must clearly understand and align the school vision to target the right collaboration, goals, and partnerships to offered these unparalleled enrichment opportunities. Successful collaboration will inspire staff members, families, students, and stakeholders to participate, support, and advocate for each student's high-quality education.

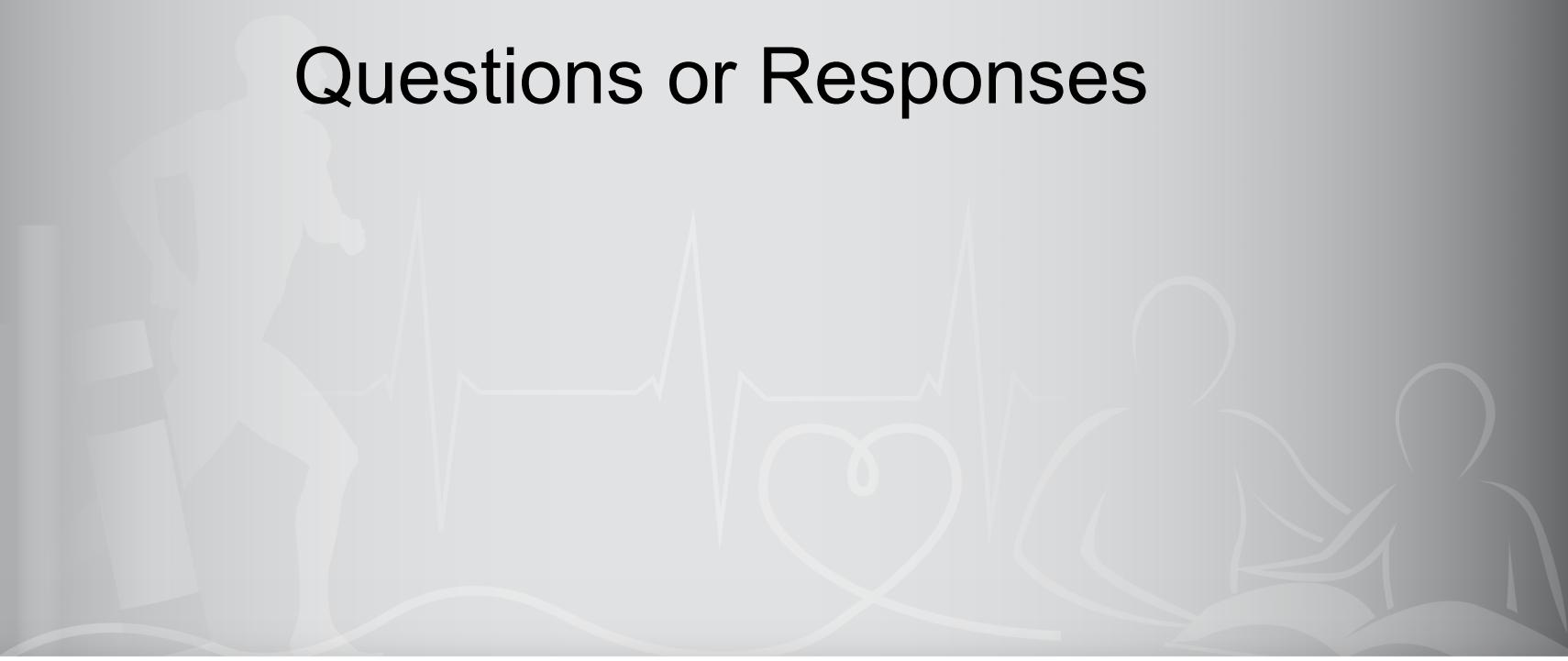
CONCLUSIONS

- Based on this data, it is apparent that the simulations had a positive impact on a variety of leadership skills with collaboration being the greatest take-away based on student comments.
- Numerous candidates indicated that the simulations placed them in the role of the principal which began shifting their mindset as a teacher to that of a collaborative instructional leader.
- Additionally, candidates expressed their growth as a leader in recognizing the importance in working with and supporting family and community stakeholders.

RECOMMENDATIONS FOR FUTURE STUDY

- Research and identify the components and processes associated with quality simulations.
- Study opportunities to incorporate skills gleaned in simulations and apply these learned experiences in practicum field activities.

Questions or Responses



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CONTACT INFORMATION

Donna Azodi
dazodi@lamar.edu

Thomas Harvey
tharvey@lamar.edu

Cynthia Cummings
cdcummings@lamar.edu

Link to presentation slides :

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Please feel free to email the presenters if you have any questions about this study.

Thank you

Male Teacher Identity Development in Elementary School Settings

Eli Garza and Alice Quiocho

California State University, San Marcos

Abstract

This study explored the perceptions of teachers who identify as male, including BIPOC male teachers, about the development of their identity as teachers in elementary settings working with young children. The percentage of male elementary school teachers is very low in a field overwhelmingly dominated by female teachers. Information about the teachers' attitudes were obtained via a questionnaire using a Likert scale and via small, focus group interviews. The study found that the participating male teachers' developed a teacher identity informed by what they felt were uniquely gendered characteristics as well as by what they felt were commonly held characteristics by teachers of young children regardless of gender. Male teachers integrated their male identity and intersectional identities and the associated perspectives and experiences into their teacher identities in ways that informed their role as a teacher of children in the primary grades. At the same time, the role gave the male teachers opportunities to express and integrate the nurture and care for young children as a central part of their identity as effective elementary school teachers. Overall, the study suggests that the development of male teacher identity in elementary settings is central to their sense of competence, confidence and satisfaction related to their work with young children.

Keywords: elementary education, male teachers, teacher diversity, teacher recruitment and retention

Male Teacher Identity Development in Elementary School Settings

This paper explores the perceptions of teachers who identify as male, including male of color teachers, about the development of their identity as teachers in elementary settings working with young children. How do they form an identity as an elementary school teacher? What characterizes that identity? The ubiquitous association of the female gender with a career as an elementary school teacher is reflected in the actual demographic data, showing that more than 80% of elementary teachers in the U.S. identify as female and White (BLS, 2020). Similar to nursing, teaching young children has traditionally been associated with the female gender in U.S. society. It is in this context, where it is assumed that the teacher is a White female, that males/men of color must develop their identities as elementary school teachers. By looking at how that identity develops and its characteristics, this paper highlights the integrated teaching identities of male/men of color and the resulting implications for job satisfaction teaching in elementary settings working with young children.

While the percentage of men who teach in primary settings is low, much can be learned by listening to the men who do teach young children. Due to the dearth of research in this area, this study sought out male/men of color elementary school teachers willing to share their thoughts and experiences. Listening to the males/men of color who currently teach young children increases knowledge and understanding of what it takes for men to develop an identity as a teacher of young children in this society.

