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Face to Face and Distance Learning for First Year Teachers

Dr. Bonni Gourneau, Dr. Kathy Smart, & Dr. Julie Robinson

Elementary Education Resident Teacher Program

- In 1992, a local public school district and the University of North Dakota (UND) established the Resident Teacher Program (RTP), an initiative that yearly brings six new teachers into their own classrooms in two Title-I schools.
- As they teach full-time, resident teachers are provided support with a school-based mentor and a university advisor as they earn a master's degree.
- Resident teachers commit one academic year, 4 semesters, to the program and earn \$22,075/year (less than half of a regular first year teacher salary), which is paid by the district, and a tuition waiver for 15 credits toward a master's degree, provided by the University.



First Year Teachers and Change in Teaching Environments

- Six first year teachers were asked to reflect on the experience of starting face-to-face in their classrooms, moving to virtual teaching, and then back to face-to-face teaching.
- Three teachers were in primary classrooms, first and second grades. Three teachers were in intermediate classrooms, fourth and fifth grades. This year all resident teachers were females and all earned undergraduate degrees from UND.
- In a journal, resident teachers responded to 11 prompts.
- All resident teachers are from the newest generation of teachers which is known as Generation Z. How were these Gen Z's able to handle this challenge during their first year?

Current Resident Teachers as Gen Z

2021- Five Living Generations

- Silent Generation, born before 1945, hard working and have a deep respect for authority.
- Baby Boomer, 1946-1964, also hard working, but even to an extreme, less balance and their family lives were impacted by this, more willing to question and challenge authority.
- Generation X, 1965-1976, better at creating work-life balance and much more independent than the Baby Boomers that preceded them.
- Generation Y or the Millennials, 1977-1995, Gen Y, along with Gen X, are currently those who occupy most of the population that now make up those in adult education and are also the parents of the newest population to enter post-secondary institutions and those newest to the teaching profession, Generation Z (Corrigan, 2013).

Generation Z

- Ages 8 to 23, 67 million strong, more diverse than other generations (UPCEA, 2020).
- Some researchers believe brains of Generation Z are structurally different than those of earlier generations, not as a result of genetics, but as a result of their external environments (Rothman, 2016).
- This is the first generation that does not remember a time before the Internet or mobile phone ownership. They were born at a time when the world went online and they were young children when Facebook and the iPhone were launched (Sparks & Honey, 2015).
- In a study of 1,200 college students, they see themselves as influential, entrepreneurial, open-minded and responsible (Seemiller and Grace, 2017).

Generation Z Continued

- Attention span is only around eight seconds compared to the twelve second attention span of Millennials (Sparks & Honey, 2015).
- Used to shifting between work and play and then back to work again. They have grown up alternating between gaming, reading, watching a YouTube video, while working on homework (Sparks & Honey, 2015)..
- Inspired to live life with a purpose and to live “a life that has perspective and a life that is bigger than our own “ME” world” (Me to We, 2019).
- Parents are more protective of this group than previous generations (UPCEA, 2020).

Generation Z Continued

- 100% feel like they know more about technology than their teachers (Chilliers, 2017).
- Growing up in a world of touch screens, their relationship with technology has been highly instinctual (Sparks & Honey, 2015).
- Posting on social media has become a way of being for this generation. Strong attachment to phones, 3 hours a day on mobile devices (UPCEA, 2020).
- Collaborative learning experiences are vital, working in small groups and teams comes natural to them. Both intellectual and social/emotional support are important by-products of these collaborative practices (Rothman, 2016).
- Want their learning to be more individualistic and demands more one on one attention and feedback (Pousson and Myers (2018).

Question 1: Explain your feelings about teaching students with a mask on? What challenges did you encounter?

- Before starting the year, I thought, I don't like wearing a mask. How can we expect 7- and 8-year-olds to wear a mask for 8 hours straight? All I am going to is be the mask police. Fast forward to 120 school days of wearing a mask all day and it doesn't even phase us. Some challenges that masks bring are that I don't get to see their cute faces or expressions. I was so shocked to see their faces or missing teeth on Zoom when we went to distance learning.
- I get winded or overwhelmed more easily, all the struggles of wearing masks at school are worth getting to be with my students in person.

Question 1 Continued

- Difficult hearing my quiet students, identifying emotions, and teaching phonics. There is so much nonverbal communication that is essential for learning about an individual just by looking at their face and smile.
- In the first couple of weeks of school it was also the leading cause of fatigue within myself and my students.
- I was concerned about whether my students could hear me, whether my voice would get tired, and whether I would start to get skin problems because of it. I quickly realized that these concerns were much less than the reason for wearing it. My students' health, my health, and the health of my family members was much more important than my own voice.

Question 1 Continued

- A big challenge was for my students whose families did not believe in Covid, they would often refuse to wear a mask. However, after a few months of working on this I no longer have this issue.
- The warmer temperatures do make it a little less bearable as it can be more challenging breathing. During the winter months it became a handy tool to keep warm at recess. The downside was that from the steam of breath and the cold weather, masks were easy to get moist. I have not been as sick with the common cold after wearing a mask compared to my semester as a student teacher. Overall, I would say they are not favorable, but are bearable.

Question 2: How did you create relationships with parents when they were not allowed in the school?

- I do weekly update videos instead of traditional paper newsletters. This allows families to see me in our classroom. Some families that don't pick up their child after school would never see me if it were not for the video. They also state that this gives them a sense of connection. I also send pictures often. I also created a classroom website as the hub of everything students and families need.
- The first week of school I made an initial phone call home telling each guardian/parent how excited I was to have their child in my class. Relationship building started with weekly newsletters and messages through seesaw the relationships continued to grow. Unfortunately, conferences were via zoom or phone calls, but this was another great opportunity to chat with guardians/parents about how their child was doing socially, behaviorally, and academically.

Question 2: How did you create relationships with parents when they were not allowed in the school?

- At the beginning of the year, parents sent their students back to school for the first-time in 6 months, in the middle of a pandemic. Therefore, we needed to put in the extra work to make sure that parents felt comfortable sending their children back to school.
- To build this trust and sense of relationship with parents, we sent home an “About Me” video to families the week before school started. This gave families an opportunity to get to know us before the school year started. Technology was a big help in maintaining those relationships. Photos, messages, and videos through the Seesaw app helped us to keep in touch with parents throughout the year.

Question 3: What other challenges did you encounter concerning students and families?

- Many parents wish to see their child's learning environment in person. Students also wish they could show their parents our classroom. Beyond the simple things of knowing where their child is learning, it is hard that we cannot celebrate with or include families in our learning. For example, we don't have any RED events, celebrations, holidays, end of unit events, or any other family involvement events. The students, and I, long to have families more involved our learning. Additionally, holding meeting virtually have been challenging, especially IEP meetings. It is hard to read body language, reactions, instincts, etc. when the meeting is not held in person. This has been a learning curve.

Question 3 Continued

- When tough phone calls are made home regarding negative behaviors in the classroom, it can be hard to truly understand the adult's reactions without seeing them. In other instances, it was hard to conduct meetings virtually with parents/guardians when more than one staff member was involved. It was confusing to know who was going to talk when!
- Scheduling meetings with parents has been difficult, because we have to depend on technology for these meetings (Zoom, phone calls). Many parents did not have access to these devices, which made it difficult to have a meeting with one another.

Question 4:

What did you do to develop community with your students in face-to-face learning environments?

- My classroom is student centered. Students take control of their learning. I have also included morning meeting each day (greeting, share, activity, and message). Additionally, I include meetings about SEL topics (trustworthiness, responsibility, etc.). We practice mindfulness twice daily, as well.
- I invited students to eat lunch with me, and I took the time to tell each student what I appreciate about them on several occasions.
- Some ways that I developed community-building activities, and the formation of a class pledge. These parts of the day allowed for students to form relationships and begin to practice social skills that they had been missing out on through distance learning.

Question 4 Continued

- Another way that I developed classroom community was through positive behavior reinforcements. I would create opportunities for our class to celebrate each other and the learning we were doing together. I continuously modeled this so that they, too, would begin to look for the good in themselves and each other.
- We always have morning meeting and we play a game together.
- I work to develop community in face-to-face teaching environments by incorporating social and emotional learning and social skills into our morning meeting shares and activities. I advocate the importance of safe spaces in order for students to share their feelings, thoughts, and ideas. We also play classroom and community building activities in our morning meetings to develop friendships and respect for peers. Students look forward to this part of our day.

Question 5: What did you do to develop community when it changed to a remote teaching environment?

- Morning meeting was still incorporated into our daily schedule. This allowed students to socialize and connect with their peers. At the end of the day, I had an optional Zoom for students to log in and chat or play a game with their peers. I included the blog feature on SeeSaw for students so that they could view their peer's work during their time at home.
- I created engaging lessons that were based off of my students' interests, and I provided them with opportunities to chat with me. During these times, I assured my students that I was still there for them despite not being in the same room. Also, I told them every day how much I missed them.
- We would share how things were going at home. We also allowed time before instruction for students to log on and talk to each other. Finally, I did lunch bunch with students. I kept track so that all students earned them throughout distance learning.

Question 5 Continued

- Virtual shout outs for students and virtual games during morning meeting, Padlets allow collaboration for students.
- When we went distance learning, I continued to develop a community in remote learning by allowing students to share at home learning experiences. It was important for students to discuss challenges during these difficult times. We also tried to participate in morning meeting activities through zoom meetings, and added activities like scavenger hunts or guessing games.

Question 6: Did you have discussions with the students about Covid-19?

- Yes, lots of them! We had many conversations in the beginning of the year and the importance of masks, sanitizing, cleaning, social distancing, etc. Beyond the expectations, we have talk about what COVID is and new things that have changed. When I got my vaccine, I talked to the students about how and why the vaccine is important.
- The very first day of school we had the conversation about how and why we wear masks. This was something I would say most of my students already understood from having previous conversations with their parents/guardians. We also talked about the importance of washing our hands and keeping distance from others.
- Yes. We talked about Covid-19 at the beginning of the year while discussing routines and rules of the school and classroom. Because there were so many new rules that students weren't used to, it was important to discuss *why* those new rules were in place. We also talked to students about their fears and worries surrounding the virus and how it impacted their family and community.

Question 6 Continued

- I have 2 students who believe Covid is fake, so we often talked about the school/district rules.
- Our classroom has had discussions regarding Covid-19. It is not a conversation to scare students on the realities of the pandemic, but rather inform them on the importance of doing our part in order to keep ourselves and others safe. Covid-19 has brought changes to their in-person learning experience like wearing masks, bringing your own water bottles, sanitation and handwashing, social distancing, and no extra-curricular activities. If students do not understand why, it is important, they will not follow the district-wide guidelines.

Question 7: How did you keep the students actively participating with each other during lessons in face-to-face learning environments?

- MASKS!! Now, as long as students are always wearing masks, they can sit together at the carpet, use the same materials, mix groups, and other collaborative actions. Not having to ALWAYS social distance and track every little group interaction has increased student and teacher engagement. Besides not sharing materials and always wearing masks, our classroom feels pretty “normal” and therefore, I use many common engagement strategies.
- I provided them with opportunities to get involved. After I modeled how to do something, I would give students the opportunity to come up and try it themselves. The more I got the kids involved, the more engaged they were. In addition, I brought a lot of energy into every lesson. The more excited I got about teaching something, the better participation I got.
- I keep students actively participating by incorporating a lot of movement into my lessons. This may include doing different gestures for answering questions, incorporating workout moves between questions, or moving to different parts of the room.

Question 8: How did you keep the students actively participating with each others during lessons in remote learning environments?

- I did lots of fun, celebration things. Usually, lessons were 5-10 minutes since that is all they had stamina for due to all the distractions at home. We completed most of the work together, live on Zoom. I also concluded the unit by doing a “dress the teacher up” lesson. If students answered the questions correctly, I would add or do something crazy to me. I had dark blue eye shadow, dark blush, obnoxious lipstick, a warrior wig, beads and boa, and emojis stickers on my nose. I did many crazy things to keep students engaged and excited. I utilized the chat often.
- By getting creative! I would do silly things such as put stickers on my face and dress up every time a student answered the questions correctly. I also made a deal with some of my distracted kiddos that they would get a proud moment (PBIS) every time they read a complete page in their book... it worked wonders!

Question 8 Continued

- I found it much more difficult to keep students engaged through remote lessons. One tip I learned was to switch up how I taught my lessons. Some lessons were pre-recorded and some were taught live. Some activities we did together as a class, and some they were required to do on their own. I would keep my lessons short, and include movement breaks in-between those lessons. This included playing Simon says or doing a scavenger hunt in their homes.
- I keep students actively engaged in the remote learning environment in my lessons by utilizing the chat box and more opportunities for interactions. When students are able to chat answers or ideas, they are able to stay more engaged. I also utilized the breakout rooms to encourage collaboration.

Question 9: How did you tend to your own mental health during the pivots from face-to-face learning to remote teaching?

- It was tough! I was much more exhausted mentally during online learning than face-to-face learning. I had to set boundaries for when I was working and when I was having my personal life. It was hard to stick to these boundaries because sometimes the only time a child was able to do school work was after their parent/guardian was home from work. I felt that if they had a question, since they were online, I had to help them then. This was hard to balance. I took many walk breaks during distance learning, since I was not used to sitting that much. I also worked out every day to stay sane. Another odd benefit to online learning was that I drank SO much more water.

Question 9 Continued

- Initially when I heard the news, I broke down emotionally. I cried for a little bit and picked myself back up and got right to work. This is usually how I deal with devastating news. In addition, I sought out help and found individuals to help me prepare for the transition. I didn't stop working until I felt I was in a good place and prepared for the next steps. During this time, I was less focused on me and more focused on pivoting to remote teaching. After a couple of rough days, I unplugged and took the nights off to recuperate and gain some energy back. Luckily, we were provided enough time to do this so I was 100% when it came time to teach my students virtually.

Question 9 Continued

- The main thing that helped me get through making the transition between face-to-face and distance learning was surrounding myself with positive, hard-working people. The people in the program and at my school had a “can-do” attitude, and shared so many great ideas together.
- I relied on my first-year teacher friends/colleagues. We helped each other with planning while also making sure to have fun with each other. I also used a lot of music to keep spirits up in both myself and my students.
- In order to tend to my own mental health, I have heavily relied on my colleagues, mentors, family, and friends for support and assistance in challenging and frustrating situations. I spent more time exercising and journaling to be reflective on the aspects that I have been doing right. I had my support team advise me on allowing myself grace.

Question 10: Looking back now, what aspects challenged you the most, and share how you addressed these challenges?

- Organization was hard. Trying to organize information that was user friendly for me, students, and parents. It felt like there were many platforms and expectations to juggle without being able to be there to walk them through the platforms. For example, if they couldn't get into SeeSaw, they wouldn't be able to get my Zoom link where I could help them out. Or, if they couldn't get to my website, they wouldn't know the schedule and in turn would not show up. We ended up streamlining all of the materials, content, videos, and links, through ONE platform, SeeSaw. From SeeSaw students could access Zoom, our classroom Google Site, and other links. Consistency was also important.

Question 10 Continued

- Organizing and managing the content was challenging. We solved this problem by creating choice board for students to choose from. We also made one long SeeSaw assignment for the whole day instead of one activity for each content area. Also, due to wifi issues, we had students work in their books and with paper and pencil often. Then, they would upload pictures into SeeSaw, instead of doing the content on the iPad.
- At the beginning of the year, it was a challenge to envision a classroom according to all of the Covid-19 restrictions. Having limited experience with having my own classroom, it was difficult for me to imagine how to conduct a classroom with all of the restrictions (6 feet apart, no grouping, no sharing materials). It was a challenge trying to take what I had learned in my undergrad and look at it through the lens of Covid-19.

Question 10 Continued

- The biggest challenge was not seeing my students face-to-face anymore and worrying about the students who wouldn't log on to zoom daily. The stress of worrying about my students at home and wondering if they were being fed and cared for was heart-breaking. Also knowing that the progress we were making would stop or slowly diminish was frustrating. These were things that I had in the back of my mind on a daily basis and suppressing these thoughts was the biggest challenge. I contacted parents/guardians frequently to remind them that school was still in session and that their child needed to log on daily. Some of the things you see and hear when a student is in their home environment did actually increase my worries but I believe knowing is better than not knowing.

Question 11: What were your successes that you would like to share with other educators?

- Creating a class website has been so helpful and successful for face-to-face learning and distance learning. This helped with communication, choice boards, links, passwords, and many other things. Being optimistic about the situation. There is always good in every situation. Find ways to make it work. Don't dwell on what could be, instead, problem solve to make it work and have fun! Talk about it and all the emotions that come with it. It is healthy to include students in tough conversations about the situation we are in. Students also need to be a part of the classroom decisions. The simpler the better. Don't make it complicated for yourself, students, or families.

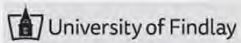
Question 11 Continued

- This year has been full of ups and downs, but I very happy with where my students are at academically and socially. Another factor that aids in my success is the relationships with the kids. I always thought it was repetitive how many times my college professors would tell me how important building relationships is, but I have now experienced it first-hand. I truly believe students will respond and react to the teacher differently depending on how strong their relationship is. The days were long and exhausting but the hard work definitely pays off.
- I have learned that no matter what mode of learning a child is capable of making gains. It has been amazing to see what other teachers have done to make learning fun and engaging in all learning environments. This experience has taught me to be creative and flexible. It has also challenged me to think about teaching and learning in ways I had never thought of before.

Gen Z First Year Teachers Value...

- Positive relationships, interactions, and connections with students, families, peers, and mentors. These were significant to them feeling successful during vulnerable situations.
- Active learning, engagement, and hands-on learning for themselves and for the students in their classrooms. Preference is to include interactive games, collaborative projects, technology, and graphic organizers.
- Taking time for self-reflection and meaning making.
- Practical learning experiences that apply directly to their immediate classroom needs. They do not like to waste their time if they do not see a purpose to what they are doing or learning.
- The importance of mental health issues as they have a strong sense of who they are and what they want to achieve.

Thank you for your attendance!



Learning Outside of the Traditional Classroom


Patti Abels (presenter)
Dale Brougher (non-presenter)
Maria Gamba (presenter)

Abstract

Teaching should focus on enabling students to enter the workplace, including opportunities for personal development. A forward-looking goal is integrating service learning within the curriculum.

Patti Abels

Professor of Business



- Since 2006
- Discipline – Accounting
- Graduate and Undergraduate
- Advisor, Accounting Club
- Advisor, Delta Mu Delta Business Honor Society
- Advisor, Institute of Management Accountants Accounting Honor Society

Maria Gamba
Associate Professor of Business



- College of Business Faculty
- Since 1988
- Teaches economics and international business at undergraduate and graduate programs

The University of Findlay
Founded in 1882

- Located in Findlay Ohio, a micropolitan community within an hour or two in commuting distance from Toledo, Columbus, Dayton, and Detroit.
- 3300 students with a third in graduate programs ranging from master's to doctorate programs.
- Two thirds of our undergraduate students are in business, education, health professions, equestrian, and humanities programs among others.



Introduction

- The University of Findlay prides itself in providing an educational environment for all learners of diverse backgrounds.
- We aim to assist our learners enter the workplace while providing opportunities for personal development.
- These opportunities can include ways to serve our diverse community with empathy and an open mind willing to learn.
- A forward- looking goal is integrating service learning within the course content or curriculum.