More men in the workforce teaching young children could help to address the teacher shortage (Lambert, 2021; Sutchter, 2016). Nationwide, including California, there continues to be ongoing teacher shortages forcing states to consider opening pathways into the profession that knock down barriers (Gangone, 2021). Men/men of color could step into many of these jobs but one barrier appears to be a limited sense of identity with being an elementary school teacher. In his series, *Making Sense*, for PBS Newshour, Paul Solman (2017) examined why men are staying away from careers in early childhood education, the preschool and primary grades, where the jobs are plentiful and increasing. Solman highlighted the stigma men may face when applying for and working at a job traditionally held by women as one of the key barriers to men pursuing teaching. He spoke with a former member of the Council of Economic Advisors, Betsey Stevenson, who made the point that even though the economy “gained nine million jobs in education and health services” many men would not consider taking a female-dominated job like being a home-health nurse or an elementary school teacher. She said, “We need to recognize that there are a lot of guys who feel stigmatized, when they take one of these jobs, like they're going in to do girls' work. And that feeling is a barrier for them.” This feeling was documented in the results of a survey of members of the National Association of the Education of Young Children (Nelson, 2002). In the survey, most (97.9%) agreed or strongly agreed that one of the main reasons men don't enter or stay in profession is the stereotypes they face; in particular, that teaching young children is women's work or that men are not caring. Men may also face suspicion for their motives (Crisp & King, 2017). Thus, overcoming these societal and cultural barriers is central to the work that the males/men of color engage

in when considering a career teaching at the primary level. They must find a way to be able to see themselves in a job like this in order to choose to pursue it as a career.

In addition to addressing the teacher shortage, more men/men of color in the profession would help address needs for diversification of the workforce. In California, 64% of teachers in all grade levels are White while only about 25% of the student population is White non-Hispanic (CalEdFacts, 2020). Male students make up 51% of the total student population (EdData, 2018). These data reveal a persistent gap between the percentage of minority students and male students and the percentage of minority and male teachers in California. “We have a diversity problem across our teaching force, and we must do more to ensure that people of color can see themselves as teachers and are welcomed into the teaching profession” (Evans, 2019, p.1). The focus is on how to diversify the workforce to more closely match student demographics. National professional organizations are working to understand the causes of teacher shortages, in particular the barriers to recruiting teachers of color (AACTE, 2019). In addition to recruitment, researchers are working to understand the retention of minority teachers and reasons why higher numbers of minority teachers leave the field (Ingersoll & May, 2016). The primary goal of these efforts is “to diversify the teacher candidate pool and improve retention of those teachers we already have” (Proctor, 2018).

In order to diversify teacher demographics, it may be helpful to learn from males/males of color about their experiences in the realm of education and what they believe has led to their success. In his 2014 article, Wood states that more needs to be done to understand “gendered experiences of males historically underrepresented and underserved in education, particularly boys and men of color” (134). He stresses the “importance of having conversations with Black males about their educational experiences... to better understand the lived educational realities of Black male students” (785). Male/male of color educational experiences may impact their decision-making about pursuing a job in education. In an article by a Black male teacher, (Evans, 2019), the author argues that the educational experience of having Black male teachers in elementary school was instrumental to his willingness to consider a career in the teaching profession. “Seeing a diverse teaching force at the helm of the classroom showed me that teaching was a viable career for a Black student in Detroit, and they inspired me to follow my dream of becoming a teacher” (p. 1). Similarly, a study which invited Latino teachers to talk about their experiences in the profession found that being a role model was one of the main reasons that Latinos entered the field (Griffin, 2018). “[Latino] teachers noted that one of their key strengths was being a role model and showing students the possibilities life has to offer by highlighting their own success... serving as an example for students was actually the reason many teachers got into the field” (Griffin, 2018, p. 6). Listening to and learning from males/males of color who are elementary school teachers about their experiences and the factors influencing them as teachers may provide insights about what is needed to foster a more diverse workforce.

Growing as a male/male of color teacher at the primary level involves both developing pedagogical skillfulness as well as a professional teaching identity. Teachers develop their knowledge and skills through scholarship and practice in a process that is frequently described in stages, from novice teachers’ beginning competence and tentative confidence to veteran teachers’ skillful competence and firm confidence. Stages progress from “survival” to “consolidation” to “renewal” and, finally,

to “maturity” (Katz, 1995; Sadker & Zittleman, 2018 p. 20). Teachers at each stage of development pay attention to different concerns. Where as novice teachers might initially be more focused on their own survival, they grow to become more concerned with their teaching and its impact and effectiveness to meet their students’ learning needs (Fuller in Arduini-Van Hoose, 2021, p.1).

Many researchers have argued, thatgrowing competence and confidence in knowledge and pedagogical skills is not the only aspect to teacher development. They assert that teachers’ process of professional growth is at its core a process of identity development (Beijaard & Meijer, 2017; Friesen & Besley, 2013; Geijssel & Meijers, 2005; Rogers & Scott, 2008).“Learning to teach is an identity making process... [involving] teachers’ overall conception of who they are as teachers, who they believe they are, and who they want to be as teachers” (Beijaard, 2019, p.1).Males/males of color must forge their identity in contrast to societal conceptions of teachers as female and White. In order to do this, they may use the developmental concepts of “ownership, sense-making and agency” (Beijaard & Meijer, 2017, p. 178). They start by understanding themselves and understanding what they bring with them into teaching. This includes their own personal male/male of color identity as well as their beliefs about what makes a good teacher. They continue by using a sense of agency to take control of their own development, “making sense of their practice by integrating what they know with their new experiences” (Beijaard & Meijer, 2017, p. 180).

Males/males of color bring their gendered intersectional identities and related educational experiences into their identity development as a teacher.Given that these identities are frequently not perceived as typical for teaching young children, it is particularly important to understand male/male of colorelementary teachers own perceptions and attitudes about their role and experiences. Their insights can shed light on how they integrate their intersectional identities into their developing conceptions of themselves as elementary school teachers.Thus, this study focused on learning what it takes for males/males of color to develop an identity as a teacher of young children in this society and the implications for their job satisfaction as a career professional.

Methods

This mixed-methods study was conducted at a teacher credentialing program of a public university. Data for this study were collected over two years. Information about the male/male of color elementary school teachers’ attitudes were obtained in two parts: a questionnaire using a Likert scale for quantitative data and small, focus group interviews for qualitative data.

Participants

Participants were males who graduated from one teacher credential program with a multiple subject teaching credential, authorizing them to teach elementary age students. 30 responded to the questionnaire. 2 identified as Asian/Pacific Islander, 12 identified as Hispanic/Latino and 16 identified as White. Half of the participants had taught more than four years and half had taught 4 or less years (Table 1).

Table 1

Questionnaire Participant Demographics

<i>Variable</i>	<i>N</i>	<i>%</i>	<i>of</i>
			<i>participants</i>
Asian/Pacific Islander	2	6.6	

Hispanic/Latino	12	40
White	16	53.3
Taught >4 yrs	15	50
Taught 4 or less yrs	15	50

The 30 participants who responded to the questionnaire were invited to participate in the focus group interviews. 8 of these participants were interviewed. 3 identified as Hispanic/Latino and 5 identified as White. 6 had taught for more than 4 years and 2 had taught for 4 years or less (Table 2).

Table 2

Interview Participant Demographics

<i>Variable</i>	<i>N</i>	<i>% of participants</i>
Hispanic/Latino	3	37.5
White	5	62.5
Taught >4 yrs	6	75
Taught 4 or less yrs	2	25

Data Collection Method

All 30 participants completed the questionnaire, consisting of 7 items which focused on the participants' perceptions and experiences related being an elementary school teacher. The questionnaire used a 5-point scale which participants used to rate their level of agreement for each item with one of the response alternatives ranging from one to five: 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5=strongly agree. Responses to the questionnaire were analyzed for central tendency and range (see Table 3). Based on the results of the questionnaire, 5 open-ended interview questions were designed to obtain qualitative data that illustrated and further elaborated the quantitative findings. The open-ended responses to the interview questions were reviewed and coded (Table 4). The coded concepts within the responses were then used to describe 2 main themes.

Results

Data Analysis

Questionnaire

The questionnaire consisted of 7 items which focused on the participants' perceptions and experiences related being an elementary school teacher. The 30 respondents (N=30) rated their sense of career satisfaction, their teacher qualities, their role perceptions, their working relationships and their developing professional expertise. An analysis of this ordinal data was focused on "finding the central tendency (what most respondents believe) and the spread / dispersion of the responses (how strongly respondents agree with each other)" (Kostoulas, 2014). The central tendency was determined by finding the median for each item. The spread or range of the responses was determined by finding the Inter-Quartile Range (IQR) of each item (Kostoulas, 2014). The following table shows the median (Mdn) and the range (IQR) for each item (Table 3).

Table 3

Questionnaire Response Data

<i>ITEM</i>	<i>Mdn</i>	<i>IQR</i>
....Teaching young children at the elementary school level is a fulfilling career for men/men of color.	5	1
....My own positive & negative school experiences as a male student/ male student of color influence my thinking and actions for being an effective elementary teacher.	5	1
....Male elementary school teachers have different perspectives & life experiences than female teachers that are valuable for working with elementary age children.	4.5	1
....Men/men of color possess the qualities needed to work with young children, i.e., nurturing, patient & empathetic.	5	1
....Male elementary school teachers have unique role expectations placed on them (different from female teachers) for what they are expected to do as teachers.	5	1
....Male elementary school teachers benefit from having working relationships with other male elementary school teachers.	5	1
....I can design & implement effective learning activities for young children, both male & female, to support my students' learning & development.	5	0

Overall, the findings indicated a general consensus among male/male of color teachers' attitudes with regard to their careers as elementary school teachers. In a statement related to career satisfaction, respondents almost unanimously agreed (96.7%) that teaching elementary school is a fulfilling career for men/men of color. In response to statements related to the teacher qualities of males/males of color as elementary school teachers, respondents were in overwhelming agreement. 93.3% of respondents strongly agreed or agreed when asked if their own schooling experiences as male students influenced their thinking and actions for effective teaching. Also, 86.7% of respondents strongly agreed or agreed that male/male of color teachers have distinct perspectives & life experiences than female teachers that are valuable for working with elementary age children. Finally, 86.7% strongly agreed or agreed that men possess the qualities needed to work with young children, such as being nurturing, patient & empathetic. In response to statements about role perceptions, responses were consistent. 86.7% of respondents strongly agreed or agreed that male teachers have unique role expectations placed upon them (different from female teachers) for what they are expected to do as teachers. In statements related to working relationships, the vast majority of respondents (93.3%) were in agreement that communication and working relationships with other male teachers were beneficial to them. Finally, in statements related to developing professional expertise, respondents unanimously agreed (100%) that male/male of color elementary school teachers can design & implement effective learning activities for young children, both male & female, to support student learning & development.

Interviews

The interviews consisted of 5 open-ended questions related to the topics of career satisfaction, teacher qualities, role perceptions, working relationships, and professional expertise. They were designed to obtain qualitative data, in particular to

obtain examples from participants own experience illustrating and further elaborating the quantitative findings from the questionnaire. Responses to the 5 open-ended questions were analyzed resulting in a total of 7 codes for all responses (see Table 4). Then, these were utilized to describe overarching themes.

Table 4

Interview Analysis Results

<i>Question</i>	<i>Codes Assigned</i>
1 Careersatisfaction	Relationships, Role model, Identity match Nature of the profession
2 Teacherqualitites	Relationships, Role model, Identity match Nature of the profession
3 Developing expertise	Relationships, Role model, Identity match Nature of the profession
4 Role perceptions & expectations	Relationships, Gendered perceptions/expectations Identity match vrs mismatch
5 Working relationships	Relationships, Gendered Communication

The first three questions of the interview explored the male/male of color teachers' attitudes related to their career satisfaction, the value of their lived experience, both personal and professional, to their work as elementary school teachers, and their developing professional expertise. Questions One, Two and Three had 4 codes: (1) relationships, (2) role model, (3) identity match, and (7) nature of the profession. The top reasons given for their sense of career satisfaction included their relationships with students and their position as a role model. Participants reported they were very satisfied with the match between the experience they brought with them into teaching and the work of teaching. In addition, they were very satisfied with nature of the profession which allowed them developed their professional expertise in rewarding ways. When questioned about value of their life experience as males/males of color for their teaching qualities, all of them indicated its importance in understanding constructive relationships with their students and in determining how to be an effective role model. In addition, participants reported that the match between their male/male of color experience and their work as teachers was essential to their sense of competence and confidence teaching young children. They reported that the very nature of the profession itself working with young children aligned with the preferences and interests that they brought with them into teaching. Finally, all participants indicated that their professional expertise and successes were are most directly a result of the relationships that they had with their students and the positive influence they had on their lives as role models. They also described the multiple opportunities that they had to thrive as teachers given the match with their desire for autonomy and creativity in their work and the nature of profession itself allowing teachers to take self-initiative in multiple ways.

The remaining two questions of the interview explored the male/male of color teachers' attitudes related to their working relationships and the perceptions and expectations they experienced in the school context. Questions Four and Five had 4 codes: (1) relationships, (2) gendered perceptions/expectations, (3) identity match vrs

mismatch, and (4) gendered communications. When asked about the unique experiences that men/men of color had in a field dominated by White women, participants indicated that relationships with their colleagues, students' parents and students was the primary source of their unique experiences. They explained that they constantly worked to understand how their colleagues, students' parents and students perceived them as male/male of color teachers differently and/or similarly to teacher of other genders. They reported learning the expectations that they frequently faced in the school setting resulted from the fact that they identified as male/male of color. Participants indicated that these unique perceptions and expectations sometimes matched and sometimes did not match their own sense of identity as a male/male of color and their sense of who they were as a teacher. Finally, when asked about their working relationships, most participants stated that their professional relationships regardless of gender were productive and rewarding. However, participants also noted an extra benefit of communicating with other male/male of color teachers. These gendered communications gave them opportunities to talk with one another about their unique experiences within the context of their professional work lives.

Themes. Overall, 2 themes captured the coded concepts expressed by the male/male of color teachers related to teacher identity. 1) the centrality of relationships to their teacher identity 2) the impact of gendered perceptions and expectations on their teacher identity.