Service Learning

- Service learning is "a course-based, credit-bearing educational experience in which students participate in an organized service activity in such a way that meets identified community needs, and reflect on the service activity in such a way to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility" (Bringle and Hatcher, 1996, as cited in Gujarathi and McQuade, 2002).
- The careful and purposeful link between academic or course content and service differentiates service learning from volunteering. Jay (2011) describes "service learning typically last only one semester in duration and usually only a few hours per week outside of the class" (as cited in Desmond, Stahl, and Graham, 2011)

Diversity

- Diversity is defined as "individual differences (e.g. personality, learning styles, and life experiences) and group/social differences (e.g. race/ethnicity, class, gender, sexual orientation, country of origin, ability, and cultural, political, religious, or other affiliations)" (Milem, Change, and Antonio, 2005, as cited in Lee and Priester, 2015).
- A well-planned service learning is an experiential learning and the hope is "to promote student reflection and awareness of political, social, and economic intolerance in order to foster a deeper respect and appreciation for diversity" (Holland, 2006, as cited in Desmond, Stahl, and Graham, 2011).

Presentation Objectives

- To highlight and describe some learning service activities as they relate to diversity awareness.
- To describe how service learning activities are integrated into courses.
- To elicit ideas on how these service learning activities can continue under the challenges posed by COVID-19.

Strategic Goals

1. **Equip students for meaningful lives and productive careers**
2. Improve academic programs continuously through rigorous assessment
3. Grow targeted enrollment
4. **Enable exceptional student learning**
5. Develop the whole person through personalized attention
6. **Embrace professional, cultural, and intellectual diversity**
7. **Provide experiential learning in every program**
8. Build best-in-class strategic resources

Suggestions for Service Learning

- Serve on a board for a Not for Profit organization
- Work on a Habitat for Humanity project constructing housing for families with low incomes
- Organize/assist with voter registration
- Work with a neighborhood association
- Work with a public interest organization
- Work with a political campaign
- Assist with community events and projects such as museum activities, cultural awareness programs, fairs and festivals, Adopt-a-Highway, neighborhood clean-up/beautification days
- Serve as a mentor for a young person through Big Brothers Big Sisters, Scouting, 4-H or other youth organizations
- Help senior citizens with a variety of activities that enhance their quality of life
- Conduct a conservation project at a park, lakeshore or nature center
- Tutor elementary or secondary students in a variety of subjects, work with Literacy Volunteers of America, or serve as a "Reading Partner" to encourage youngsters to develop good reading habits



Student Activities

- Serving as Student Ambassadors
- Volunteering for Backyard Mission Trip
- Building House Walls for Habitat for Humanity
- Participating in Ohio Benefit Bank
- Teaching Financial Responsibility as part of a Retraining Program Offered by the City Mission
- Developed Accounting System for Oiler Enterprise
- Involvement in a Mentoring Program
- Teaching Financial Literacy to Elementary Students



Student Activities


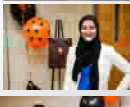

- Offering Workshops for the Senior Citizens
 - Microsoft Excel
 - Microsoft Word
 - Microsoft Power Point
 - Personal Budgets
 - Social Media
 - Email
 - Pictures
 - Etc

Fund Raising

Community Events

- Christmas on Campus
- Adopt a Classroom
- Student Scholarships
- Children's Mentoring Program Cultural Events and College Scholarships
- Book Bags and School Supplies for the Homeless Shelter and Hope House
- Hancock Saves Literacy Program

Mary Flickinger's Classroom – Special Needs
 Jefferson Elementary School
 Findlay, OH 45840
 Donation: \$1,089.99

Lauren Parriott's Classroom – Special Education
 Donnell Middle School
 Findlay, OH 45840
 Donation: \$1,000.00

Christmas on Campus

- 80 children of needy families brought to campus
- Meet with Santa
- Games and fun activities
- Receive Christmas gift from Santa from their list
- Each family receives a Christmas turkey or etc



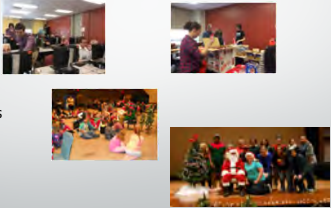
Helpers from Student Organizations

- IMA Accounting Club
- IMA Accounting Honor Society
- DMD Business Honor Society
- Habitat for Humanity
- Xi Theta Chapter of Sigma Tau Delta
- 2 Chemistry Based Clubs
- Kappa Epsilon
- City Missions
- Mortar Board National Honor Society




COVID 19 Challenge

- Senior Citizens
- Fund Raisers
- Christmas on Campus




Observation/Service-Learning Project
Introduction to Religion
RELI 101
Dale Brougher (non-presenter)
Maria Gamba (presenter)



One of the greatest and most effective ways of learning about religion and how it influences lives is to experience it in action.

Students have the option of doing either a service-learning project or an observation project that will provide them with the opportunity to experience or observe persons living/practicing their faith.



No one is forced to be religious or to practice any religion.



Everyone is asked to objectively understand religion and the influence it has on people.

Service Learning Option

1. Students must establish a plan that will enable them to work with a person or persons. They must be on site doing this service experience for at least five hours.
 - Focus on a service related to their major and how the Five Big Questions are addressed in their experience.
 - Big Questions: Ultimate Meaning, Personal Identity, Transcendence, Vocation, and Service.
 - Focus on vocation.
2. Accountability piece: a five-page reflection paper.

Observation Option

Observe persons involved in a religion other than the one with which they are most familiar.



Outline for the Observation

1. Discuss the idea with the professor and determine the religious group with which they want to work.
2. Make contact with the religious group and explain the expectations.
3. Students must establish a plan that will enable them to work with or observe the chosen faith community in worship. They must be on site doing this the observation/service for at least five hours. Their experience should include the observation of persons worshipping, interviews, and a tour of the facilities.

Accountability piece: a five-page reflection paper.

1. What did they do?
2. How this religious group is similar and different from what they have learned in class?
3. How does this religious group differ from the religion with which they are most familiar?
4. Why do they think people are attracted to this religion? How does it meet the existential needs of a person?
5. Address the Big Questions: Ultimate Meaning, Personal Identity, Transcendence, Vocation, and Service.

In the Covid-19 Era . . .

Creating alternatives.

Observing/Researching Worship in A Different Faith

Research a worship service of a religion other than the one with which you are most familiar.

- Each student (or a group of two or three students) (no more than three students) will be asked to find an online worship service for a religion that the professor and the student agree upon.
- In an email to the Professor, the presenting student(s) will submit the internet address of the worship service to be observed by mid-semester so the Professor can approve it and provide advice.
- **In Canvas, post a video in which the student/group explain(s) what they have learned.** The videos will be discussed during the Zoom sessions toward the end of the semester..
- What to research?
 - o Find out the name and theological perspective of the group in the worship service.
 - o Be able to explain the various symbols and architecture in the room. If there are statues, know who they represent. If there are major aspects of the building that are related to or unique to the religion, make note of it.
 - o Know what service is being held and the purpose for the service. Be able to explain what is happening in the service.
 - o Compare and contrast the service to what they are familiar with or what we have studied.

Our hopes.....

- We hope these experiences will also further our students' view of diversity as it relates to gender, sexual orientation, race, religion and socio-economic standing, among others.
- We hope to inspire others to do the same and perhaps form a more collaborative effort between and among programs and offices.
- We hope our audience will share some ideas and input to keep our service-learning intact.
- We are hopeful to further equip our students for meaningful lives and to provide them with experiential learning that addresses diversity.

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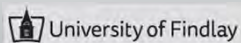
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Questions? Comments?



Thank you for Attending!!
Maria & Patti

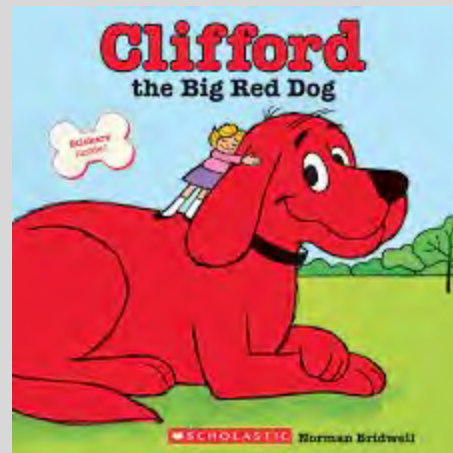
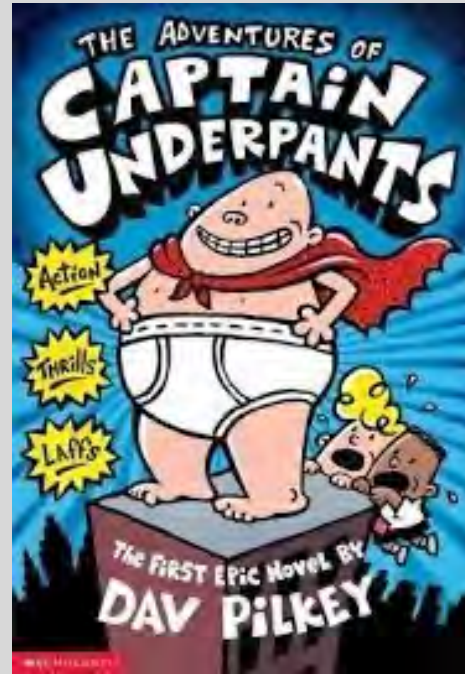


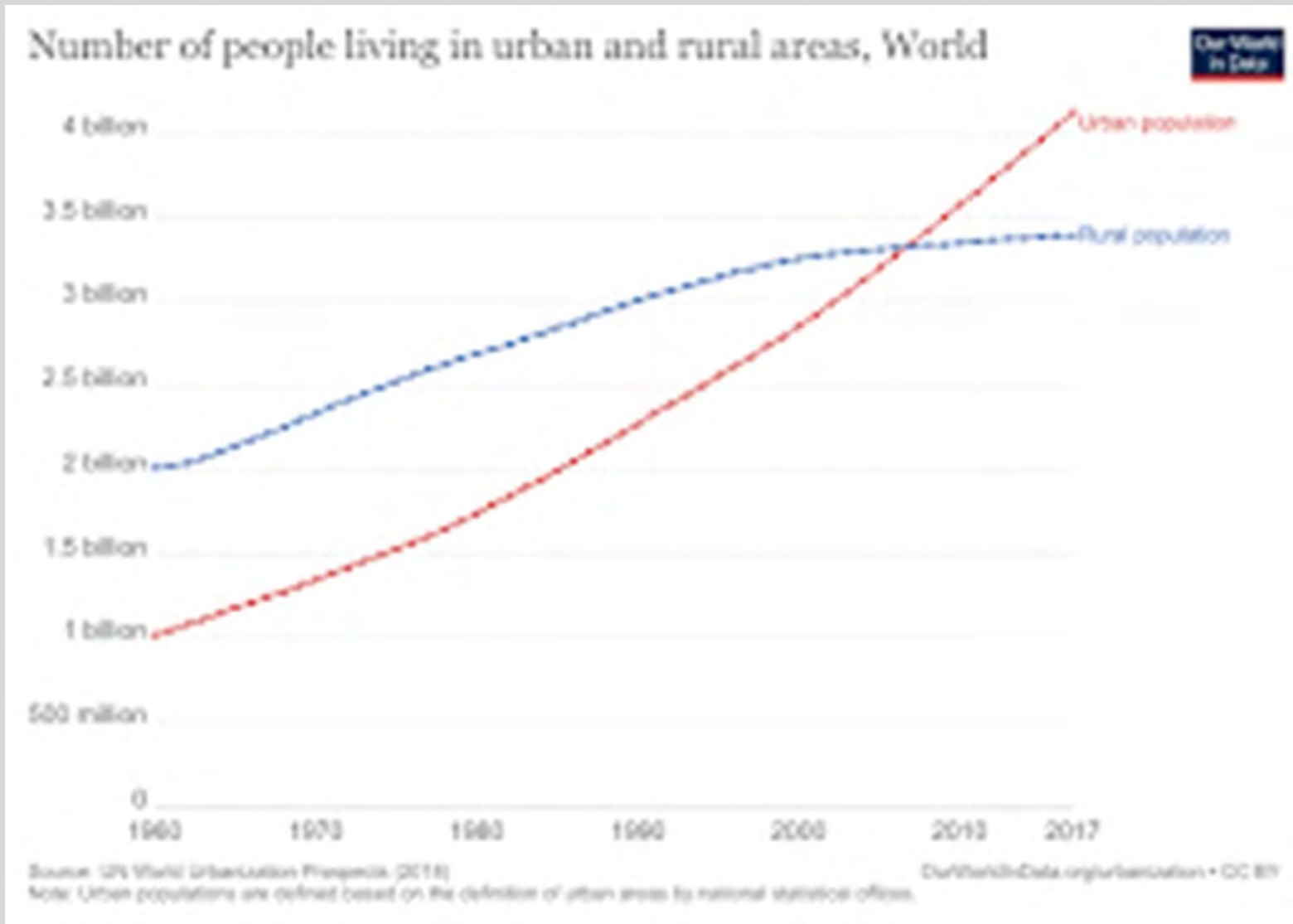


**GLOBAL CHILDREN'S
LITERATURE AND NEW
URBAN ECOLOGIES**

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

enorris@csu.edu

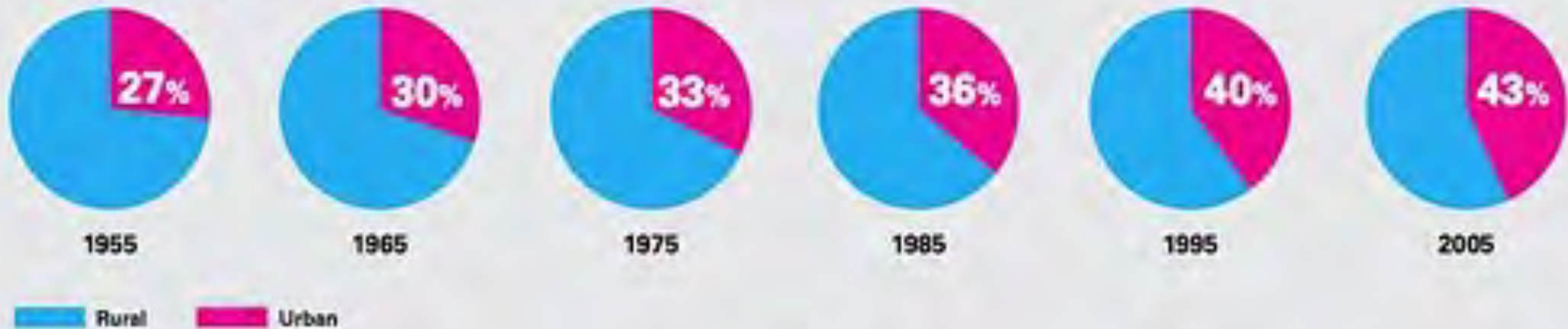




(Childfriendlycities.org)

Almost half of the world's children live in urban areas

World population (0–19 years old)



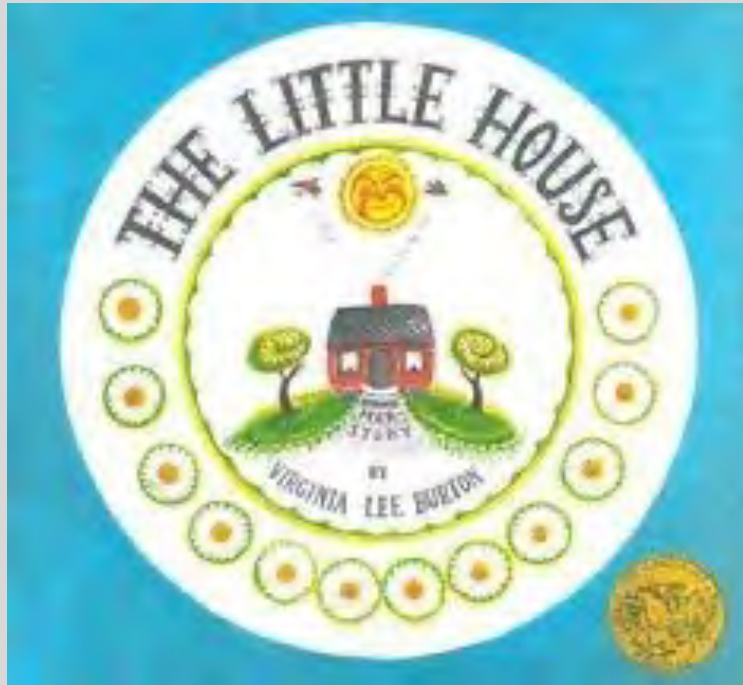
Source: United Nations, Department of Economic and Social Affairs (UNDESA), Population Division.

What is Urban Ecology?

Urban ecology can be defined as “the study of humans in cities, of nature in cities, and the coupled relationships between humans and nature” (*Journal of Urban Ecology*, 2019).

To these dimensions, one must also add the **dimension of culture and behavior** in looking at human adaptations to rapid social and physical changes in the urban environment.

The Little House by Virginia Burton, 1942

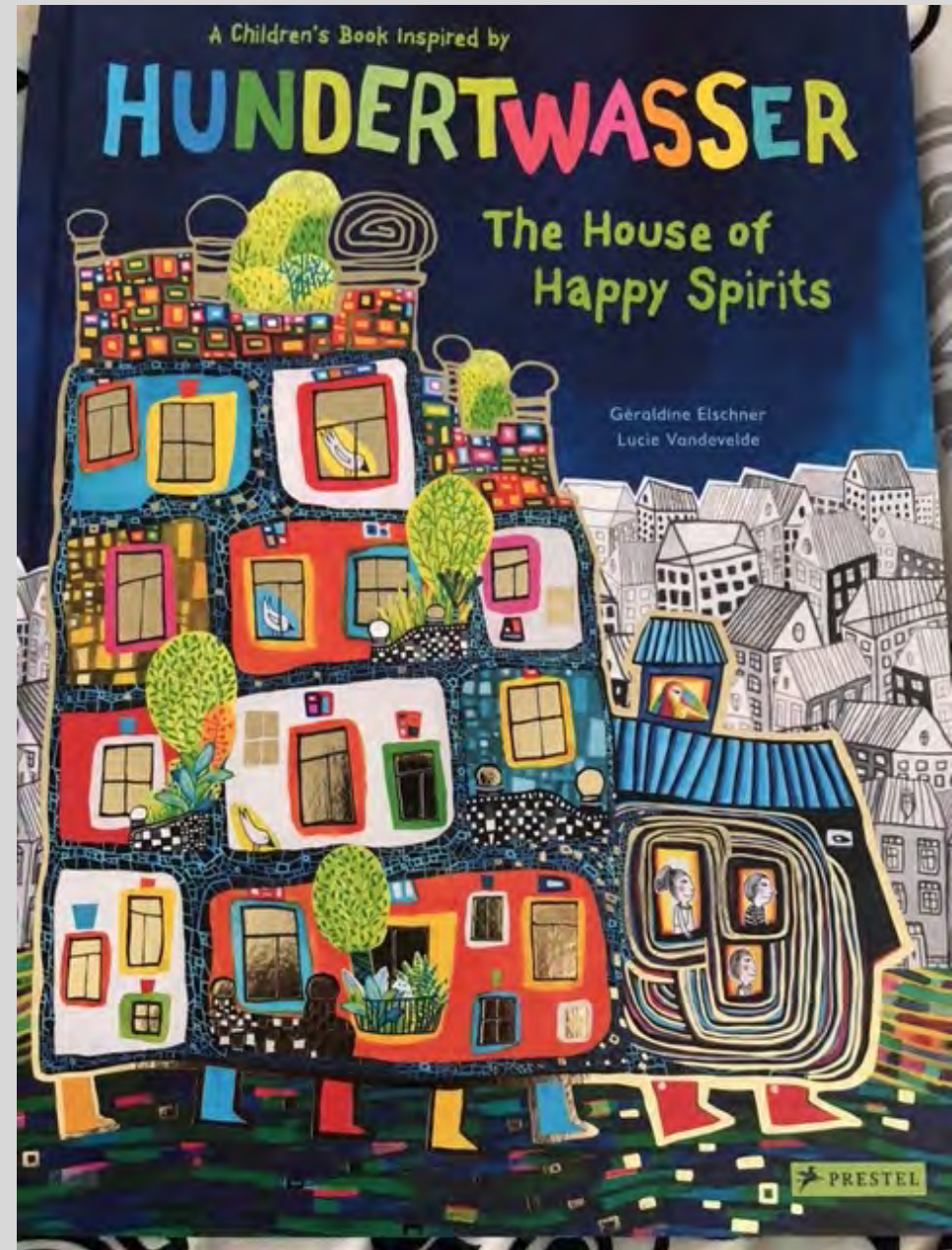




“Walking in the City” and the pedestrian view (Michel De Certeau)

- City dwellers are *active subjects* who themselves write the “urban text”: “They walk as authors....the local inscribes his or her story on the city”. (*The Practice of Everyday Life, 1984*)

Geraldine Elschner & Lucie Vandevælde



Hundertwasser







What exactly is going on in our city?
In our big, gray, big city
some odd things have been happening.