Theme One described how relationships were at the core of their teacher identity. Participants' responses pointed out they considered their ability to build relationships central to their work as elementary school teachers. Their relationships with their students was a defining characteristic of their teacher identity. *"Being able to educate starts with relationships. I make connections with kids to build those relationships. I have had experiences in life that make it easier for children to relate to me and build those relationships."* These men/men of color chose teaching young children as a career because relationships would be central to their work. For all of the participants interviewed, teaching was a second career that they had chosen specifically because it gave them the opportunity to make a difference in the lives of young people. *"I changed careers to go into teaching to leave a legacy in this world. I felt that doing something positive in this world is to help young children."*

Participants' responses also revealed that an inherent part of these relationships was being a male/male of color role model for their students. *"As a teacher, I am a male role model for my students, a consistent male role model who is with them throughout the day."* The men of color shared that their cultural funds of knowledge gave them the means to connect with their minority students. *"I have a variety cultural experiences that I consider valuable. I grew up in a family that was very close. I can encourage that same closeness with my students. As a classroom you are a sort of family."* The participants interviewed believed that they were a positive influence in their students' lives, both male and female, particularly those children who lacked male role models in their personal lives. *"Many of the students I work with come from single parent home and I am a male role model for them."* They explained that they frequently drew on their own personal experiences as boys/boys of color in educational settings which gave them a nuanced understanding of their male students' emotions and needs. *"It's just understanding the mentality of a boy, crazy energy that is almost uncontrollable. We have to let the child experience the world in their own way. To be themselves."* In

addition, the participants shared that they drew upon the “father figure” aspects of being a male role model to be nurturing, patient and empathetic caregivers for the young children in their classrooms. *“I see a lot of emotion pour out of the boys. They are communicating ‘I am angry and I am going to be angry all day.’ I really understand this and I can respond, ‘Well you don’t need to do that just come talk to me.’”* Overall, the participants expressed a deep sense of fulfillment in developing these relationships and serving as male/male of color role models for their young students at a critical time in their child development. *“It is amazing to see how the students I had in my classroom are still being successful even years later. To know that my positive influence on these students early on in their lives as a male role model, made a difference in their lives going forward.”* They linked their expertise as teachers with their proficiency at developing meaningful connections with their students that supported their students’ academic development and success in life.

Theme Two described how gendered perceptions and expectations impacted their teacher identity. Participants’ responses pointed out they considered gendered perceptions and expectations a significant part of their experience as a teacher. These were placed on them due the fact that they were males/males of color in a position typically held by White women. They expressed that part of their development as teachers was learning how to deal with the mismatch of these perceptions to their own sense of self as males/males of color and as teachers. To begin with, the participants felt the need to push back on societal perceptions that teaching young children is “women’s work.” They expressed their own belief that it is an appropriate career choice for men/men of color. *“There is a place for males in this setting. The stereotypes that men can’t be in that role has to be broken.”* They also pushed back against perceptions that they lacked the ability to provide developmentally appropriate instruction for young children. For example, when he was first hired, one participant became aware that he was being perceived in this way and felt he had to prove himself to his female teacher colleagues. *“A perception was maybe my room setup wasn’t going to be as pretty and decorated because I’m a man. When I realized that’s what they thought, I worked to show them and on purpose I made a super cute poster.”*

The participants shared that they were sometimes surprised by and did not always understand the perceptions and expectations that were placed on them by virtue of the fact that they were males in early childhood and elementary contexts. They explained that they had to work to understand them and figure out how to deal with them. One recurring example was the perception by many of their female teacher colleagues they they were natural disciplinarians. *“There is this expectation that ‘oh, discipline will be easy for you since you are a man.’ Not really. The students act out just as they would with anyone else and I have to figure out how to help them just the same.”* All the participants had in common the experience of being expected to serve as disciplinarians for the behavior of males students in the school. *“There are oftentimes when people ask me, to speak with students because they perceive that students respond to me as a man differently. If kids in other classes are misbehaving they may be sent to my class because I am a male teacher.”* Participants expressed that in general they felt that these perceptions and expectations did not match with their own conception of themselves as males/males of color nor as teachers. Most reported never having thought of themselves as disciplinarians before. In addition, many of them did

not see this as part of their teacher identity. Rather, they saw dealing with the behavior of students, male or female, as part of their developing skill set of being teacher, just the same as their female colleagues. They expressed that they navigated these identity mismatches by coming to understanding them and by growing their skills to be effective with any student placed in their care.

Discussion

For males/men of color to consider teaching elementary school, they need to be able to see themselves in that role. The overwhelmingly female and White demographics of elementary school teachers can present challenges for men/men of color to see themselves as teachers of young children. Nevertheless, the teachers in this study show that they can. Listening to the males/men of color who currently teach young children highlighted what it takes for men to develop an identity as a teacher of young children in this society. Like all teachers, male/men of color teachers go through stages of professional growth and a central part of that process is the development of their teacher identity. This research shows that males/men of color can, and indeed have already shown that they can, develop an identity as a teacher of young children as part of their process of professional growth. This study provided information on the nature of that identity development from the men/men of color who shared their experiences as elementary school teachers.

The teachers in this study acted with a sense of agency to control their own identity development as teachers. They centered their relationships with their students as the defining characteristic of their teacher identity and found it to be the most satisfying and significant aspect of their work as teachers of young children. They worked to make sense of what they experienced as male/men of color teachers in order to grow as professionals toward who they wanted to be as teachers (Beijaard & Meijer, 2017). Learning to deal with the perceptions and expectations that were mismatches with their own sense of self helped them to clarify who they wanted to be as teachers who are male/men of color. They worked to develop a clearer sense of their teacher identity, of how they saw themselves in relation to their role, and how they wanted to define their role in the lives of the young students in the school setting.

Developing an identity as a teacher of young children at the elementary level, the participants in this study tapped their gendered experiences of being male/men of color and incorporated them into their teaching roles as a central part of the process of defining who they were teachers. The teachers in this study embraced uniquely gendered characteristics within their conception of themselves as teachers, drawing on their own lived experiences as males/men of color. They embraced the aspects of their male/men of color identities that deepened their understanding and effectiveness as teachers. For example, their relationships with their students were shaped by the integrating aspects of their male/men of color experience and funds of knowledge into their role as teacher, particularly by acting as a male role model. They believed that their own journeys through the education system served as helpful examples for their own male students of color, showing that they, too, could succeed in school and in life (Griffin, 2018). At the same time, the teachers in this study, learned to navigate the perceptions and expectations placed upon them due to being male/men of color in a setting demographically dominated by White females. Their teaching identities

incorporated an understanding of themselves as male teachers that enabled them to respond to these pressures in productive ways.

Thus, through the development of a healthy teacher identity, they overcame societal and cultural barriers in order to redefine a career teaching young children as a job that included men/men of color, a job that they could see themselves doing and doing well. Overall, these male/male of color teachers learned to integrate their own intersectional identities into their identities as teachers. They took ownership of all that they brought with them into teaching, including their conceptions of themselves as men/men of color as well as their beliefs about what makes a good teacher. As a result, they had a sense of confidence in their own professional competence and agency to develop their professional expertise as elementary school teachers. This confidence, expressed in a positive identity with teaching in early childhood and primary settings, led to their sense of satisfaction with their career.