The old factory that made grandma's furniture...
it suddenly looks like a chessboard.
And a tall chimney lights up in the distance.

Who is messing everything up?
"The wizard of the rooftops," whispers Leo.
"The witch of the forest," utters Leo.
Tokyo says nothing at all.
He's usually bobbing on his soap.

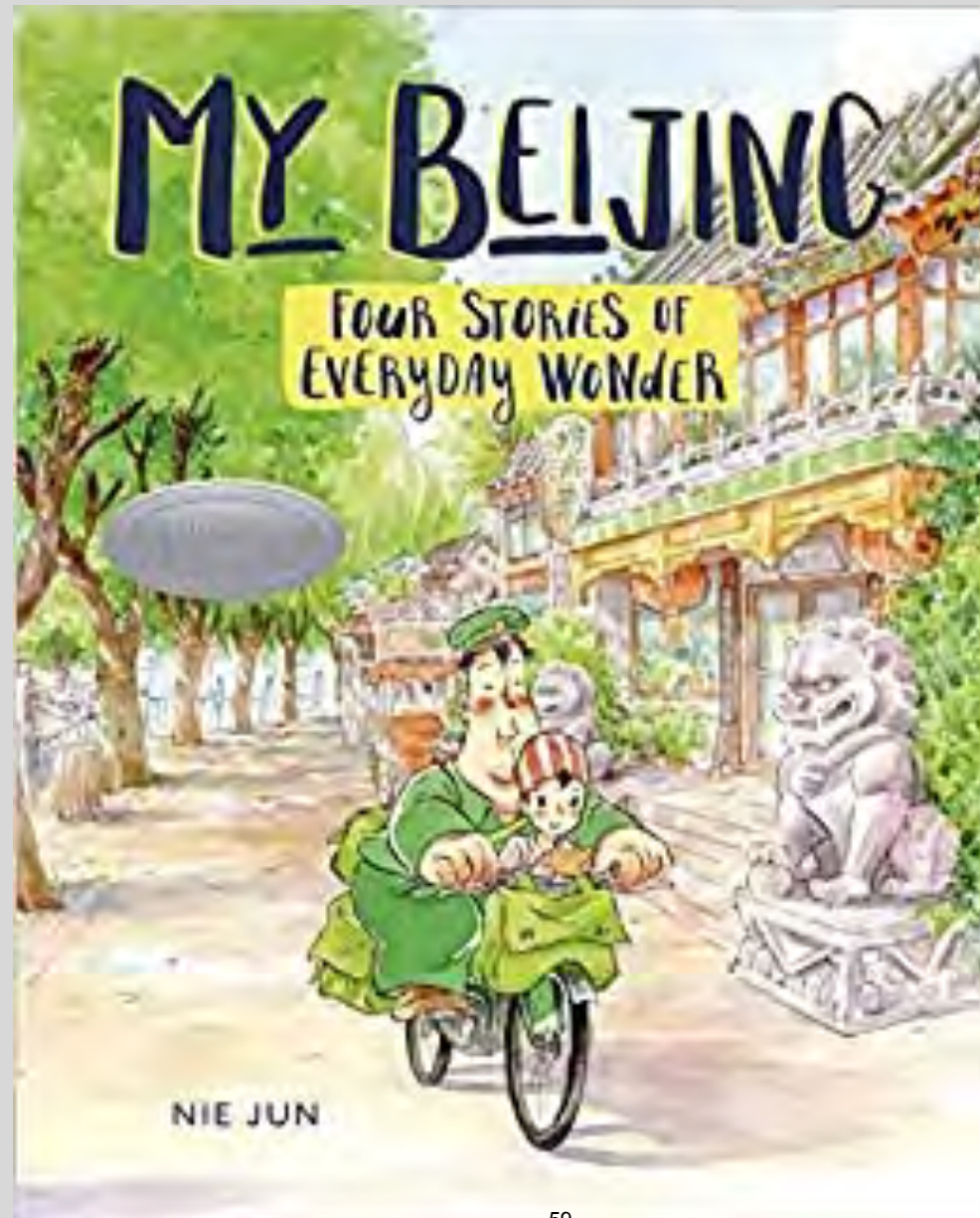






Eco-Values highlighted in The House of Happy Spirits

- ❑ Humanity and nature can live in harmony in the urban space and when we promotes a new mode of living;
- ❑ Community sustainability;
- ❑ Empathy for all forms of life;



MY BEIJING

FOUR STORIES OF
EVERYDAY WONDER

NIE JUN

Beijing Traditional Hutong





Aspects highlighted by Nie Jun

- ❑ Community bonds and sustainability as community practice;
- ❑ Making the invisible visible;
- ❑ Empathy for all forms of life;
- ❑ Homage to the Hutong heritage as they represent an important cultural element of Beijing.

Homage to the Hutong by architect Sun Dayong



Let's Meet the Real Kids in the Windy City by Alina Dizile & Sonja Oldenburg (illustrator)



Chicago's Little Village



Sophia

Let's meet Sophia.
She's 6-years-old and lives in Little Village.

At home: I watch TV with my little brother Dieguito. But sometimes, he's more interested in playing with blocks.

For dinner, I eat: Tamales – they are made from corn and the stuff inside is so good.


The animal I'd want to be is: A bat. I like being awake in the dark. I don't like going to sleep. And I'd like to fly sometimes.

If I could go anywhere, I'd go to: New York. They have an M&Ms store.

In my dreams: I do karate.

I'm special because: I know three languages. I learn Mandarin at school and my grandma speaks to me in Spanish.

Tip:
Wander 26th Street
and save room for
some tasty palets



Chicago's Woodlawn



Penny

Let's meet Penny.
She is 11-years-old and lives in Woodlawn

At school I'm in theater. We're doing Aladdin and I'm singing as part of Prince Ali's entourage. My school is Chinatown, which means that on Chinese New Year we always have a big assembly.


On the weekends: I like going to the farmer's market near our house. I always get Asian pears when they are there because they are crunchier than regular ones.

My friends: Have about 8 siblings or more. I'm glad to only have one sister, Carly, even though she feels like 10 sisters.

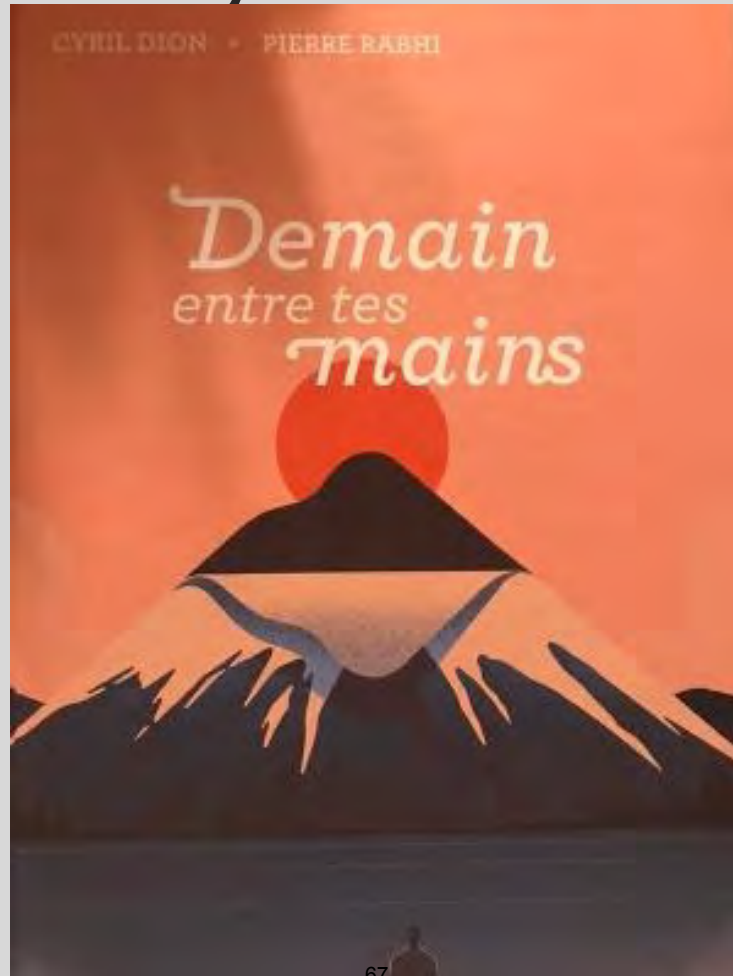
People don't know this, but I'm not much of a hugger -- I just don't like hugs that much.

I love: Dictionaries. I always read them and look for new words. Right now, it's the word 'forethought' which means to think about the future.

Tip:
Pack the binocu
and go bird wat
in Jackson Pa



Demain Entre tes Mains by Pierre Rabhi & Cyril Dion



Foreword

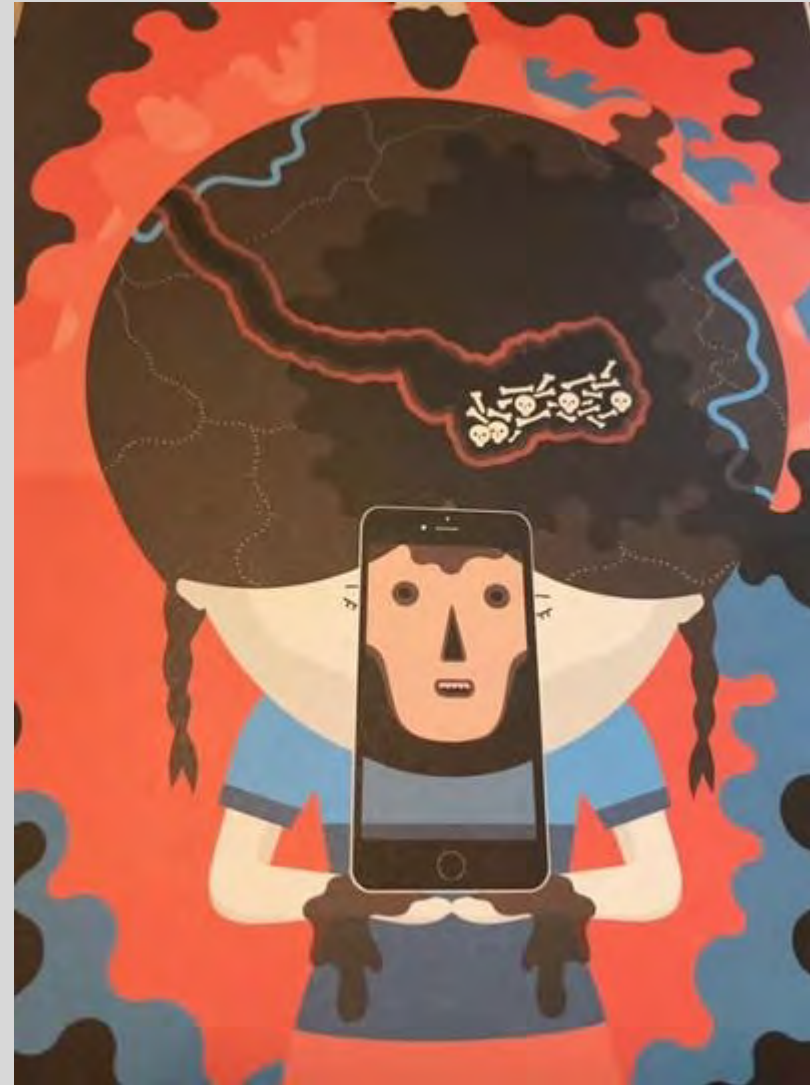
“Jamais de toute son histoire l’humanité a été confrontée à une sorte d’ultimatum: changer pour ne pas disparaître...Le temps est venu pour leur enseigner la vérité. Non pas seulement la vérité élémentaire mais la vérité fondamentale. Ils doivent savoir qu’ils sont les enfants de la Nature comme leurs parents et leurs grands-parents, depuis que l’humanité existe.”

--Pierre Rabhi

“L’être humain, lui, ne détruit pas la nature simplement pour se nourrir ou pour survivre, mais pour accumuler, et en fin de compte pour gagner de l’argent.”



Consumer society

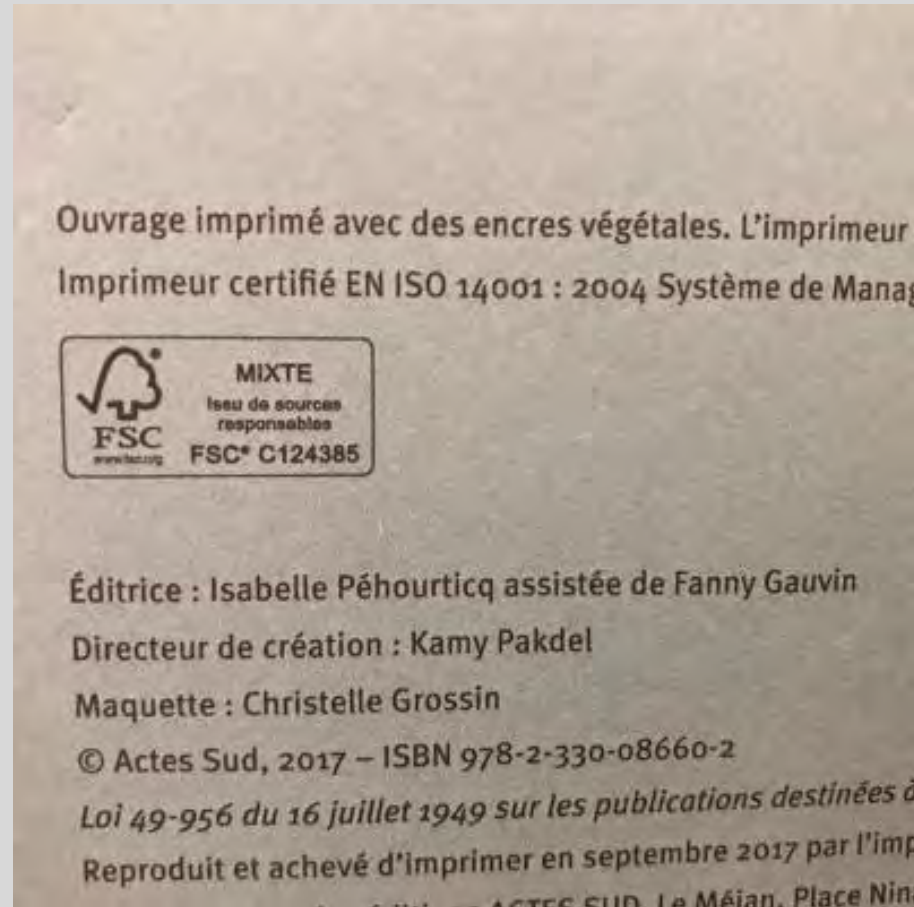


Taking Action

4Rs: réduire, réutiliser, réparer,



Eco-conscious label



Conclusion

Issues of the environment, social justice, and urban politics are in the forefront of many national policies around the world. Literature, the arts, and the humanities in general have a place in these important discussions. They offer alternative narratives to mainstream homogenizing discourses and have the power to show creative solutions and frameworks to urban pressing issues. Urban children somehow form private lives in the midst of turmoil and changes. When city children recognize their world in these stories, they are able to recognize that they too can be active agents in constructing a new life-affirming urban future.

A few suggestions...

Magic Trash: A Story of Tyree Guyton and His Art. Shapiro & Brantley-Newton.

The Sock Thief. Crespa Ana & Nana Gonzalez.

The Best Tailor in Pinbaue. Toledo, Eymard.

The Sound of Silence. Katrina Goldsaito & Julia Kuo.

We Planted a Tree. Muldrow. D & Bob Staake.

Aya de Yopougon. M. Abouet & Clement Oubrerie.

Maybe Something Beautiful.. How Art Transformed a Neighborhood.
Campy, Howell, & Lopez.

Thank You Garden. Scanlon & Shin.

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**Finding and Using Digital Social
Science Book Databases and
Reading/Listening Apps for K-
Adult Learners: A Research
Study**

Presenters

Dr. Steven Grubaugh, University of Nevada, Las Vegas (UNLV)

Dr. Greg Levitt, University of Nevada, Las Vegas (UNLV)

Dr. Donald Allen Deever, University of Nevada, Reno (UNR)

Abstract

This research study was designed to explore and foster the use of digital social science book databases and reading/listening book apps for K-adult learners. The use of NoveList and Overdrive/Libby will be demonstrated live during the presentation. The research incorporates the (NCSS) College, Career, and Civic Life (C3) Framework for Social Studies State Standards.

The logo for OverDrive, featuring the word "OverDrive" in a blue, italicized sans-serif font with a registered trademark symbol.The logo for NoveList, featuring the word "NoveList" in a black serif font with a registered trademark symbol.

Highest Quality Books

- We should show our students how to find and use the highest quality and engaging social studies books to be more interesting, relevant and relatable to them.
- Our students DESERVE the very best books (5 star system).
- We can pass on our love for the social sciences through great books at appropriate levels for our students.
- We can keep ourselves interested and loving our favorite social science topics by finding and reading the best books available.
- We can relate excerpts or tell stories from the books to better engage our classes in learning and the love of social studies.

Most Popular Commercial Book Reading/Listening Apps

- Amazon Kindle
- “Books” via Apple and Google downloads
- Audible
- The nine best apps for book lovers
 - <https://fueled.com/blog/best-apps-for-book-lovers/>
- But now reading and listening to books are FREE thanks to Overdrive and Libby.

First, Get a Public Library Card

- Pathway to the Clark County Library for a Digital Library Card
 - <https://lvccld.org>
- Scroll down a little bit and you'll see –

Get Your FREE digital eCard →

- Then register and get your card.
- Librarians are always happy to help!
- Library cards all over the U.S. are easy to acquire digitally, especially during the pandemic.

Second, Download and Activate the Device Neutral Overdrive or Libby App

- Download the app "OverDrive" onto one of your digital devices (phone, tablet or computer) through the Apple App Store or the Google Play store.
- Activate the Overdrive app with your library card.
- Select, then download either a digital audiobook or an epub book (high quality, of course) and listen to, or read the book on your digital device.
- Be aware that you might be put on a waiting list for the book.

Read or Listen to Your Book Through the App(s)

- To read or listen to great books, you can browse and download interesting titles from your computer or mobile device.
- If you need help, OverDrive has online videos and tutorials to help you get familiar with borrowing electronic materials. Simply go to <http://help.overdrive.com/> to get started.
- County, City and school librarians are available to come into your classroom and set kids up with their own library card and download the Overdrive/Libby apps to kids' personal devices.

Third, Use NoveList to Find the Best Books

- We need our active library card again to access NoveList.
- The NoveList database is a GREAT way to find the best and most interesting and relevant books for students of all ages, interests and reading abilities. THE DEMO IS COMING UP.
- Another great way to find social studies books is to see the review section of new children's and young adult books located in the journals of The National Council For the Social Studies <https://www.socialstudies.org>. These journals require an annual subscription to access these articles but are also available through many public and university libraries.

NoveList Overview - Many Ways to Delimit Information and Run Custom Searches



The image shows a screenshot of the NoveList website's navigation menu. At the top, there are two tabs: 'Fiction' (which is selected and highlighted with an orange border) and 'Nonfiction'. Below these tabs, there are four age group filters: 'Adult' (selected and highlighted with an orange background), 'Teen', 'Ages 9-12', and 'Ages 0-8'. The main menu consists of a list of blue links, each followed by a right-pointing chevron symbol (»). The links are: 'Audiobooks: Fiction », 'Australian and New Zealand Fiction », 'Best of 2020: Fiction », 'Book Club Best Bets », 'Canadian Fiction », 'Fantasy », 'Fiction A to Z », 'For Fans of... », 'Graphic Novels, Manga, Anime », and 'Historical Fiction ».

Fiction Nonfiction

Adult Teen Ages 9-12 Ages 0-8

- [Audiobooks: Fiction »](#)
- [Australian and New Zealand Fiction »](#)
- [Best of 2020: Fiction »](#)
- [Book Club Best Bets »](#)
- [Canadian Fiction »](#)
- [Fantasy »](#)
- [Fiction A to Z »](#)
- [For Fans of... »](#)
- [Graphic Novels, Manga, Anime »](#)
- [Historical Fiction »](#)

Novelist Key Word Search

- Key Word Search Example



Keyword ▾ Civil War

[Basic Search](#) [Advanced Search](#) [Search History](#)

Delimit to Refine Results

Refine Results

Audience

- Adult Teen
 Ages 9-12 Ages 0-8

Fiction/Nonfiction

- Fiction Nonfiction

Additional Limiters ▶

Publication Date

From:

2005

To:

2020

Sort for the Very Best Books

Books

Audiobooks

Series

Lists & Articles

Results: 1-30 of 339

Sort by: Popularity 

Results for: Civil War

✓ Limiters set

Relevance

Author

Title

Date Newest

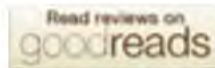
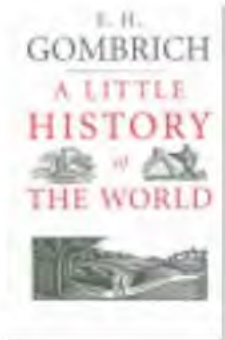
Date Oldest

Popularity

Volume

Narrator

1.



1969 reviews

A little history of the world (Oct 2005)

By: Gombrich, E. H. (Ernst Hans), 1909-2001

Presents a brief, narrative history of the world for you
ll.

Popularity: 

Teen

Nonfiction

 **Title Read-alikes**

 **Author Read-alikes**



Check the Library Catalog

Live Zoom Demo to Find the Best Social Science Books

- Screen Share NoveList

Overdrive/Libby Study

- *Survey of 20 undergraduate preservice education students from a content area reading course (social studies, math, science, English, and PE), in Fall, 2019.*
- *16 completed surveys*

Positive Findings

- *On average, undergraduate students had not had a library card for about nine years.*
- *Most did not know about the library apps, thus rarely used an app to listen to or read books.*
- *Students overwhelmingly appreciated using the apps to read or listen to a book and would be recommending the app to their students.*

Positive Findings 2

- *Most would have the librarian come in to install Libby on students personal and school digital devices.*
- *Accessibility (5 minutes to download) and promise for ELL learners listening to audio*
- *FREE*
- *Many of the students loved the listening to an audiobook for the first time.*

Negative Findings

- *Book availability through Libby.*
 - *Waiting list*
- *Not as pleasant to read on digital devices and a handful did not respond positively to listening to a book.*
- *Digital divide.*

Implications

When we can have kids finding the most interesting high quality social science books at appropriate reading levels and downloading and reading/listening at their convenience anytime and anywhere, we are on our way to encouraging life-long readers of social science books and building a LOVE for social studies topics, themes, issues and ongoing reading.

Questions & Reminder

Audience Questions?

- If you have questions for any of us, please email us at
 - Steven.Grubaugh@unlv.edu
 - Greg.levitt@unlv.edu
 - ddeever@unr.edu
- Thank you and take care out there!





USING DRAMATIZATION IN THE CLASSROOM TO
MOTIVATE, EXCITE, ENERGIZE, AND ALLOW
STUDENTS TO BETTER APPRECIATE ORAL LANGUAGE
WHILE HELPING THEM TO IMPROVE THEIR
UNDERSTANDING OF WHAT THEY ARE READING!

Presentation

By

Dr. Sam A. Marandos, Ed. D.

National University

Teacher Education

“Learning is fun!”

DEFINITION: WHAT IS DRAMA?

Drama is the free play of young students (younger and older) and adults whereby they explore their universe by imitating the actions and character traits of those around them and in the stories they read.

As this old proverb states:

“Tell me, and I'll forget. Show me, and I may not remember. Involve me, and I'll understand” (An Old Native American Proverb).

WHAT IS PLAY? WHY IS IT IMPORTANT?

Play is a mental activity.

Play is an important communication tool.

Students, young and old, learn through their play.

Play is also a problem-solving method for meeting individual needs.

Play meets the children's need to KNOW. For example, they play house and assume adult roles in order to understand adults.

In books they read, students imitate the actions/behaviors of the various characters in different settings.

PLAY - CONTINUED

Play meets children's emotional needs because through make-believe children come to understand their own feelings and those of others.

PLAY USING SKITS/PLAYS AND THE ROLE OF THE STUDENTS.

- 1. Students assume the responsibility of participating.
- 2. Students read, listen, write, and speak. These are the four components of literacy and dramatization allows for the use of all four components.
- 3. Students can choose already written scripts of skits and plays already available within their reading materials or supplemented by the teacher.
- 4. Students become part of the choosing, organizing, planning and executing the skits and plays.

HOW CAN SKITS AND PLAYS IGNITE STUDENTS' INTEREST AND MOTIVATION IN READING AND COMPREHENDING?

- 1. Students love to act out in order to be recognized.
- 2. Students enjoy assuming different roles and responsibilities of the different characters.
- 3. Students accept the responsibility of dressing up as their characters and collaborating with others to make the dramatizing a success.
- 4. Students enjoy creating stories of their own with unique characters, problems to be solved, and taking them on special adventures or journeys.
- 5. Students are empowered by the activities and interactions with peers, books, and different stories they hear, read, share, and write about.

ROLE OF THE TEACHER:

1. The teacher acts as the stimulator.
 2. The teacher acts as a guide.
 3. The teacher is a participator in the learning process.
- *The teacher must create attitudes and competencies that will facilitate valuable creative drama experiences.

ROLE OF THE TEACHER-CONT.

When it comes to drama, Clark Moustakas states that, “Life comes from life and the teacher is the living agent in the school.”

CLASSROOM ENVIRONMENT:

The classroom climate should or must be conducive to creative expression.

Teachers should accumulate some of the following items to stimulate imaginative thinking:

- *Pictures - variety is important.

- *Children's art

- *Unusual objects such as vases, boxes, etc.

CLASSROOM ENVIRONMENT – CONT.

- Parts and pieces of equipment.
- Unusual buttons, coins, clothing.
- Collection of hats.
- Toys and stuffed animals.
- Films, slides, DVDs, and filmstrips.
- Color lighting.
- A stage for performing.

THE PRESENTATION

- The students with the help of the teacher(s) and parent volunteers, set the stage with proper background(s), lighting, and production equipment – May include a camera for taping.
- The students (actors) gather behind the stage area and prepare for their performance.
- The teacher supervises the production
- The students (actors) perform the skit or play.
- (The audience can include other classes or parents, relatives, and community members.
- When done, the students (actors) have a short reward party.

WHAT IS STORYTELLING?

1. Storytelling is an art form - it is a unique way of storying; it has history, ritual, rule-governed, and patterned.
2. It is an ancient form - everyone tells stories.
3. It is sophisticated practice - It's a means of publicizing, remembering, and confirming the actions and behaviors of people in stories.

HOW DO YOU BEGIN?

Start by shaping the plots:

1. A sympathetic character in a bad situation.
2. A warning from an unusual source.
3. A magic factor that causes a personality change.
4. A wish or promise.
5. It's a story created from students' experiences and interactions with others.

6. A would-be champion trying to correct an injustice.
7. A story about a good or evil character seeking answers to specific life's problems.
8. The revelation of the identity of a person in disguise.
9. The redemption of an unpleasant character.
10. A mysterious power that can cause either fortune or misfortune.
11. A comedy.
12. Being a movie star.



13. The intervention of magic to resolve a problem.

14. The reconciliation of enemies.

15. Recreating a story that was read.

16. Reading poetry.

17. Explaining or demonstrating how to make something.

18. Dressing as a favorite character and telling about that character's life.

DELIVERING THE STORY:

1. Speak in low, modulated tones
2. Vary the rhythm of your delivery.
3. Use pauses for special effects.
4. Be flexible with your vocabulary.
5. Allow gestures to come naturally.
6. Relax, breathe easily and feel your voice.

SUMMARY

- Dramatizing through skits, plays, and storytelling allows for:
- 1. Full student involvement in the learning, organization, planning, and performing that allows them to become acquainted in-depth with their readings, writing, speaking, and listening aspects of literacy.
- 2. Students gain strength and empowerment for being given the responsibility to show that they appreciate, understand, and can “show” significant knowledge through their “performances” in all four areas of the language arts.
- 3. Students benefit through collaboration, cooperation, responsibility training, individual empowerment, and enjoyment in helping to bring to life stories and information they experience in and out of the classroom!

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Understanding How Three Key Political Events Impacted the Presidential Legacy of John Adams

- Introduction
- Alien and Sedition Acts of 1798
- Treaty of Mortefontaine (1800)
- Presidential Election of 1800
- Conclusion

Introduction

- John Adams (2nd U.S. President on 3/4/1797)
 - 3 Key Events Impacted His Presidential Legacy
 - Alien and Sedition Acts of 1798
 - Main focus is on how these laws caused President John Adams to lose the support of many citizens.
 - Treaty of Mortefontaine (1800)
 - Main focus is on how this treaty helped President John Adams handle the crisis he faced with France.
 - Presidential Election of 1800
 - Main focus is on how President John Adams lost the swing states that changed political party allegiance.

Alien and Sedition Acts of 1798

- Signed and Enforced by President Adams
 - 4 Laws in Response to the Crisis with France
 - Naturalization Act of 1798
 - Made it harder for an immigrant to become a citizen.
 - Alien Friends Act of 1798
 - Allowed the president to imprison and deport non-citizens who were deemed dangerous.
 - Alien Enemy Act of 1798
 - Allowed the president to imprison and deport non-citizens who were from a hostile nation.
 - Sedition Act of 1798
 - Criminalized making false statements that were critical of the federal government.

Alien and Sedition Acts of 1798

- Significance of the 4 Laws
 - Naturalization Act of 1798 (repealed in 1801)
 - Increased notice time (3 years to 5 years) and residency period (5 years to 14 years) for naturalization.
 - 2 Key Similar Alien Laws (imprison or deport)
 - 1798 Alien Friends Act (aliens considered dangerous)
 - Repealed in 1801.
 - 1798 Alien Enemy Act (male citizens of enemy nations)
 - Amended in 1918 to include women.
 - Sedition Act of 1798 (repealed in 1801)
 - Banned false writings against the government and the inciting of opposition to any actions of the government.



Roger Griswold and Matthew Lyon

Cartoon depicting a fight in Congress regarding the Alien and Sedition Acts, 1798. Federalist Congressman Roger Griswold (far right, holding cane) attacks Jeffersonian Republican Congressman Matthew Lyon with his cane, who replies with fireplace tongs.

Prints and Photographs Division/Library of Congress, Washington, D.C. (neg no. LC-USZ62-1551)

Alien and Sedition Acts of 1798

- Impact of the Presidential Legacy of Adams
 - John Adams gets credit for allowing the federal government to do the following.
 - Increase the notice time and residency period for people seeking naturalization.
 - Aliens had to wait longer to become eligible voters.
 - Imprison or deport aliens that were thought to be capable of aiding enemy nations.
 - Aliens had to show loyalty to the United States of America.
 - Restrict false speech that was critical of the federal government.
 - 20 people were prosecuted and 10 people were convicted.

Treaty of Mortefontaine (1800)

- Adams Sent 3 Diplomats to France in 1799
 - Goal was to negotiate a treaty to end the following relations between the United States and France.
 - 1778 Treaty of Alliance
 - XYZ Affair
 - Undeclared Quasi-War in the Caribbean
 - 6 diplomats signed treaty on September 30, 1800.
 - French Republic = Joseph Bonaparte, Claret de Fleurieu, and Kerre Louis Roederer.
 - United States of America = Oliver Ellsworth, William Richardson Davie, and William Vans Murray.

Treaty of Mortefontaine (1800)

- Significance of 1800 Treaty of Mortefontaine
 - Resulted in a formal peaceful end to the following.
 - Treaty of Alliance of 1778
 - Defensive alliance between France and the United States and military support for the 1778 Treaty of Amity and Commerce.
 - XYZ Affair (started in 1797 with 6 diplomats)
 - Charles Talleyrand (France foreign minister) wanted \$250,000 for himself and a \$10 million loan for France just to negotiate.
 - President Adams used the letters X, Y, and Z to tell Congress about the offer from the 3 French diplomats in March of 1798.
 - Quasi-War (July 7, 1798 – September 30, 1800)
 - Congress invalidated the 1778 Treaty of Alliance and authorized attacks on French warships that had been capturing merchant ships between March 1797 and July 1798.



Treaty of Mortefontaine (1800)

- Impact of the Presidential Legacy of Adams
 - John Adams gets credit for negotiating a peaceful end to the following.
 - 1778 Treaty of Alliance between the U.S. and France.
 - The United States would not sign another military alliance until the Declaration by United Nations in 1942.
 - XYZ Affair between the diplomats of France and the diplomats of the United States.
 - Undeclared Quasi-War between France and the United States in the Caribbean region of the Americas.
 - The Caribbean Sea, its surrounding coasts, and its islands.

Presidential Election of 1800

- 4th United States Presidential Election
 - Held 10/31/1800 – 12/03/1800 in the 16 States
 - Candidates were nominated in May of 1800.
 - Federalists Congressional Caucus
 - Nominated President John Adams (Massachusetts) to be the party's candidate for president.
 - Nominated Former United States Minister to France Charles Pinckney (South Carolina) as the candidate for vice-president.
 - Democratic-Republicans Congressional Caucus
 - Nominated Vice President Thomas Jefferson (Virginia) to be the party's candidate for president.
 - Nominated Former United States Senate Aaron Burr (New York) to be the party's candidate for vice-president.

Distribution of Electoral Votes by States

Presidential Election of 1796

16 States and 138 Electoral Votes

John Adams

9 States and 71 Electoral Votes

Thomas Jefferson

7 States and 68 Electoral Votes

Presidential Election of 1800

16 States and 138 Electoral Votes

Thomas Jefferson

8.5 States & 73 Electoral Votes

John Adams

7.5 States & 65 Electoral Votes

Virginia (1)	Virginia (20)	Virginia (21)	
Pennsylvania (1)	Pennsylvania (14)	Pennsylvania (8)	Pennsylvania (7)
North Carolina (1)	North Carolina (11)	North Carolina (8)	North Carolina (4)
Massachusetts (16)	South Carolina (8)	South Carolina (8)	Massachusetts (16)
Rhode Island (4)	Georgia (4)	Georgia (4)	Rhode Island (4)
Vermont (4)	Kentucky (4)	Kentucky (4)	Vermont (4)
Delaware (3)	Tennessee (3)	Tennessee (3)	Delaware (3)
Maryland (7)	Maryland (4)	<i>Maryland (tied at 5)</i>	<i>Maryland (tied at 5)</i>
New York (12)		<i>New York (12)</i>	
Connecticut (9)			Connecticut (9)
New Jersey (7)			New Jersey (7)
New Hampshire (6)			New Hampshire (6)

**Bold (states won in 1796 and 1800) and Italic (swing states won in 1800)*

**Maryland had 10 electoral votes, but 1 elector cast his 2 ballots for Jefferson and Adams.*

Presidential Election of 1800

- Significance of the 1800 Presidential Election
 - 1st Realigning Election
 - 16 states accounted for a total of 138 electoral votes.
 - Maryland and New York changed party allegiance.
 - 70 electoral votes were needed to win the election.
 - Jefferson (73); Burr (73); Adams (65); and Pinckney (64).
 - 1st Election Decided by House of Representatives
 - 16 states accounted for a total of 16 votes.
 - 9 votes were needed to win the presidential election.
 - 1st Ballot – 35th Ballot were always that Jefferson won 8 states, Burr won 6 states, and no ballot from Maryland and Vermont.
 - 36th Ballot = Jefferson (3rd President) won 10 states, Burr won 4 states, and no ballot from Delaware and South Carolina.

House of Representatives Voting Results by States

Presidential Election of 1800 (16 States/Votes)

1st – 35th Ballots

36th Ballot

Aaron Burr

Won 6 States/Votes

Thomas Jefferson

Won 8 States/Votes

Thomas Jefferson

10 States/Votes

Aaron Burr

4 States/Votes

Massachusetts	Virginia	Virginia	Massachusetts
Rhode Island	Pennsylvania	Pennsylvania	Rhode Island
Connecticut	North Carolina	North Carolina	Connecticut
New Hampshire	Georgia	Georgia	New Hampshire
South Carolina	Kentucky	Kentucky	
Delaware	Tennessee	Tennessee	
	New York	New York	
	<i>New Jersey</i>	<i>New Jersey</i>	
		<i>Maryland</i>	
		<i>Vermont</i>	

**Italics = States that Jefferson did not win in 1800 Electoral College vote.*

**Blank Ballots (No Results) = Maryland and Vermont on 1st – 35th Ballots.*

**Blank Ballots (No Results) = South Carolina and Delaware on 36th Ballot.*

Presidential Election of 1800

- Impact of the Presidential Legacy of Adams
 - John Adams gets credit for the following due to the results of the 1800 Presidential Election.
 - He gets credit for being the 1st incumbent president to try and fail to win re-election.
 - He gets credit for participating in the 1st realigning election because he lost the states of New York and Maryland due to the Alien and Sedition Acts of 1798.
 - He gets credit for participating in the 1st presidential election decided by the House of Representatives.

Conclusion

- Presidential Legacy of John Adams
 - He Gets Credit for the Following
 - Allowing the federal government to do the following due to the Alien and Sedition Acts of 1798.
 - Imprison or deport aliens capable of aiding enemy nations.
 - Restrict false speech critical of the federal government.
 - Negotiating an end to the following relationships with France due to the 1800 Treaty of Mortefontaine.
 - 1778 Treaty of Alliance; XYZ Affair; and Quasi-War.
 - Due to the 1800 Presidential Election Results.
 - The 1st incumbent president to try and fail to win re-election.
 - Participating in the 1st presidential re-aligning election that was decided by the House of Representatives.