Conclusions and Recommendations

Given the problems related to the teacher shortages and lack of diversity of the teacher workforce, males/males of color can step into careers in teaching in early childhood education and the primary grades. Successful recruitment and retention of males/males of color hinges on understanding that males/males of color do not have to give up their intersectional and gendered identities in order to teach young children. In fact, integrating who they are as males/males of color into their teacher identity is central to their success as teachers. It is recommended that professional development programs across the stages of teacher development include a focus on facilitating teacher identity development that is sensitive to intersectional identities of males/males of color. Supporting men/men of color to find identity matches with teaching young children, such as being a male role model or father figure, and helping them understand and handle any identity mismatches can lead to a sense of confidence and satisfaction as a teacher. Ultimately, the process of teacher identity development is one of the most important factors leading to men/men of color experiencing a fulfilling, meaningful and satisfying career teaching young children.

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Human Virtue and Self Government in the United States: Were They Ever Conjoined?

Richard H. Reeb Jr., Independent Scholar

The aim of every political Constitution is or ought to be first to obtain for rulers, men who possess most wisdom to discern, and most virtue to pursue the common good of the society; and in the next place, to take the most effectual precautions for keeping them virtuous, whilst they continue to hold their public trust. The elective mode of obtaining rulers is the characteristic policy of republican government. - *The Federalist* No. 57.

At least since the political philosophers Plato and Aristotle examined and encouraged moral and intellectual virtue in ancient Greece, innumerable thinkers and doers since have in theory and in practice carried on the tradition—if not always in the same way or at the same level, at least mostly with the same interest or purposefulness. While Plato's Socrates continually questioned others' claims to understand or possess these qualities, Aristotle generally noted their presence in human souls by their words and deeds. Despite their different approaches, it is clear that they saw the exercise of the virtues as indispensable for human and political well-being, and even as admirable in and of itself. While they maintained that clear thinking and right action have their foundation in nature, unlike most modern thinkers they spoke more often of duties than of rights. Our nation's Declaration of Independence, in apparent contrast, grounded its call to revolution against the Kingdom of Great Britain in its assertion of the "self-evident" "truths" of equality, liberty and government by consent of the governed rather than in the virtues of the American people, although its authors courageously concluded

with a “pledge” to fulfill this goal with their “lives,” their “fortunes” and their “sacred honor.”

What sort of national character was displayed by this bold assertion of government by the people? The Declaration gives some clues, as it were, when it asserts that the people have a “Duty” to oppose despotic governments in order to secure their “Safety and Happiness.” Plato and Aristotle affirmed those comprehensive ends as well, but did not counsel any “Duty” to overthrow tyrants, advising reform rather than revolution. Yet the Declaration clearly values the moral virtue and political goal of “Justice” and the surpassing moral virtue of “Magnanimity,” both of these, no less in their “British brethren” than in themselves. We will find these observations relevant to our conclusions.

Despite this indication that the American founders did not in fact simply assert rights at the expense of duties or virtues, scholarship and commentary on the regime they devised is nearly silent or expresses only a passing interest in virtue’s role in its operation. For example, the two excellent textbooks I used for my course in American political institutions, viz. *The Democratic Republic* by Martin Diamond and *American Government* by James Q. Wilson, both staunch defenders of the regime, literally say nothing on the subject of virtue.

The Constitution, for all its admirable features of representation, federalism, separation of powers and checks and balances, and enumeration and denial of powers, does not exhort citizens to virtue but rather provides opportunities for public participation and political leadership. The only “duties” mentioned are the ones imposed on goods in commerce!

Yet we know that the nation has not only been influenced but deeply aroused over issues of justice, characteristically framed and understood in terms of rights denied rather than any duties demanded. But it is clear that the very assertion of rights implies a duty on all to respect them. This country is not the first to endure severe crises nor will it be the last. However, Americans did not merely have differences of opinion but engaged in a mortal conflict over what duties governments owe to citizens and what duties citizens owe to each other.

These common-sense observations have not deterred some critics from concluding that American government, now undergoing a challenge to its very legitimacy, was flawed from the start by its alleged indifference, borne of silence, about the virtues. But the two scholars whose work I will examine in this paper say little or nothing about the greatest offense to human liberty, *and* to virtue: chattel slavery. The foundational tremors which the presence of that vile institution caused in an otherwise free republic alone should prove that the vicious trade in and forced labor of human beings deeply offended virtuous men and women. That slavery had that effect clearly is owing to the revolutionary natural rights principles that were originally affirmed and subsequently aroused among Americans with strong convictions about right and wrong and, in my view, settles the question of whether the American republic has a basis in moral and intellectual virtue.

This does not dispose of the matter, however, which is the reason I will review the following: the alleged “defects” of the Constitution, the charge of virtue “silence,” the evidence in *The Federalist* to the contrary, the status of religion and morality at the time,

the role of the Declaration of Independence in defining virtue, and what lessons we can draw from this.

Both the late Martin Diamond, a renowned political scientist (and one of my teachers) and Graham Walker, now Assistant Professor of Government at Catholic University of America, each in their own way, express concern about virtue. While they both admire the American founding, they see it as having either fallen short or simply failed to inculcate virtue in the citizens. Let us begin with Diamond, who drew considerable attention in 1959 when he successfully challenged the consensus among leading early 20th century historians and political scientists that the American Constitution was undemocratic. But here I will draw primarily on his essay on *The Federalist*, published in *History of Political Philosophy*.¹

Diamond's essay is a model of clarity and inspiration. He summarizes with surpassing eloquence his case that *The Federalist* has a profound teaching on how to save and perpetuate what its authors (Alexander Hamilton, James Madison and John Jay, using the pen name Publius) variously call popular government, representative government, republican government, a democratic republic, representative democracy or simply a republic. All those terms are used in sharp contrast to democracy and especially pure democracy which, in fact, did not exist in the United States, although the smallest of those states, in the authors' view, came uncomfortably close to it. What they sought, and precisely what the Constitution would bring into being, was a *large* republic. Diamond makes clear that they knew this was a novel teaching as no large republic based wholly on popular consent had ever existed before.

According to Publius, progress in the science of politics has made this unprecedented achievement possible, which includes not only the Constitution's distinctive checks on the abuse of power but also the promise of a free and prosperous nation of potentially continental proportions.² And that was precisely the point on which the most critical opponents of the Constitution's adoption found fault. Diamond summarizes their view as a preference for a government as close to the people as possible; they feared that a government far removed from them would enable it to centralize power and become belligerent toward other nations. What he elides is their claim that virtue is nurtured and enforced better in a *small* republic of mainly small farmers than in a large republic. What alarms them is the prospect of a nation dedicated less to small farming than to large commercial and mercantile endeavors, a concern which only indirectly Diamond turns his attention to at the end of the essay. That is, *The Federalist* looks forward to a future in which these bustling interests come to share equal importance with agriculture, if they do not surpass and even transform it. This is what gives rise to Diamond's misgivings.