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Trauma-Informed Teaching

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Nearly 45 million U.S. children have experienced one or more types of childhood trauma

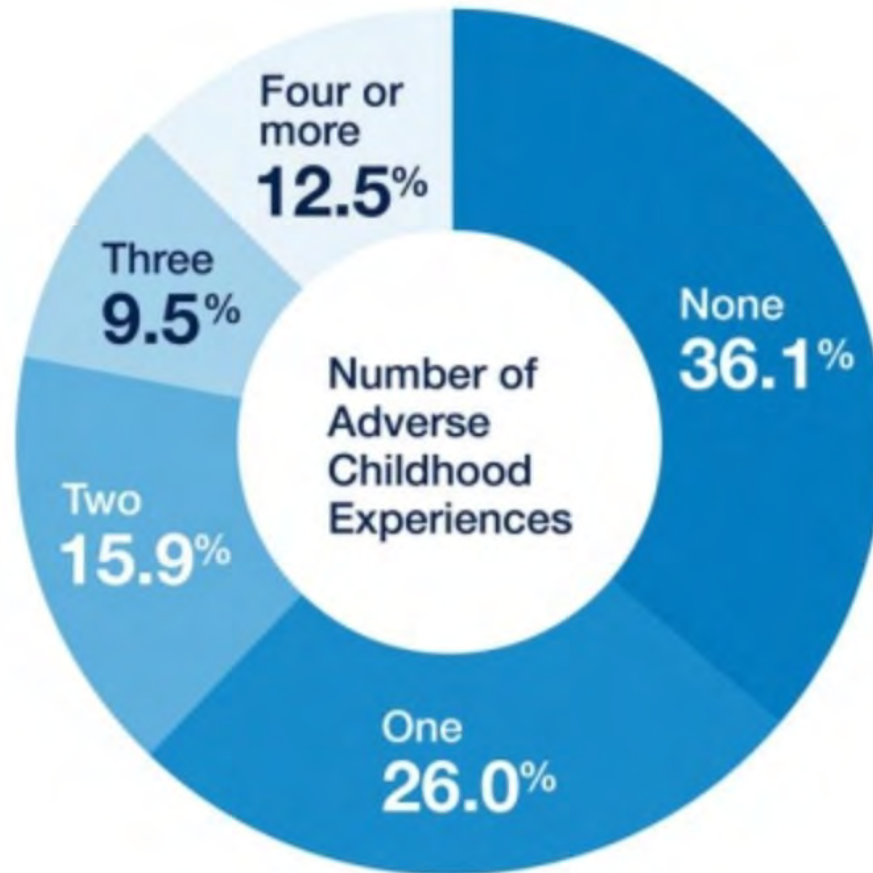
SACKS & MURPHY, 2018



Trauma

Trauma is an exceptional experience in which powerful and dangerous events overwhelm a person's capacity to cope. (Rice & Groves, 2005, p. 3)



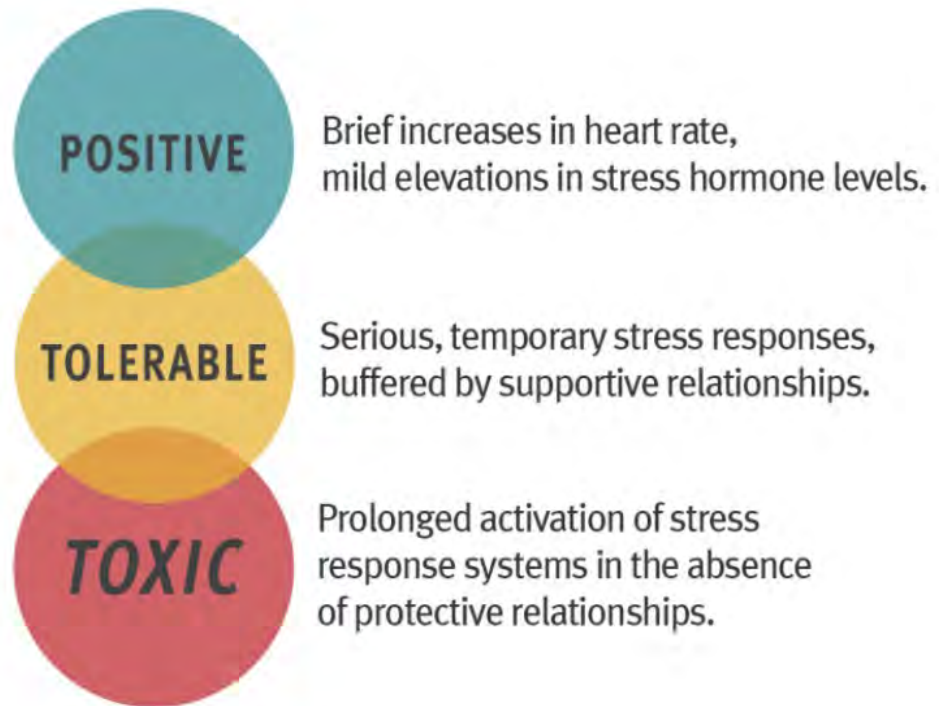


Source: *The ACE Study Survey Data [Unpublished Data]*. Atlanta, Georgia: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention; 2016

When are Events Traumatic?

- Experienced as being out a person's control
- *Key Factors:*
 - *Timing*
 - *Ongoing or chronic (toxic stress)*
 - Protective factors,
 - Varying Responses
- (Goldstein, 2015; Tedeschi, 2011)

Three types of responses to stress




Harvard Center for the
Developing Child

Three Core Concepts in Early Development

3 Toxic Stress Derails Healthy Development

NATIONAL SCIENTIFIC COUNCIL ON THE DEVELOPING CHILD

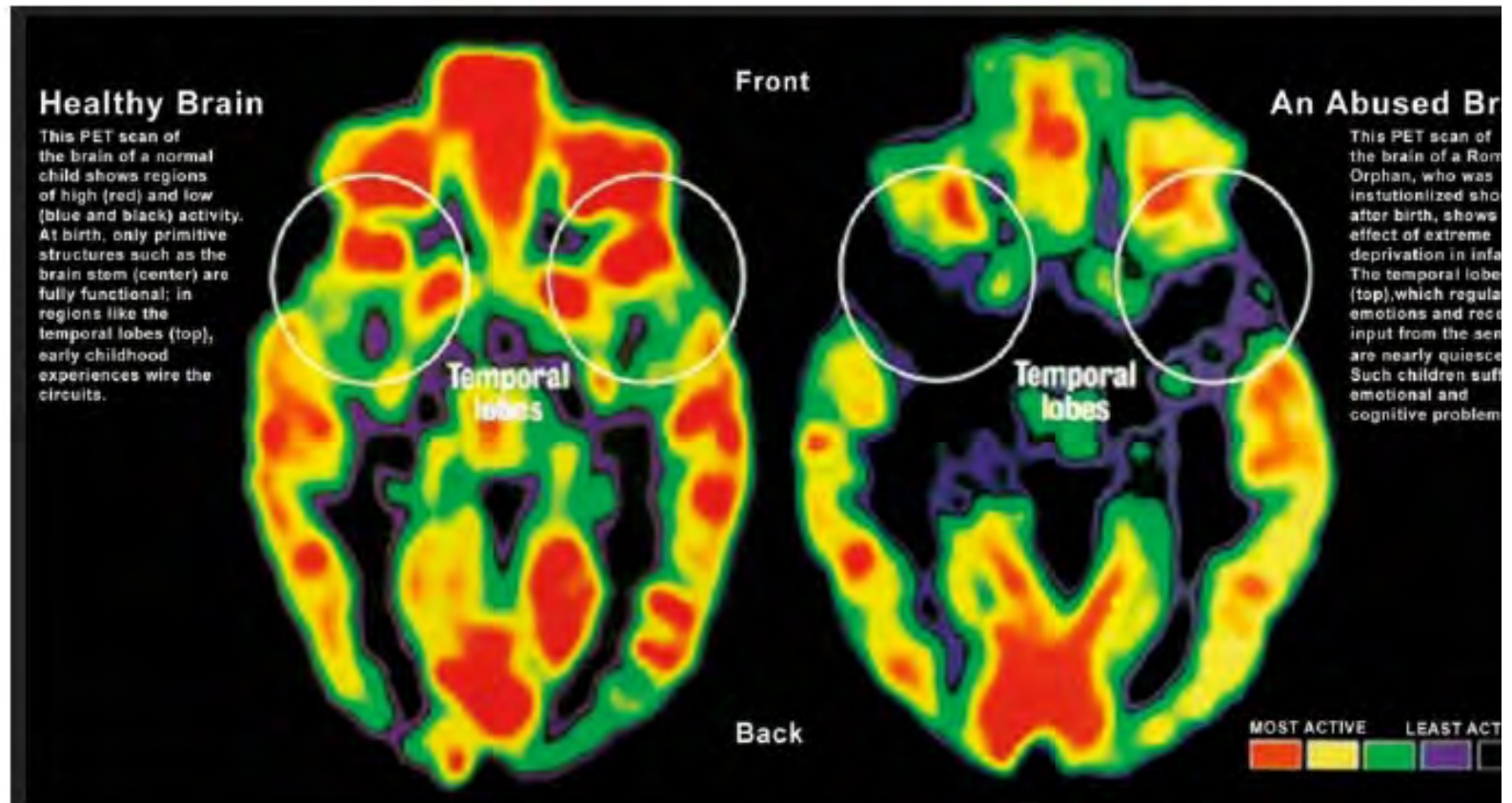
Center on the Developing Child  HARVARD UNIVERSITY



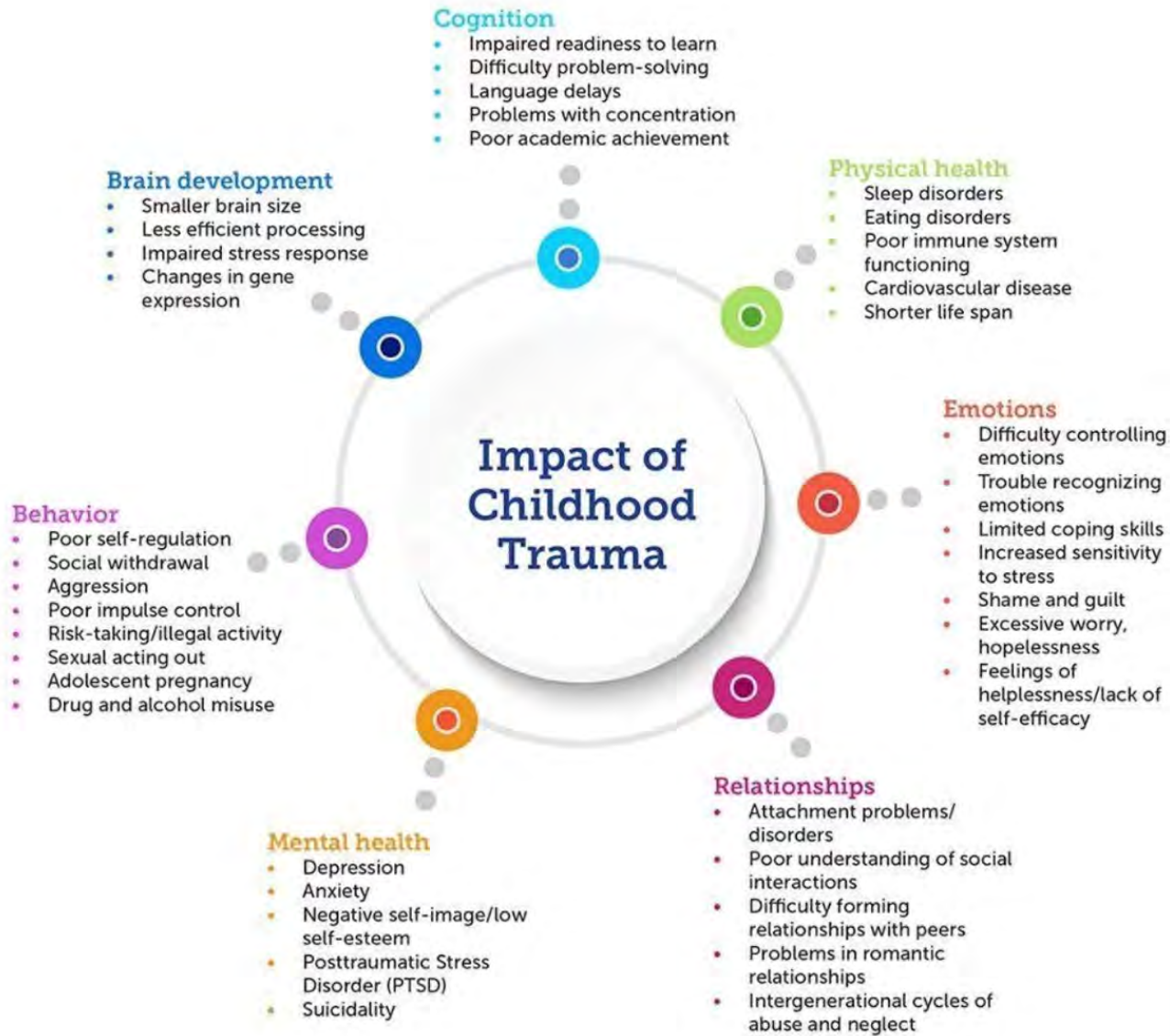
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HEALTHY VS. ABUSED BRAIN



(as cited by Anda & Felitti, 2003; source: CDC)



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Impaired self- regulation: Academic Performance

Difficulties with:

- Learning & retrieval
- Attention
- Language & Communication skills
- Memory & Recall
- Problem solving and analysis
- Organizing materials
- Cause & effect & sequencing
- Mental Flexibility
- Engaging in the curriculum

(Helping Traumatized Children Learn, 2005)

Impaired Self-Regulation: Behavioral and Social/Emotional

Behavior

Symptoms that look like mental illness (e.g., ADHD, ODD, conduct disorder, anxiety, depression)

Impulsivity

Aggression

Noncompliance & Defiance

Withdrawal

Perfectionism

Over-compliance

Social/Emotional

Emotional Regulation

Relationships with school staff/authority figures

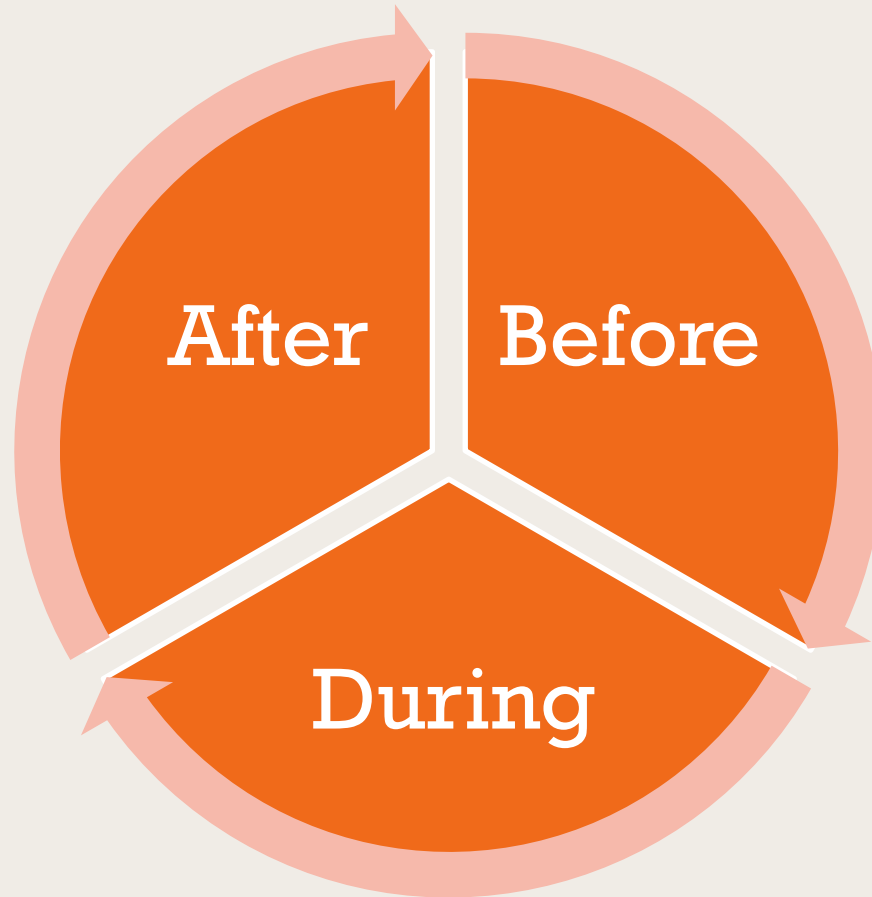
Relationships with peers

Taking another's perspective

Reactivity

(Helping Traumatized Children Learn, 2005)

Three Moments of Crisis





Before the Crisis: Relationships

- Innately Wired for Connection
- What is being communicated?
- Peer-to-Peer Relationships
- Demonstrate & Teach Empathy



Strategies



- Power of Names
- 7 seconds
- Welcome to Our School!







Be Proactive

Focus on the need.

- Model, explicitly teach, and practice appropriate social skills & coping strategies.



Take care of YOU!

- Know your triggers
- What is true?



In the Moment...



Flight

- Withdrawing
- Fleeing
- Skipping Class
- Daydreaming
- Avoiding Others
- Hiding or Wandering

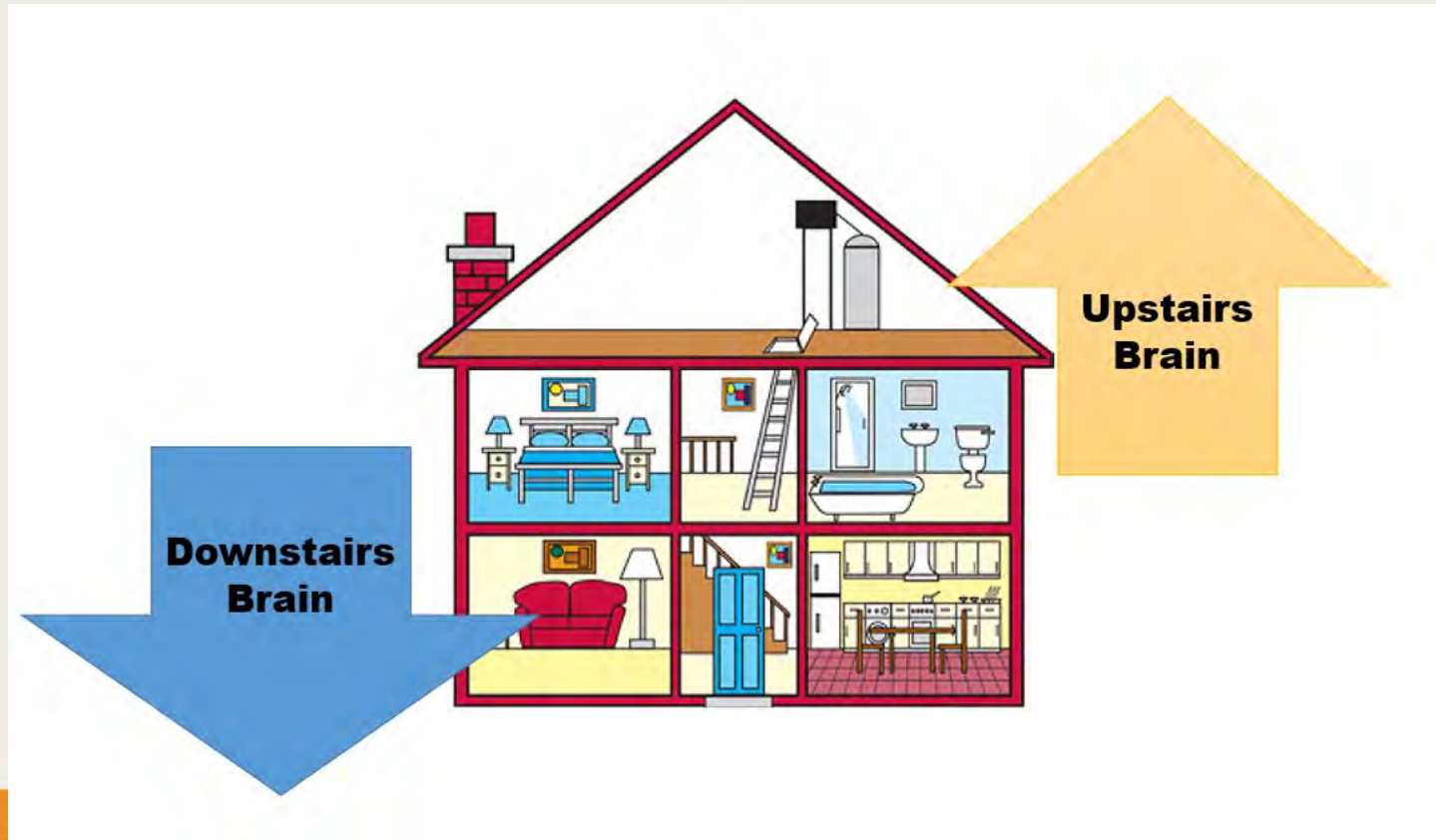
Fight

- Acting Out
- Acting Silly
- Behaving Aggressively
- Exhibiting Defiance
- Arguing
- Screaming/Yelling

Freeze

- Refusing to Answer
- Seemingly Numb
- Giving a Blank Look

Where are you?





In the Moment...

- Avoid Power Struggles
- Demonstrate calm with verbal & nonverbal communication
 - Matter of Fact vs. Emotional
- Practice active listening
- Validate student emotions





After the Moment...

- Repair
- Resolve
 - Reflect
 - Student
 - Others
 - Self
 - Reintegrate





Resources

***Common Trauma Symptoms in Students & Helpful Strategies for Educators

Causton, J. & Macleod, K. (2020). *From Behaving to Belonging*. ASCD. ISBN: 9781416629290

Centers For Disease Control

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Thomas, M.S., Crosby, S., Vanderhaar (2019). Trauma-Informed Practices in Schools Across Two Decades: An Interdisciplinary Review of Research, V23, p.422-452

Siegel, D.J. (2003). An interpersonal neurobiology of psychotherapy: The developing mind and the resolution of trauma. In M. Solomon & D.J. Siegel (Eds.), *Healing Trauma: Attachment, mind, body, and brain* (pp.1-56). New York: W. W. Norton & Company.

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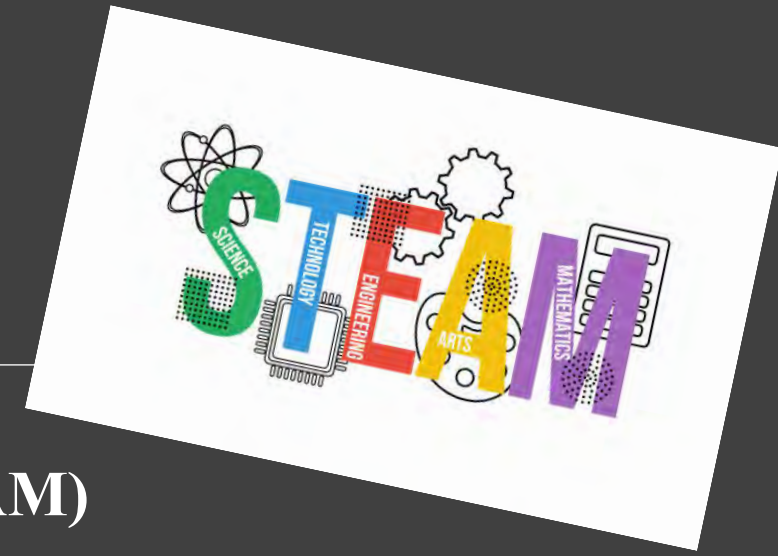
Using STEAM and UDL to Support Young Children with Disabilities

BETH STRATTON ED.D , THE UNIVERSITY OF TENNESSEE AT MARTIN

CLINTON SMITH ED. D. , BCBA-D THE UNIVERSITY OF TENNESSEE AT MARTIN

ABBIE MCCLURE, LECTURER, THE UNIVERSITY OF TENNESSEE AT MARTIN




What is STEAM



- **Science, Technology, Engineering, Art and Math (STEAM)**
- **It is a way to integrate and encourage knowledge across disciplines**
- **(Sneideman, 2013).**
- **It helps children think in a more connected way.**
- **Provides opportunities to investigate in a variety of settings with a hands-on approach making learning more applicable.**

What is universal design of learning (UDL)

A way to improve teaching so that all learners can be reached (CAST.org)

Multiple Means of Engagement	Multiple Means of Representation	Multiple Means of Action/Expression
<p>Stimulate motivation and sustained enthusiasm for learning by promoting various ways of engaging with material.</p>	<p>Present information and content in a variety of ways to support understanding by students with different learning styles/abilities.</p>	<p>Offer options for students to demonstrate their learning in various ways (e.g. allow choice of assessment type).</p>
		

Differentiation

"Differentiation is simply a teacher attending to the learning needs of a particular student or small groups of students, rather than teaching a class as though all individuals in it were basically alike."

Carol Ann Tomlinson

①

Content

What is to be learned



- Learner outcomes based off standards
- Student need and progress informed by formative assessment
- Student interests
- Varied resources/texts
- Build on student strengths
- Teach strategies for areas of deficiency

②

Process

How students acquire information



- Curriculum compacting
- Scaffolding
- Gradation of skills proficiency
- Flexible grouping & pacing
- Multiple learning tools offered
- Effective questioning
- Variety of instructional strategies

③

Product

How students demonstrate learning



- Academic and affective needs addressed
- Learner style considered
- Authentic activities & assessment
- Various opportunities and choice as to how students demonstrate their learning. They can write, speak, conduct, create, research, record, share, and more

④

Learning Environment

Where and with whom students learn



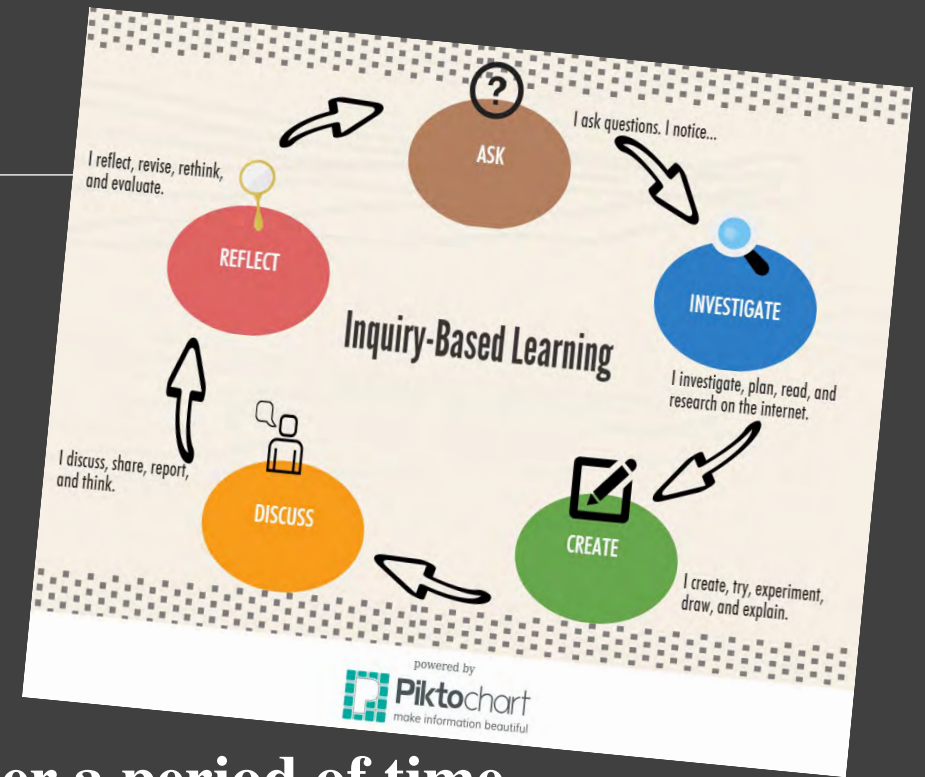
- Room arrangements
- Learner Responsibility
- Expand walls of classroom
- Student interaction
- Student ownership

Created by: Lisa Westman
@lisa_westman

Map of differentiation

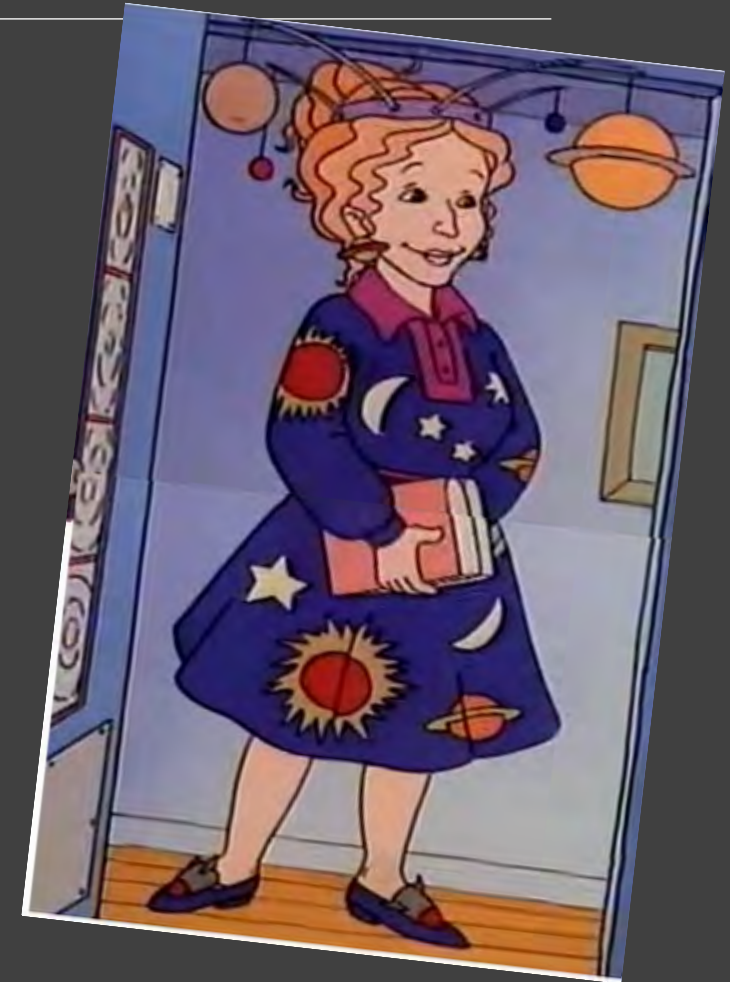
Inquiry based learning

- Follows children's interests
- Engages children in 'active' learning
- Fosters deep learning
- Children engage with a question or problem over a period of time (Roberts, 2016).



Early Childhood Teacher's Responsibilities with STEAM and UDL

- **MAKE LEARNING FUN!!!**
- **A lot of teachers do not make math, science, or engineering concepts fun**
- **Do not dampen children's curiosity! Build on it instead.**
(Roberts, 2016)



How do we teach STEAM to Young Children?



- **Remember early learners do not have pre-conceived notions (Sneidman, 2013).**
- **As a result, it is easy to adapt and teach children STEAM concepts**

Teaching STEAM to Children with Disabilities

- **Help children document their learning in STEAM by:**
 - **Document observations**
 - **Draw**
 - **Paint**
 - **Building**
 - **Talking about nature**
 - **Recording observations**
- (Denton & West, 2002).**



Children with disabilities STEAM & UDL

- **Incorporate the use of senses: seeing, feeling, tasting, and smelling.**
- **Young children with developmental delays or disabilities require planning and specialized practices that allow them to participate and engage meaningfully in learning activities (Division for Early Childhood of the Council for Exceptional Children, 2014).**
- **Interact with children to support engagement, stimulate interest, excitement, and motivation for learning (DECCEC, 2014).**

Teaching Art in STEAM to Children with Disabilities

- All children learn in a different way than their peers
- Art is subjective and allows expression without being pressured.
- Art helps children with disabilities build self-confidence
- Art helps children communicate and express themselves more effectively
- Remember art is drawing, painting, sculpting, creating music, writing, singing, etc.

(Brookes, 2018)

Learning Centers and STEAM



What Is Guided Play?

And Why Is It Important?

Seeme & Liz

- WELL PLANNED
- ADULT –GUIDED
- STUDENT INTERACTION
- SPONTANEOUS LEARNING OPPORTUNITIES

Remove the barriers

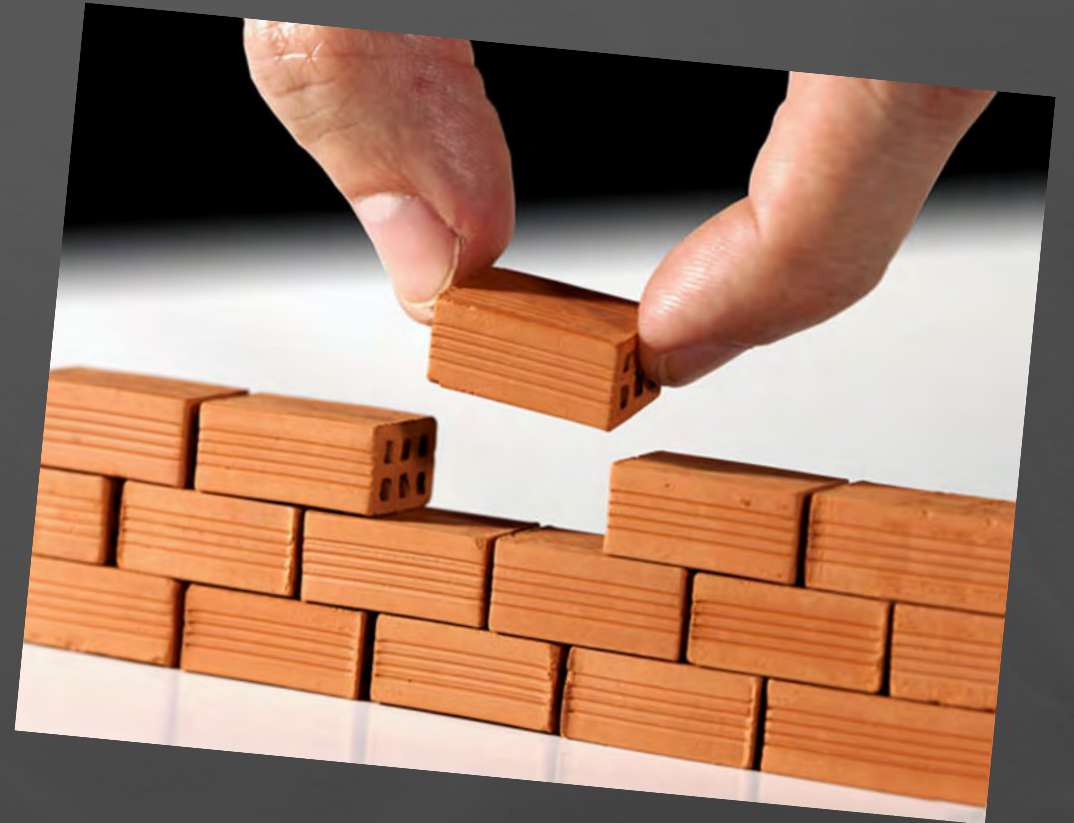
TEACHERS WHO WORK WITH CHILDREN WITH SPECIAL NEEDS AND CHILDREN WHO ARE DUAL-LANGUAGE LEARNERS NEED TO KNOW HOW TO REMOVE THE BARRIERS THAT MAY BE IN THE CURRICULUM AND MAKE THE LEARNING CENTERS ACCESSIBLE TO CHILDREN WITH LEARNING DIFFERENCES (CONN-POWERS, CROSS, TRAUB, & HUTTER-PISHGAHI, 2006).

Differentiation in STEAM

Children differ in the ways they perceive and comprehend information (CAST, 2011). Teachers ensure that the STEAM related activities, questions, expectations, and learning opportunities exist in various formats and at different levels of complexity.

Results of Building the Foundation

- CHILD IS CONSTRUCTOR OF THEIR OWN KNOWLEDGE (CONSTRUCTIVIST APPROACH)
- FOLLOWS CHILDREN' S INTERESTS • ENGAGES CHILDREN IN 'ACTIVE' LEARNING
- FOSTERS DEEP LEARNING
- CHILDREN ENGAGE WITH A QUESTION OR PROBLEM OVER A PERIOD OF TIME



STEAM example: Building Bridges

<https://www.youtube.com/watch?v=TlKqGtKcSu8>

Resources:

- <https://thestemlaboratory.com/preschool-stem-activities/>
- <https://playtolearnpreschool.us/stem-challenges-for-preschoolers/>
- <https://www.powerfulmothering.com/20-preschool-stem-activities/>
- <https://www.playdoughtoplato.com/stem-activities-for-kids/>
- <https://mommypoppins.com/new-york-city-kids/boredom-busters/25-screen-free-stem-activities-for-preschoolers-kids>
- <http://www.kodokids.org/stem-preschool-books/>

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TIME MANAGEMENT FOR STUDENT SUCCESS

NSSA
Virtual Conference March 23, 2021
Andrew J. Waskey, Emeritus
Dalton State, Dalton, Georgia



INTRODUCTION

Most of you are probably already organized and can budget your time for this course.

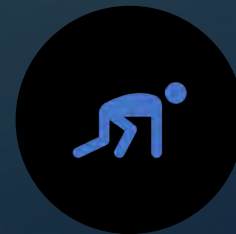
INTRODUCTION



HOWEVER, IF
YOU ARE NOT



AN
ORGANIZED,



GOAL SETTING
PERSON,



THEN THIS
MAY HELP US

High School versus College

In high school most of the time in the school day is very structured.

Probably 80% is structured

About 20% is learned out of class.

- In college most of a student's time is NOT structured
- Only 20% is structured.
- About 80% of what is learned is learned outside of class.

SUCCESSFUL STUDENTS ARE GOOD TIME MANAGERS

- Students who come to college with good time management skills usually succeed.
- A high GPA the first semester or year is a strong indicator of college success.
- Students who come to college with no or poor time management skills
 - Experience stress
 - Experience low grades
 - Fail or drop out

WHAT IS TIME?

- TIME IS A MYSTERY.
- WE CANNOT TASTE OR TOUCH IT.
- IS IT “OUT THERE” AS A FOURTH DIMENSION LIKE PHYSICISTS BELIEVE?
- OR IS IT “IN OUR HEADS” AS A SENSE OF DURATION AS PSYCHOLOGISTS BELIEVE?

TIME AND TIME MANAGEMENT

- WE CANNOT KNOW TIME BY OUR FIVE SENSES
- WE DO NOT MANAGE TIME ANYMORE THAN WE MANAGE GRAVITY
- WE MANAGE OURSELVES IN TIME

TIME DOES NOT DISCRIMINATE

TIME IS THE GREAT EQUALIZER

EVERYONE HAS 24 HOURS PER DAY

EVERYONE HAS 168 HOURS PER
WEEK

IT IS AN EXTREMELY VALUABLE ASSET

TIME SPENT

- WE SPEND OUR TIME
 - WE SPEND OUR TIME WELL OR THROW IT AWAY
 - GOOD TIME MANAGERS SPEND TIME WISELY
-



GOAL SETTING

-
-
- Successful students like successful professionals set goals.
-

PLAN YOUR
WORK,
WORK YOUR
PLAN—

A. J. L. Waskey, Sr.

WHAT ARE GOALS?



Like the goal line in a football game



or the basket in a basketball game



An invitation to join the group



a goal is something we desire to gain or keep.