This is odd. The very development of the large republic that gives rise to multiple economic interests rather than to the decidedly few interests of the many poor and the few rich, thereby discouraging class warfare, Diamond characterizes as morally questionable, although he does not use that term. Instead, he sees the "many" as being encouraged to seek their *immediate gain* and to associate with others in the process. There must be no rigid barriers which bar men from pursuit of their *immediate interest*...That is, the limited and *immediate gains* must be real; the fragmented interests must achieve real gains from time to time, else the scheme ceases to *beguile* or mollify."²

“And Publius is aware that his *scheme* involves an enormous reliance on the ceaseless striving after *immediate private gains*; the commercial life must be made honorable and universally practiced.”³ (Emphases added.)

Indeed, it is what Publius called “the defect of better motives” in both the public and private realms—reliance on ambition in the former, on avarice in the latter—that will make the regime function well.⁴ This sheds light on a later time in his life when Diamond expressed agreement with his friend Irving Kristol’s muted call of “two cheers for Modernity.” But this is the same “beguil[ing]” “scheme” of “immediate striving” that both Henry Clay and Abraham Lincoln later regarded as the best in the world—not only for its remarkable productivity but its enrichment of the human spirit, giving hope and encouragement to all. Free enterprise has become almost emblematic of America, celebrated for raising the standard of living for millions and its profits supporting everything from philanthropy to leisure, from religious worship to the arts.

But if Publius is right, that human nature as a whole is too weak or even corrupt for any regime to expect its citizens to take on private and public duties without compensation, it is not merely clever but eminently wise to build on this insight rather than on groundless expectations of complete unselfishness. Indeed, Americans have built a great nation, at great sacrifice, which multitudes have been willing to make to ensure that the mass of mankind, not just the favored few, could enjoy its benefits. This, in contrast to the growing ranks of the college-educated “rebels” who have denounced our country at least since the 1960s.

Graham Walker expressed his serious misgivings about the Constitution’s “silence” on the inculcation of moral virtue in his essay in a collection of 11 in *Vital Remnants*, in which contributors call attention to the valuable elements in American society which antedate independence and nationhood.⁵ For him, the most telling fact is that the written document that went into force in 1789, and thereby established the national government, says literally nothing about the essential moral ingredient which he said ancient and medieval writers had unanimously called for. But my first objection is that Walker provides no example of a nation before or since the United States came into being that actually did so. If this is a failing, it is clearly a universal one! But, as I have already noted, the Declaration of Independence speaks of duties no less than of rights.

Walker acknowledges the fact, however, that the Northwest Ordinance, adopted by the Congress in 1787 under the Articles of Confederation, which prohibited slavery, declared: “Religion, morality and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.”⁶ (That was affirmed by the First Congress under the Constitution.) In fact, he goes far beyond that to call attention to the fact that Americans in several of their newly independent states generally acted upon that powerful admonition by passing laws that required adherence to a Christian moral code and even requiring attendance in and support of churches.

But he soon laments, like many, many others before him, but without details, that in the mid-20th century the United States Supreme Court (doubtless in its school prayer and Bible-reading decisions, followed by those on abortion and same-sex marriage), which hollowed out those early practices in favor of liberty as open-ended, rather than wisely directed toward moral ends. Yet he says not a word about why this change occurred over 175 years later, strangely putting the entire blame for it on the Constitution’s

omission of an explicit moral component, rather than on the tribunal which brazenly ignored the moral legacy of the founding generation.

Surely, Walker is aware that sources both philosophical and political, within and without the country, have rather systematically criticized and even denounced, the whole constitutional framework, along with the “vital remnants” that preceded it, and which I agree enriched it. That the Constitution of the United States, no less than other regimes, is subject to corruption or even destruction if the citizens, both leaders and led, turn their backs on the principles and institutions which have in fact astonished the world and beckoned to millions abroad to seek refuge here, seems not to have occurred to this otherwise careful and thorough scholar.

And he is careful and thorough indeed, but only when it comes to the matter of America’s supposedly morally neutral Constitution. He examines the argument of *The Federalist* at considerable length and even admits that it counts upon a “certain portion” of moral virtue, but ultimately concludes that its reliance on “the defect of better motives” that Diamond credits apparently precludes the survival of the “vital remnants.” What many citizens regard as one of the Constitution’s great virtues, viz. its ban on religious tests for public office in Article VI, is for Walker a defect. Here he seems oblivious of the long history of religious warfare, persecution and intolerance, of which Publius was fully aware, as the latter looked to the very diversity of religious sects as another advantage of the large republic, no less than its diversity of economic interests. The object was to prevent domination by one powerful interest or sect to the exclusion of the others.

While Walker blames the Constitution rather than 20th century U.S. Supreme Court justices for its alleged lack of moral guidance, that “omission” did not discourage or prevent multiple generations of private and state-empowered school officials and teachers from practicing and teaching the virtues. It’s almost as if the much later modern assault on natural right and justice never happened. But can a Constitution, not to mention its framers, be held responsible for a development that could hardly have been anticipated?

The founders’ full awareness of Christianity’s sectarian conflicts is quite consistent with their view that its moral teaching for us to love God and love our neighbors (rather than doctrinal matters) should be taught to all children. No less than the Father of our Country, our first President, George Washington, made clear in his Farewell Address in 1797 that moral virtue is the essential condition for human happiness, indeed, that “religion and morality are indispensable supports.”

More generally, how can a regime which promises the solution to a problem which had never been solved in the past, which is to say, the profound and even mortal conflict between the few and the many, not be considered a moral success? What is morally lacking in its devising of ways in which people can cooperate rather than abuse, maim or kill each other? Then and now, Americans have seen no contradiction between “insur[ing] domestic tranquility” and fighting and dying in our nation’s wars (and even a Civil War) to make that possible.

Walker reminds us that William Penn, the founder of the colony and state which bears his name, gave much thought and work to laying down the requirements of virtue and knowledge for the sake of good citizenship. Similar efforts were made in the rest of the English colonies. But that didn’t guarantee, nor could it, that abuses of authority by both public officials and citizens would not occur once they gained their independence. The

very naive that Walker himself exhibits tripped them up. Colonies formed originally to provide religious sanctuary, as in Massachusetts, soon saw dissenters departing and finding their own in Connecticut and Rhode Island.

Meanwhile, in more secular southern colonies there was dissent from the established Anglican Church and strong opposition to enforced attendance and financial support. And Pennsylvania was itself borne of dissent by Quakers, many of whom later refused to support Independence! We will return to Pennsylvania.