TIME CHARACTERISTICS OF GOALS



Immediate

Things we seek to do today or this week



Short term

Things we seek after this week or month or semester



Intermediate

Things we seek in the next 5-10 years



Long-term or life-long

POORLY DEFINED GOALS ARE IMPRECISE



Poorly defined goals are hazy.



If someone sets as their goal to be “rich,” will they achieve it?



What defines rich? How rich is rich?



It means more of something than others have.



What define rich specifically?

GOOD GOALS ARE DEFINED WITH --SAM

- Well define goals have “SAM”
 - Well define goals are “Specific”
 - Well defined goals are “Attainable”
 - Well defined goals are “Measurable”

WHAT ARE YOUR GOALS?

- Goals are things we want to accomplish.
 - Many of you all want to travel.
 - a noble goal to be sure.
 - To a tropical island?
-
- Non-specific goals are wishy-washy.
 - Poorly defined goals are mushy.
 - “I want to visit a tropical island” is fine,
 - but it is not specific.
 - How many tropical islands are there???

GOALS WITH SAM

- (S) specific,
 - (A) attainable and
 - (M) measurable.
 - (They have the quality of “SAM.”).
- SPECIFIC: “I want to dance on the beach on the Virgin Island of St. Thomas by October of 2023.
 - ATTAINABLE: with money saved for the airplane ticket, hotel and beach clothes.
 - MEASURABLE: Sand between your toes?
 - Perhaps someone to dance with or you can leave that open.

YOUR ACADEMIC PRIMARY GOAL

- Your primary goal in each course is to make an “A”
 - What will it take to make an “A” in each separate course?
 - Each course is different, so a plan is needed for each course.

YOUR PERSONAL PRIMARY GOAL

- Your primary goal in each course is to learn the material.
 - What is the value of what one learns in each course?
 - Only life can answer this!

WHAT'S IN EVERY COURSE ?

- The courses in the first two years are usually filled with:
- Readings
- Writing Essays or Papers
- Math, Science, Language, etc.

IN EVERY COURSE INSTRUCTORS



Evaluate learning and performance



With tests



Writing assignments



Midterm Exams



Final Exams

COPING WITH STRESS



ACADEMIC LIFE
CAN BE STRESSFUL



COURSES CAN BE
STRESSFUL



TESTS AND PAPERS
CAN BE STRESSFUL



PROFESSORS AND
FRIENDS CAN BE
STRESSFUL



PROCRASTINATION AND TIME MANAGEMENT

- STRESS CAN CAUSE PROCRASTINATION
- PROCRASTINATION IS “THROWING IT FORWARD”
- PROCRASTINATING CAN BECOME A HABIT
- PEOPLE WHO PROCRASTINATE WITH THE IRS GO TO JAIL

PROCRASTINATION – OVERCOMING NOW?



PLAN TO STUDY TWO HOURS
FOR EVERY HOUR SPENT IN
CLASS



START WITH THE HARDEST
MATERIALS FIRST



OR TO OVERCOME INERTIA
BEGIN WITH SOMETHING EASY
TO GET INTO THE STUDY MODE



KNOW YOUR BEST TIMES FOR
STUDY

PROCRASTINATION – OVERCOMING NOW?



USE WAITING TIMES FOR
SOMETHING USEFUL



HAVE A REGULAR STUDY
PLACE THAT IS NOT TOO
COMFORTABLE



PAY ATTENTION YOU'RE YOUR
ATTENTION (TAKE BREAKS
WHEN NEEDED)



AVOID DISTRACTIONS
INCLUDING NOISE

PROCRASTINATION—
OVERCOMING NOW

GET OFF THE TELEPHONE

NOTICE HOW OTHERS MISUSE
YOUR TIME

LEARN TO SAY, “NO”

ASK HOW AM I WASTING
TIME?

COPING WITH STRESS

Being Stressed



Exams and papers or performances create stress



Stress is like friction. A car will just spin its wheels on ice because it is missing the stress of friction.



Stress is okay as long as coping skills are adequate.

Handling Stress

- Coping with stress means being able to do what is needed without being overwhelmed.
- When over stressed coping mechanisms are overwhelmed.
- A runner out of wind is over stressed.
- Solution? Increased training.

COPING WITH STRESS

PLANNING COPE WITH STRESS



Plan the course



Plan the units



Plan the weeks



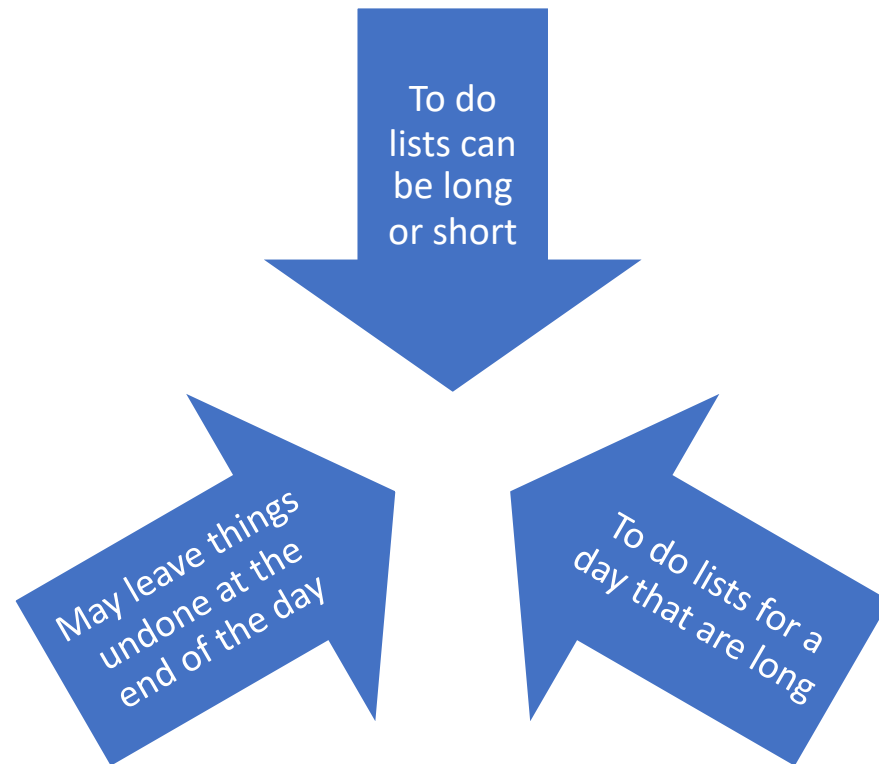
Plan the days

PLANNERS COPE WITH STRESS

- Some colleges provide semester planning calendars
- Plan the semester
- Plan the due dates for each course

COPING WITH THINGS TO DO LISTS

THINGS TO DO LISTS



THINGS TO DO LISTS

- List everything to do
- Then prioritize the items
- List them for most important to least important
- How to decide?

PRIORITIZING TO DO LISTS

How to prioritize

PRIORITIES	URGENT	NOT-URGENT
IMPORTANT	IRS ON APRIT 15 TH	IRS ON APRIL 16TH
NOT-IMPORTANT	TELEPHONE	FILE 13 FOR JUNK MAIL AND CALLS

PRIORITIZING TO DO LISTS

How to prioritize

PRIORITY	URGENT	NOT-URGENT
IMPORTANT	A KITCHEN FIRE	READING A MAGAZINE CAN USUALLY WAIT
NOT IMPORTANT	TELEPHONES SCREAM URGENT, BUT IF IT IS REALLY THAT IMPORTANT! THEY WILL CALL BACK.	TRASH CAN

URGENT VERSUS COMPLACENT

- URGENT MEANS ATTENDING TO WHAT NEEDS DOING NOW (LIKE STUDYING)
- COMPLACENT IGNORE WHAT IS URGENT
- A SENSE OF COMPLACENCY IS LIKE THE RABBIT NAPPING IN ITS RACE WITH THE TORTOISE.

CALENDAR S AND GOALS

- CALENDARS ARE OFTEN FREE OR THEY CAN BE DOWNLOADED FOR FREE
- USE THE ONLINE COURSE CALENDAR IF A COURSE HAS ONE
- BUY A CALENDAR WITH PICTURES YOU LOVE
- USE A CALENDAR TO ASSIGN DUE DATES TO GOALS

CALENDARS FOR ORGANIZING YOUR WORK

- WHEN ARE THE TESTS DUE? WHEN ARE THE MIDTERM AND FINAL?
- WHEN ARE WRITING ASSIGNMENTS DUE?
- WHEN ARE ANY PERFORMANCES DUE?
- ASSIGNMENT THEIR DUE DATES TO THE CALENDAR!

ORGANIZING WORK



YOUR GOAL IS AN “A” IN EACH COURSE



HOW DO YOU ORGANIZE YOUR WORK FOR SUCCESS?



BREAK EACH PART OF A COURSE INTO JOBS AND TASKS.



ORGANIZING FOR SUCCESS

- JOBS ARE MAJOR UNITS OF WORK.
- JOBS ARE COMPOSED OF TASKS.
- LEARNING THE LETTERS OF THE GREEK ALPHABET IS A TASK.
- LEARNING THE TENSES OF GREEK VERBS IS A JOB.



ORGANIZING FOR SUCCESS

HERE IS THE
TRICKY PART

A “WORK-
BREAKDOWN-
STRUCTURE” IS
WHERE TIME IS
ASSIGNED TO
TASKS AND JOBS

A “WORK-
BREAKDOWN-
STRUCTURE”
(WBS) ASSIGNS
TIMES IS
SUBJECTIVE.

A WBS
REQUIRES
EXPERIENCE.

ORGANIZING FOR SUCCESS

- FOR READING ASSIGNMENTS—WHAT IS YOUR READING SPEED?
- HOW LONG WILL IT TAKE TO READ AN ASSIGNED NOVEL?
- HOW LONG TO READ A SCIENCE CHAPTER?
- HOW LONG TO READ A HISTORY CHAPTER?

ORGANIZING FOR SUCCESS

USE

USE READING SPEED AS PART OF YOUR WBS
"GUESTIMATES"

USE

USE YOUR NOTE-TAKING SPEED AS PART OF YOUR
WBS "GUESTIMATES"

USE

USE LANGUAGE LEARNING MASTERY AS YOUR
WBS "GUESTIMATES"

DOING READINGS

- SOME READINGS ARE DIFFICULT BECAUSE THE AUTHOR'S STYLE IS DIFFICULT
- SOME READINGS ARE DIFFICUL BECAUSE THE AUTHOR IS MUDDLE HEADED.
- ASK WHAT IS THE AUTHOR'S WORLDVIEW?
- IF IT IS DIFFERENT FROM YOURS, IT MAY CREATE DISCOMFORT

PROJECT AND TIME MANAGEMENT

- WHAT IS A PROJECT?
- IT A UNIQUE OR ONE TIME CREATIVE WORK
- ORDINARY OPERATIONS ARE REPETITIVE
 - SUPPER DISHES ARE ROUTINE
- MAKING A MOVIE OR WRITING A BOOK ARE PROJECTS

PROJECTS AND TIME MANAGEMENT

- PROJECTS CAN BE SMALL AS A BIRTHDAY PARTY
- PROJECTS CAN BE AS LARGE AS THE EGYPTIAN PYRAMIDS
- PROJECTS ARE UNIQUE
- ORDINARY OPERATIONS ARE ROUTINE

PROJECTS AND TIME MANAGEMENT

- PROJECTS HAVE
 - A BEGINNING
 - MIDDLE
 - END

PROJECTS AND TIME MANAGEMENT

- PROJECTS NEED TO BE COMPLETED
 - ON TIME
 - AS SPECIFIED
 - UNDER BUDGET

QUALITY CONTROL AND TIME MANAGEMENT

- DO YOU WANT TO DO POOR OR GOOD QUALITY WORK?
- SLOPPY OR SLAP DASH WORK IS LIKELY TO RECEIVE A LOW GRADE
- HIGH QUALITY WORK WILL LIKELY RECEIVE A HIGH GRADE

QUALITY CONTROL AND JAPAN

- AFTER WORLD WAR II, JAPAN'S INDUSTRY WAS IN RUINS
- RECOVERY BEGAN WITH CHEAP PRODUCTS
- THEN TIGHT QUALITY CONTROL WAS ADOPTED
- ZERO DEFECTS BECAME A GOAL

QUALITY CONTROL AND JAPAN

- ONE OF THE QUALITY CONTROL TOOLS DEVELOPED IN JAPAN WAS THE “FISHBONE” DIAGRAM
- IT WAS DEVELOPED BY PROFESSOR KAORU ISHAKAWA

QUALITY CONTROL AND JAPAN

- CAUSE AND EFFECT DIAGRAMS
- A FISHBONE DIAGRAM IS ALSO A CAUSE-AND-EFFECT DIAGRAM
- TIME MANAGEMENT IS ABOUT CAUSING WORK IN TIME TO ACHIEVE AN EFFECT

USING FISHBONE DIAGRAMS TO MAKE AN “A”



A CAUSE-EFFECT DIAGRAM
CAN BE USED TO CREATE A
PLAN FOR MAKING AN “A”



THE DESIRED EFFECT IS AN “A”



WHAT ARE THE CAUSES TO
MAKE IT HAPPEN?

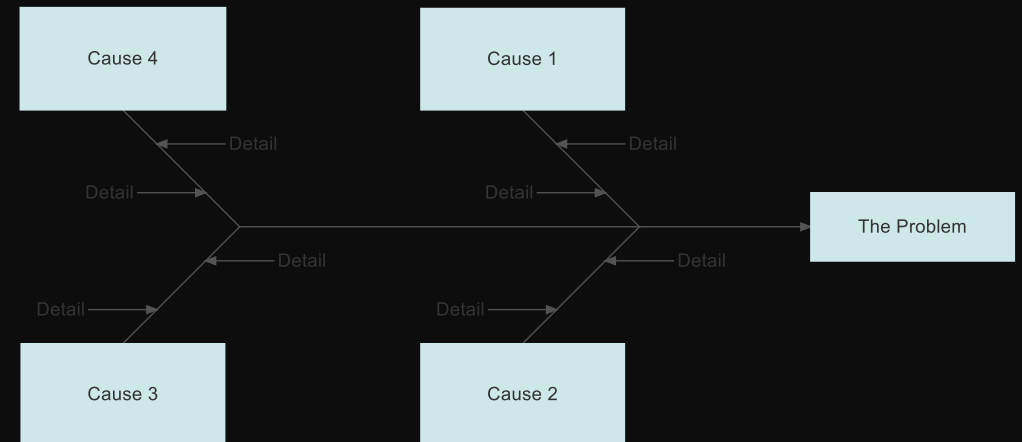
FISHBONE DIAGRAMS FOR DECODING AN “F”

A CAUSE-EFFECT DIAGRAM CAN
BE USED TO UNCOVER WHY THE
COURSE GRADE WAS “F”

THE FINAL EFFECT WAS AN “F”

WHAT WERE THE CAUSES THAT
LED TO AN “F”?

FISHBONE DIAGRAM EXAMPLE



THE CORNELL NOTE TAKING METHOD

WHEN USING A NOTEBOOK IN CLASS

USE A COLUMN ON THE LEFT AS A
RESERVE SPACE FOR QUESTIONS

WHEN REVIEWING NOTES PUT
NMENONICS FOR MEMORY OR

QUESTIONS TO ASK THE PROFESSOR IN
THIS COLUMN



TAKE NOTES IN CLASS



REVIEW THEM BEFORE
THE NEXT CLASS



USE THE 15 MINUTES
REPETITION METHOD

STUDYING NOTES FOR A TEST

- ASSUME THAT YOUR COURSE HAS 40 CLASS MEETINGS
- AT LEAST TWO OR PERHAPS FOUR WILL BE FOR TESTS

THEREFORE 36 CLASS PERIODS AND 4 TESTS MEANS EACH TEST WILL COVER 9 CLASS PERIODS

STUDYING NOTES IN REPETITION



AFTER THE LAST CLASS AND
BEFORE THE NEXT CLASS

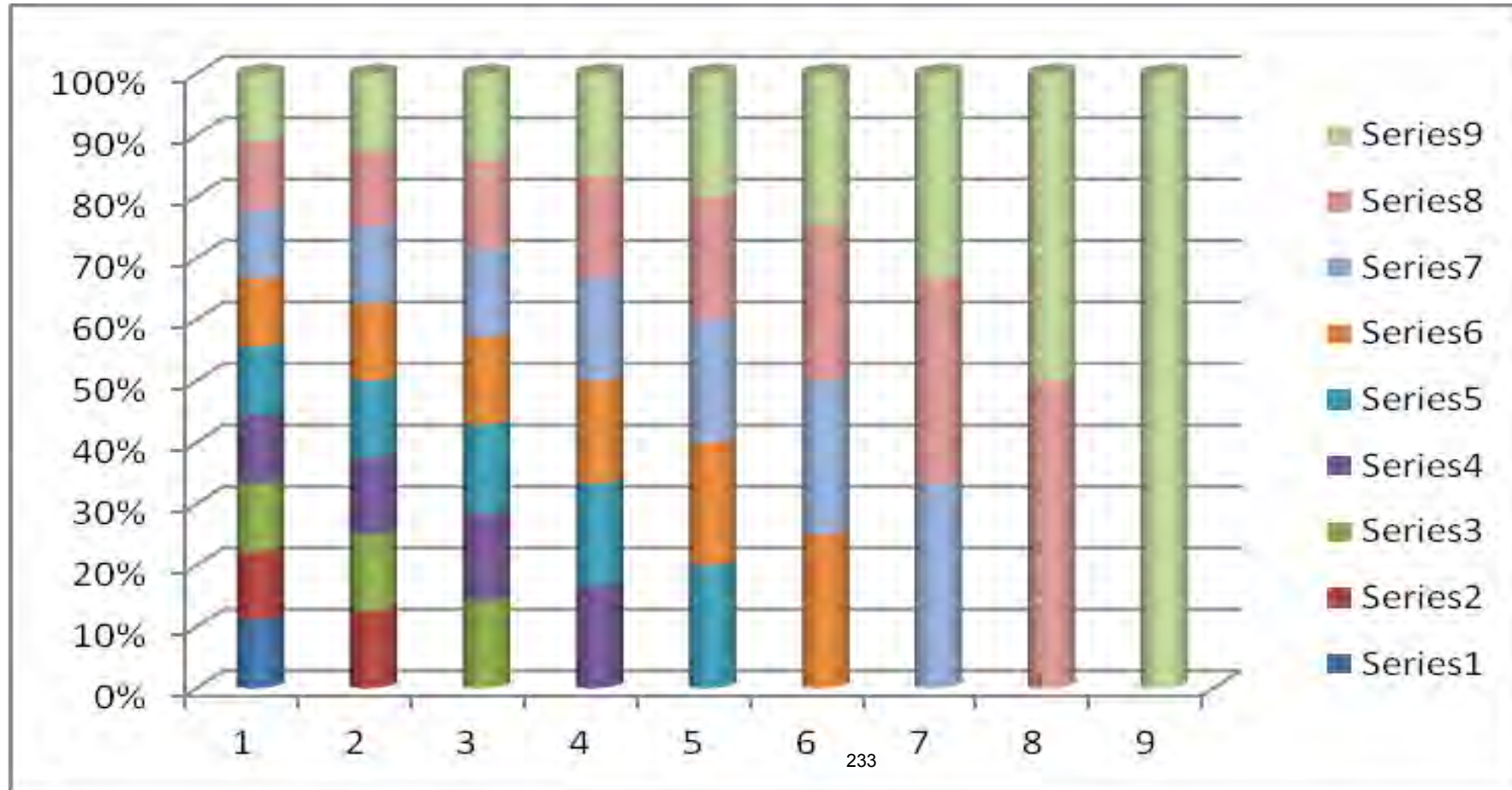


REVIEW YOUR CLASS NOTES
FOR 15 MINUTES BEGINNING
WITH THE FIRST CLASS.