When James Madison at the Federal Convention spoke to the question of why that body was called into session, by both the Confederation Congress and state governments, he emphasized two reasons: the weakness of the Articles and the injustice of government in the states. Both the Continental Congress and the state governments, for example, had issued paper money in the absence of any solid foundation, such as gold or silver, causing high prices for goods and services and even debtors' revolts. One Daniel Shays, a Revolutionary War officer, came close to toppling local government in Massachusetts at almost precisely the time the preliminary Trade Convention met in Annapolis, Maryland, giving that body an additional reason besides the need for a robust commerce to "revise and amend" the Articles. Tiny Rhode Island essentially cancelled private debts. Unless we are to assume that lending money at interest is simply usury and to be deplored, this was hardly "moral" behavior.

Beyond this, citizens willingly assuming obligations in the form of public service, as the Constitution called on Americans to do in order, among other things, to "provide for the common defense" and "promote the general welfare," is about as morally virtuous as most things in our lives. No reasonable persons castigate anyone for maintaining their households, practicing trades and crafts or managing a business as being *prima facie* indifferent to moral duties. Granted, all these obligations can be shirked or abused, but generally we admire people who fulfill their obligations even as they pursue their economic and other interests. Why is government necessarily any different, even if its actions are taken on a greater scale and come with greater consequences? When Aristotle discusses the first forms of human society, he sees the family as an institution that meets "daily recurrent needs," not feeling it necessary to stipulate that people who practice vices rather than virtues cannot perform those duties effectively. He sees government of the polity as no less necessary for mankind, though of higher dignity. Yet his recommended means of checking abuses are institutional, rather than merely hortatory.

While the Bible teaches that we cannot serve both God and Mammon, it provides numerous examples of conscientious souls who, sometimes on a vast scale, grow crops, raise animals or make useful or beautiful objects, thereby reaping the rewards of following the moral law. But as the case of Job shows, there is no guarantee that living a moral life will spare one misfortune, including being ravished by mankind's greatest enemy, Satan himself.

Without clarity about the end which the exercise of the moral virtues serves, otherwise admirable examples of courage can be in service to unworthy political or even criminal causes. Ready wit is a virtue for Aristotle but the jester in a tyrant's court is hardly admirable. The good citizen depends upon and must serve a good regime if his virtues are not to be misdirected. The best guarantee, if there is one, of a man's faithful and even cheerful exercise of the moral virtues, is a regime which not only exhorts him to be

his best self, which he may or may not heed, but provides rewards and restrains his passions with both good laws and moderating institutions. As Publius wrote: "The passions ought to be controlled and regulated by the government."⁷

That there is no final solution to the human problem should not discourage us from doing all that circumstances and public opinion permit. Still, one may not succeed among a corrupt people or amidst perpetual misery.

Walker acknowledges that Publius is mindful of the problem of human waywardness, even as he criticizes Publius for choosing to rely more on institutional checks and balances than on moral exhortation for remedies. He further distinguishes Publius from "his latter-day heirs, who oppose public promotion of virtue on the grounds that there is no moral truth about virtue which could guide such an activity, or no rational justification for calling virtue 'virtue' and vice 'vice.'"⁷ It is nevertheless manifestly unfair for Walker to call those who have departed so radically from Publius's understanding his "heirs." Sometimes a silent prod is preferable to a loud reproach. A self-governing people is no more appreciative of brow beating than kings or aristocrats. "What works" is not the ultimate standard, but it may be all that that challenging circumstances permit.

As it happens, Publius took up the political actions of the admirable William Penn's "heirs." Summarizing Pennsylvania's constitutional crisis of governance in 1783-84, he emphasizes that a genuine attempt to correct politicians' abuse of governmental powers was made by calling a convention to provide remedies, but which ended in failure. Not doubting that this outcome was predictable, Publius supplies chapter and verse. 1. The people who served in the (unicameral) legislature were present in the convention called to correct its abuses. 2. Parties to the dispute were active in the convention. 3. The records of the convention revealed "two fixed and violent parties." 4. The decisions made misconstrued the limits of the (appointive) executive and judicial departments. 5. The decisions made had no effect. "This censorial body, therefore, proves at the same time, by its researches, the existence of the disease; and by its example the inefficacy of the remedy."⁸

In addition, Publius denies that his conclusion can be invalidated by the fact that the state was convulsed by political parties, warning that the extinction of parties would mean the end of liberty. And if the legislators involved in the controversy were barred from the convention, their substitutes would come from the same parties and be no more impartial.

How much good would have been done by leading members of the Confederation Congress (1781-89), or the Federal Convention, for that matter, if they simply deplored the misgovernment of the states, as well as the states' refusal financially to support the federal government? Little good, to be sure. The constitutional reformers chose the potentially more perilous but ultimately more productive route of replacing the feeble federal "government" rather than relying on moral exhortations. This problem was clear even from the days of the Revolutionary War as Commander-in-Chief Washington wrote innumerable letters to the Continental Congress (1774-81), often desperately pleading with them for the finances and supplies needed to gain victories on the battlefield.

While it is true that Publius relies more on checks and balances than moral exhortation, he was hardly tone deaf to the necessity for appreciating both wisdom and virtue. There are, in fact, no less than 30 references by *The Federalist* to the better side of human nature, and not merely in passing. Indeed, he is just as given to moral exhortation. He

praises, surely without irony, the patriotism, virtue and wisdom of the members of the Federal Convention.⁹ He describes critics of the existing state governments as “fit,” “effusive and established characters” who possess “attractive merit.”¹⁰ Again, Convention delegates possessed rare “minds animated and guided by superior virtue.”¹¹ He hopes for leaders with “wisdom and virtue enough to set so glorious an example to mankind.”¹² Publius also praises Americans for their “honorable determination” to form republican government.¹³ He expresses confidence that “human virtue can bear the temptations of power.”¹⁴

While expressing concern about human depravity, Publius descends “other qualities in human nature” which merit “our esteem and confidence” in legislative bodies.¹⁵ His hopes for the Electoral College are based on his expectation that “the most enlightened and respectable citizens” will help ensure the selection of good Presidents.¹⁶ Similarly, the “most distinguished members of the community” will be judging impeachments in the Senate.¹⁷ Again, the Electoral College will likely select for President “characters...preeminent for ability and virtue.”¹⁸ Publius, still speaking of presidents, warns that “stern virtue is the growth of few soils,”¹⁹ but adds that the President’s exercise of his veto power “does not turn on the supposition of superior virtue,” or on an “exalted opinion of human nature.”²⁰ “There is a portion of virtue and honor in mankind” which makes the executive safe.²¹ He even expects that ambassadors will be “respectable characters.”²²

Perhaps the best summary of Publius’s view comes in *Federalist* No. 57, where he writes: “Duty, gratitude, interest, ambition itself are the chords by which... [the members of the House of Representatives] will be bound by fidelity and sympathy with the great mass of the people.”²³ Of course, the soundness of Publius’s judgment is continually open to debate, but not his clear intention or the need for checks and balances.

Although not backing away from his criticism of Publius, Walker actually presents the arguments of St. Augustine of Hippo, who strikingly has pretty much the same cautious view of human nature as Publius. Summarizing the Church father’s views, he writes: “Goodness is real enough to those in political life, but the human good is vitiated—and will remain until the close of any age in which politics may figure. Thus, the human material available in this historical interim is, on the whole, not amenable to being formed into a commonwealth of true virtue.”²⁴ We can only wonder when an “age” or “historical interim” will enable or require us to grapple with the human condition, not merely as it is but as what it might be; but the wisest course is surely to face the fact that government and politics will always be necessary.

It is astounding to me that Walker cannot appreciate the virtues no less than the advantages of the American Constitution, as it has been long revered by the vast majority of the American people. Typically, often charitably, granting the better motives of their leaders and fellow citizens, they are not easily torn from what has sustained them through wars both domestic and foreign, economic depressions and fundamental doubts raised by those deviant characters who are by no means “heirs” of Publius. Abraham Lincoln expressed no doubts about the virtues of the Constitution and many have followed his lead, even if both in his time and ours it has been defied but invariably appealed to for its clarity about how to govern ourselves. The Constitution cannot make us act and think well unless we are determined to do so.

Publius's and the Constitution's reliance on opportunity and restraint rather than moral exhortations is not, in fact, evidence of failure, but just the opposite. This is a regime of equal liberty and government by consent, which is America's version of government by the people. The elected and appointed leaders are obliged to exercise prudence and self-restraint, but the people are in fact the highest political authority. Their liberty is the decisive political fact, limits to which are self-imposed and subject to "vital remnants" which the Constitution was hardly devised to destroy. Freedom is not an end in itself but is guided by all that human experience has shown is valuable, and no less by sacred and profound teachings that guide and enhance human life. We are not closed to the blessings that the world and its Maker have to offer.

The end is the beginning. All political societies exist for the sake of lofty ends, which differ among monarchies, aristocracies and democracies, not to mention dictatorships and tyrannies.. The end of the American constitutional system, a democratic republic, is the safety and happiness of the people, robustly affirmed in the Declaration of Independence, as we have seen, and no less in *The Federalist*.²⁵ In this regime of liberty, equal rights are secured in order for citizens to pursue those ends as individuals and as a people. In any discussion of American duties, it soon becomes clear that the right of the people to pursue and attain those ends is paramount. It is therefore no accident that the issue of slavery aroused and agitated the people in their opinions and ultimately in their deeds. That America was cursed with an institution that antedated the revolution and was as old as the world is both regrettable and tragic. What is neither is that the rights of human beings were nevertheless affirmed at the beginning, and worked towards insofar as that was possible, and ultimately gave force to the nation's determination, first, to stop the spread of slavery and ultimately to abolish it.

For complete success, it took more than post-Civil War constitutional amendments to prohibit slavery, guarantee equal protection of the laws and secure the right to vote without regard to color or previous condition of servitude; another century had to pass before the federal government secured these objects with historic civil rights legislation. The struggle for full realization continues with surprising twists (viz. reverse discrimination), but the lesson to be drawn from more than two centuries of struggle is that every American has an obligation, a duty, to respect and defend the right of all to pursue safety and happiness, and the government must secure these ends for the nation as a whole.

A nation in which citizens are obligated, as the foregoing makes clear, to "do unto others as they would have others do unto them" is a virtuous nation with a virtuous people. The alleged "silence" of the Constitution is a function of the Declaration having already settled the question of what Americans owe to each other. The "privileges and immunities of citizenship" protected by the written Constitution extend to the duty of all to treat each other as equals—in the law and in the marketplace, in and out of government. Even striving for "immediate gain" is everyone's right along with participating in government by voting, deliberating or running for office. This includes no less the guarantee of equal opportunity to earn a living, become educated, pursue honors or seek a fortune.

Thus, we conclude that America does in fact have a moral code which calls upon citizens to think and act virtuously in pursuit of noble ends and of all the objects which enable that pursuit. Securing liberty for all is the moral thing to do in America.

Footnotes

1. Leo Strauss and Joseph Cropsey, editors. University of Chicago Press, 1989, p.686.
2. Ibid.
3. *The Federalist*, Jacob Cooke, editor. Wesleyan University Press, 1981.No. 9. p. 51.
4. Ibid. No. 51, p. 349.
5. *Vital Remnants: America's Founding and the Western Tradition*, Gary L. Gregg II, editor. ISI Books, Wilmington, Delaware, 1999.
6. Cited at Ibid., p. 100.
7. Op. Cit. No. 49, p. 343.
8. *Vital Remnants*, p. 137.
9. *The Federalist*, No. 50, p. 346.
10. Ibid. No. 2, p. 10.
11. Ibid. No. 10, p. 63.
12. Ibid. No. 22, p. 142.
13. Ibid. No. 36, p. 230.
14. Ibid. No. 39, p. 250.
15. Ibid. No. 53, p. 360.
16. Ibid. No. 55, pp. 377-78.
17. Ibid. No. 63, p. 433.
18. Ibid. No. 65, p. 442.
19. Ibid. No. 68, p. 461.
20. Ibid. No. 73, p. 493.
21. Ibid. No. 75, p. 505.
22. Ibid. No. 84, p. p. 585.
23. Ibid. No. 57, p. 387.
24. Op. Cit. p. 137.
25. *The Federalist*, No. 43, p. 297.

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry, no matter how small, should be recorded to ensure the integrity of the financial statements. This includes not only sales and purchases but also expenses, income, and any other financial activity.

The second part of the document provides a detailed breakdown of the accounting cycle. It outlines the ten steps involved in the process, from identifying the accounting entity to preparing financial statements. Each step is explained in detail, with examples provided to illustrate the concepts.

The third part of the document discusses the various types of accounts used in accounting. It categorizes accounts into assets, liabilities, equity, revenue, and expense accounts. It explains how each type of account is used and how they interact with each other in the accounting process.

The fourth part of the document discusses the importance of the accounting equation. It explains that the accounting equation, which states that assets equal liabilities plus equity, is a fundamental principle of accounting. It provides examples of how the equation is used to verify the accuracy of the accounting records.

The fifth part of the document discusses the various methods used to record transactions. It compares the double-entry system, which is the most commonly used method, with other methods such as single-entry and cost of sales. It explains the advantages and disadvantages of each method.

The sixth part of the document discusses the various types of journals used in accounting. It explains the purpose of each type of journal, such as the general journal, sales journal, purchases journal, and cash journal. It provides examples of how each type of journal is used to record transactions.

The seventh part of the document discusses the various types of ledgers used in accounting. It explains the purpose of each type of ledger, such as the general ledger, sales ledger, purchases ledger, and cash ledger. It provides examples of how each type of ledger is used to record transactions.

The eighth part of the document discusses the various types of accounts used in accounting. It explains the purpose of each type of account, such as the asset account, liability account, equity account, revenue account, and expense account. It provides examples of how each type of account is used to record transactions.

The ninth part of the document discusses the various types of financial statements used in accounting. It explains the purpose of each type of statement, such as the balance sheet, income statement, and statement of cash flows. It provides examples of how each type of statement is used to report financial information.

The tenth part of the document discusses the various types of errors that can occur in accounting. It explains the causes of each type of error, such as clerical errors, errors of omission, and errors of commission. It provides examples of how each type of error is identified and corrected.