USING 15 MINUTE REPETITIONS

Study 9	15									
Study 8	15	15								
Study 7	15	15	15							
Study 6	15	15	15	15						
Study 5	15	15	15	15	15					
Study 4	15	15	15	15	15	15				
Study 3	15	15	15	15	15	15	15			
Study 2	15	15	15	15	15	15	15	15		
Study 1	15	15	15	15	15	15	15	15	15	test
	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9	Period 10

REPETITION AND TIME MANAGEMENT



REPETITION AND TIME MANAGEMENT

HOW MANY TIMES HAS THE 1ST PERIOD'S NOTES BEEN REVIEWED?

Period 1's notes = 9 times

Period 2's notes = 8 times

Period 3's notes = 7 times

Etc!!!!!!!!!!!!!!!!!!!!

Repetition will aid memory and mastery

WHAT DOES THE 15 MINUTE CHART SHOW?

REPETITION IS GROOVY

GOLFERS GROOVE THEIR SWING

BASEBALLS PLAYERS GROOVE THEIR
SWINGS

DANCERS GROOVE THEIR SWING
STEPS

NIGHT BEFORE AND TIME MANAGEMENT

- WITH THE CORNELL NOTE TAKING METHOD IN PLAY
- WITH THE 15 MINUTE NOTES REPETITION IN PLAY
- REDUCE ALL THE MATERIAL TO TWO PAGES OF NOTES

STUDY UNTIL YOU THINK YOU KNOW IT

- STUDY ONE MORE HOUR
- GO TO BED AND SLEEP WELL
- LET THE CHIPS FALL WHEREEVER
- IF YOU HAVE DONE YOUR BEST IT IS ALL THAT CAN BE ASKED

RISK AND TIME MANAGEMENT

T



GOOD STUDENTS
REDUCE THEIR
ACADEMIC RISKS



TIME MANAGEMENT IS
LIKE AN INSURANCE
POLICY



IT REDUCES THE RISK
LOSS WHEN BAD THINGS
HAPPEN

MURPHY'S LAW AND TIME MANAGEMENT

BAD THINGS HAPPEN



MURPHY'S LAW ASSERTS
THAT WHATEVER CAN GO
WRONG WILL GO WRONG.



THIS USUALLY HAPPENS AT
THE WORST TIME

GOOD STUDENTS

- ARE BETTER PREPARED FOR THE VISITATION OF SOME ILLNESS AT FINAL EXAM OR WHEN A PAPER IS DUE
- OR AT OTHER TIMES

ACADEMICALLY SUCCESSFUL

WITH A HIGH GPA?

READY FOR THE WORKING WORLD?

READY TO APPLY TO A TOP GRADUATE
SCHOOL?



THE ACADEMICALLY
SUCCESSFUL



GET MORE DONE



GET IT DONE
BETTER




GET BETTER
GRADES

ACADEMICALLY SUCCESSFUL STUDENTS

- DO MORE WITH LESS EFFORT
- GET BETTER GRADES
- HAVE MORE FUN
- MAKE MORE MONEY

- ACADEMICALLY UNSUCCESSFUL STUDENTS
- WASTE TIME
- WASTE MONEY
- AND WORK HARDER TO DO LESS
- BECAUSE OF WEAK TIME MANAGEMENT SKILLS

A close-up, slightly blurred image of a black and white checkered racing flag. The flag is waving in the wind, creating a sense of motion. The squares are large and clearly defined, alternating between black and white. The lighting is bright, highlighting the texture of the fabric.

THE END

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Stephanie White

U.S. Homelessness, Race and Ethnicity: A Sociological
Analysis of the Continual Process of the Impact of Capitalism and
Enslavement on Housing

“NEITHER SLAVERY NOR INVOLUNTARY SERVITUDE, EXCEPT AS PUNISHMENT FOR CRIME WHEREOF THE PARTY SHALL HAVE BEEN DULY CONVICTED, SHALL EXIST WITHIN THE UNITED STATES, OR ANY PLACE SUBJECT TO THEIR JURISDICTION” – AMENDMENT XIII – SLAVERY ABOLISHED 1865

The objectives of this article shall be the following: The observation of the measures, methods and scope that pertain to the sociological analysis of why homelessness exists in America; and that there is a continual process of entry and re-entry of persons who become homeless, a form of entrapment or “enslavement,” due to the impact of capitalism.

The following are the objectives of this study: 1: Operational definitions and prioritization (measures, methods, & scope); 2: Transformation: historical, societal, political, and economic; 3: Crony capitalism: etiology: (measures, methods & scope); 4: Quantitative analysis issues; 5: Disproportionally: the ever-occurring model of Blacks (measure, methods & scope); 6: Systemic; Institutionalism – another definition of despotism involved in statistics and the Black population; 7: Judgement, displacement (methods & scope); 8: Pedagogy: Critical race theory; 9: Transparency and a “working model”, and 10: Resources: the overall goal – “harm reduction” – diplomacy.

THE BEGINNING OF THE QUALITATIVE ASSESSMENT

The dilemma of homelessness begins with the operational definitional of homelessness as a precipus to what eludes disproportionalities of the population, the hegemonic distribution of resources and economies and the continuation of the systemic institutionalization of race in terms of the what and how the government chooses to deal with this pandemic, as well as the continual cycle of despotism and suffering, judgement, displacement (a psychological/public health and mental term {i.e. PTSD, post-traumatic stress disorder, and PTSD used synonymously as Post Traumatic “Slave disorder”, in this instance, the continual “enslavement” and the impact of homelessness and capitalism.

INTRODUCTION

Before the Civil Rights Act of 1964; Blacks were residing in residentially segregated communities, faced with a myriad of social, economic, environmental, and political factors negatively affecting the lives of their communities, and their quality-of-life was diminished. There was also diminished educational attainment, as well as disparaging health outcomes, limited employment opportunities, and stifled political participation for low-income Blacks. This can be calculated as an introduction to the method & scope of structural inequality. Native Americans habituated LA County in 1769, later Spaniards named it “El Pueblo de la Reyna de Los Angeles”. Los Angeles was a business thriving in service sectors (primarily the second periphery of economics); in business and professional management services, health services, research and finance, as well as trade and tourism. Southern Los Angeles was the epicenter for Black people, and has been ravaged by housing crises since the 1950s, about 50% due to the racist practice of redlining certain areas as “undesirable” for real estate investments. In the 1950s and 1960s many Black households were in restricted neighborhoods like Crenshaw, Watts, & South Park, due to the aforementioned racist practices. Redlining was banned by the Fair Homes Act of 1968, but racial discrimination in the city’s real estate market continues, with black homeownership falling to 36% from 44% over the last 50 years. There is a direct correlation between the 10,000 Black people left homeless after

the Tulsa, OK Race Riots that impoverished the most thriving part of Black Wall Street in the 1930s. This history of demography (as in much of the US) tells the story, eludes to the structural measure, methods, and scope of the institutionalism of Capitalism. SLAVERY/ENSLAVEMENT DU JOUR AKA DISPLACEMENT OF A PEOPLE: STILTED “We will work to shatter those ceilings once held before to maintain the status quo and defeat the white supremacy of 400 years”: Our current U.S. President, Biden, stated in his inaugural address (2021). Homelessness is not how man is supposed to live. It is an “unnatural” system. The Intergenerational effects of racial inequities are problematic for individuals, families, and communities. It is continually maintained due to the inability or unwillingness of government officers to thoroughly consider and implement reliable strategies to reverse legacies of adverse policy outcomes, withstanding longstanding legitimacies and divergent realities for Blacks to fight “battle fatigue/PTSD and, to maintain statuses for normal types of living.

OBJECTIVE 1: THE ECONOMIC SIDE OF PRIORIZATION; A SUBSIDY OF CAPITALISM; THE OPERATIONAL DEFINITION - PRIORIZATION – Services are provided based upon zip codes in affluent areas; Structural racism, institutional racism (employment) i.e., Redlining, DWB, police profiling, the criminal justice system, mental & health care services, as well as where the homeless are sheltered or unsheltered; displacement and modern day housing discrimination determine how Blacks are to be viewed and resourced. In 2013 there were more than 60,000 Black Angelenos who experienced homelessness due to these factions (BlackHealthTrust.org).

OBJECTIVE 1: INTRODUCTION - One operational definition - Allocation of utilization of services – REQUIREMENTS - (Method & Scope) - The determining factor of how utilization of services is met is based upon requirements that must be met by every “homeless” individual to determine if the “need base” is met. There are several definitions (requirements) as well as the wealth and dearth of resources available; however, qualifications have to be operationally defined, as individuals are put into this “category”, a labeled category.

SAMSHA/SOAR requirements for services are as follows:

- ❖ Individuals/family who lack fixed, adequate nighttime residence, living in emergency shelters, transitional housing, or places not meant for habitation.
- ❖ Individuals/family who will immanently lose primary nighttime residence (within 14 days) provided that no subsequent housing has been identified and the traditional family lacks support networks or resources needed to obtain housing.
- ❖ Unaccompanied youth under 25 years of age or family with children and youth who qualify under the Federal status such as the Runaway & Homeless Youth Act, have not had a lease or ownership interest in a housing unit over the last 60 or more days and have lived in 2 or more homes in the last 60 days, and who are likely to continue to have unstable housing because of disability or multiple barriers to employment.
- ❖ individual/family who is fleeing or attempting to flee domestic violence, has no other residence and lacks the resources or support networks to obtain other permanent housing.

Alkadry&Blesbelt (2010) state that, during the time of urban development in the mid 20th Century, millions of dollars flowed in and out of communities; however, stakeholders with the most political & public discourse, public & private institutions (local development

& housing, resources, tax abatements or incentives subsidized by federal & state government) significantly aided in the perpetuation of race and class inequality (Wilson, 2007).

OBJECTIVE 2: ETIOLOGY VS EPISTEMOLOGY. In understanding the etiology of homelessness, we must first understand Blacks in their primordial habitat: a people disparaged by current health conditions, the highest number of cardiovascular, coronary heart, diabetes, and the like, in this country, and other substandard living conditions. The true etiology is that Blacks once thrived from a wealth of substance in 54 countries in Africa (and in many tribes and in other places throughout the world) until neocolonialism, colonialism, and capitalism came to be. Later, social inequality, less income, less access to higher education, inadequate access to healthcare, and health disparities became the median for the current standard. (These epistemic statistics: normally described in statistical frequencies of statistically significant numbers (a divertissement count of numbers) distinguishes belief from opinion. In sociological analysis, the synonymy of demographics is also observed in the statistics-demographic segmentation. The question was determined by which dependent variables factors to target, a measure when analyzing social determinants, the independent from the dependent variables etc. The epistemology of homelessness, for Blacks; anti-pro-slavery observes that it is the systemic and structural racism of Jim Crow & segregation that has a significant impact on homelessness for Blacks. As well, as the definition to qualify economics and continually compete in the overall obsession of the global marketplace as was done during "slavery" (manpower) with the irony where Blacks were not even considered a human ($\frac{3}{5}$ th of a man), blood – e.g., normalcy. (In turn, resulted in the malfeasance of inappropriate systems and resources; displacements of Blacks out of their homes, employment etc.). More recent and current survival techniques for socio-analytical and socio-psychological systems are as follows: Darwinian Survival of the Fittest & Malthusian theories on Institutional Racism; COVID Prioritization zip code accessibility (Black Health Trust.org) as well as "Emergency use authorization" (a few days creation – Pfizer, Moderna placebo) "Gain of Function research", to make viral vaccines to test on Blacks and other disenfranchised people, first (Chapel Hill and tested/experimented on those impoverished as well (Blacktrustorg.com). Another creation of the Impact of capitalism on homelessness and Blacks is that the desire to want and possess is ever so strong. Blacks are not given the tools to survive: higher unemployment and colorlessness (due to placed judgement, despotism based upon their skin color in lower neighboring communities; substandard living and health crisis so the criminal elements provide a more lucrative base to satisfy one's needs. The Criminal Justice System, as well, contributed to the cycle of Black homelessness – 6% of black pop, 30% of prison population in 2020 which make it more difficult for individuals to find jobs & housing after their release from jail. However, blacks are the number #1 consumers in the retail market base.

MAJOR ECONOMICAL TRANSFORMATION OF SOCIETY – CAPITALISM. ONE MAJOR SUBSTANTIATED PROBLEM - (Another aspect of Measure, Method & Scope) To determine what impact the economy has on homelessness, we must first understand the current economic transformation of society that attributes to "why" homelessness is so rampant in our society. It is an emerging faction of our economy, and rampant in most concentric circles in every city and every state. **CAPITALISM - Free market and**

free enterprise, which allows for free competition. The pure definition is not the problem; it is the abuse of Capitalism; crony-capitalism (1%ers{billionaires who own 99% of the wealth of the country}). How capitalism thrives and propels and spirals out of control: Middle management and ownership obtain close mutual advantageous relationships between business leaders and governments. These relationships price out markets, causing small business owners to lose out; community empowerment in the small inner cities gets overlooked and undervalued. These economic social determinants are key to dealing with Blacks, as well as spiraling out of control to affect everyone. People become unemployed because they lack the education, cannot afford housing, etc. “Cost-burdened” – For everyone, 32% of our salary pays for average rental income. A renter can experience a more rapid increase in homelessness. Income growth has not kept up with rent. Areas most vulnerable to rising rents, unaffordability & poverty consist of 15% of the US population and 47% of people experiencing homelessness and, PRIORIZATION as previously explained.

OBJ 3 DEFINITION: DEMOGRAPHICS SERVING AS STATISTICS: A MORE DELIBERATE ASPECT OF MEASURES, METHODS & SCOPE OF THIS STUDY

In order to give reliable and valid measures on accountability of resources for persons suffering from homelessness, we must utilize the definitions (those chosen to be observed in the study). As explained previously, It has come to the attention of the researcher that in her qualitative study on homelessness, demographic NUMBER COUNTING, those calculated in numbers of, and percentages (statistics) counted as defining numbers of those in dealing with criminal justice, environmental impact, social cost, pose synonymously (same meaning) as demographics. A question posed is, is there a duality to some of these numbers? (some answered twice). Homeless population statistically, numerically counted and defined as Point-in-time (PIT) in Census calculations. In this study, do demographics serve as quantitative statistical definitions to be used/analyzed or are they merely demographics?

2020 Statistics – USA Homeless

30% women	1 in every 588 American
70% men	194,467 on streets (HUD)
33% family with kids	10 highest states: CA, NY, FL, TX, WA
67% individuals	MA, OR, PA, IL, CO
40% African American	18% chronic homeless
50% White	7% unaccompanied youth under 25

6% Multi-racial	7% Vets
3% American Indian	
1% Asian	(Backpack bed.org)

DEMOGRAPHICS OR STATISTICS OPERATIONALLY DEFINED – Measures, Methods & Scope

US Census – Blacks 6.5 of CA population, however 40% of stated homeless populations.

- ✓ Reporting measures not accounted for – Sept 2020 report – Institutional Racism – large role in extreme over-representation of homelessness of all Black homeless population (Cimini, 2020).
- ✓ Homeless census – As previously stated on statistical calculations, Robinson (2020) states that “The failure to suggest the impact of an imperfect snapshot is used by deflating”. This calculation “Carries out the dark??? of a population that does not want to be seen”. As well, many volunteers guess at race & ethnicity so as not to wake and frighten them the interviewers (therefore, the statistical growth population climbs by 22%).
- ✓ 1000s of people released from prison in CA since 2008 by - state pursued appearance policies to release due to overcrowding & handle punishment/rehabilitation outside prison walls.

PEW Study states the significant percentages of Blacks sentenced to prison decreased but is still proportionally high (April 2020).

WHAT ARE THE COSTS/DILEMNA IN SOLVING THE CRISIS? ECONOMIC, ENVIRONMENTAL AND SOCIAL – Methods & Scope

Jan 2020 – THE ECONOMIC DILEMNA

Santa Clara - \$520 million - \$83,000 per chronically homeless (Home Not Found: Cost of Homeless in Silicon Valley), San Francisco Chronicle – spends upwards of \$40,000 annually on people experiencing homeless.

Care Coordinated Program - Estimated \$19,767.00 annual cost reduction of \$42,706 who remain housed. Health care costs account for 53% expenditures for people experiencing homeless average annual of \$5,148. Individual with costs on top of 5% account for 47% of all costs. Average cost over \$100,000 per year. In measure of the economic cost, what is the downfall, impact, or influence on individuals, both the non-homeless and the homeless?

ENVIRONMENTAL-Human waste, public restrooms, basic protection from access to restrooms, public health hazards:

- 2014 Santa Clara – City of San Jose \$275,542 removed 2,011 yds of debris from homeless encampments along creeks and rivers. Officially removed 1,500 lbs. of human waste.

CRIMINAL JUSTICE – “against loitering, sleep in cars and begging” University of Texas 2 year. Survey of homeless individuals – taxpayers spent \$14,480 per individual for overnight jail, typical bed in state/fed prison - \$20,000 year.

SOCIAL COST – detrimental to community, disempowers those experiencing it to affect quality of city life & accessibility to public space.

IMPACT OF SOCIAL DETERMINANTS ON HOMELESSNESS- Psychiatric services and mental health serve as weighing heavily on assisting subpopulations of individuals experiencing homelessness, pregnant women and survivors of domestic violence.

These variables also correlate with decreased life expectancy. Structural racism spurs deep racial inequities with Blacks whose consequences have critical services as a result of diminished access to mental health, street outreach, meal centers, food pantries, police sweeps and harassment

PEDAGOGY: CRITICAL RACE THEORY

Institutional structural racism-must understand changing context and dynamic of urban life. – CRT shows the analytical examination of the relationship between history, race and language (Zamudio et al. 2011). Furthermore, CRT acknowledges race & racism is hardwired into the social and economic landscape of American life. Stereotypes are ubiquitous in society and limits the opportunities of Blacks (Carbado&Roithmayor, 2014). This not only is Capitalism, but structural and institutional racism. CRT recognizes the traditional scholarship and public discourse about the plight of urban communities which rests that operates about individual merit, not an institutional practice that created disadvantage. Additional “knowledge’ produced with social systems implicates the intersection of systems of oppression within matrices of domination, hegemonic beliefs about knowledge as others as deviants from the “norm” which is defined as a white, heterosexual, bourgeois male (2011 pg. 1576).

COVID-19 AND THE HOMELESS: Dr. Anthony Cardillo, (2020), ER Specialist & CEO Merd Urgent Council questioned whether regions of the homeless population are tested to have confidence at a 2% rate – “If you test a million people, you get 10% recurrence infection” (used as statistically significant rate); however, “If you only test a smaller number of homeless people, then those numbers are “artificially depressed” ->similar to (definition of disproportionate numbers) which is normally surrounding rates for Blacks and Latinos in a myriad of studies. The COVID-19 crisis led to an insurmountable task. to keep people on the streets alive.-KABC Health & Fair Associated Press LA County’s homeless

POLITICS, POLICIES, OR DIPLOMACY

In determining the measures, methods and scope on requirement and utilization of allocation of resources “You must qualify” – This is in opposition of solidarity (form of enslavement: forever keeping people in bondage if they don’t qualify!)

So, you ask, what is the answer? If agencies and programs can have assurance of having “NO” judgement while providing resources that meet homeless people “where they are at” this represents a diplomatic front and prevents/intervenes on the different ways of institutionalization and systemic of the federal government. Policies must be provided for all American citizens “PEOPLE FIRST” ...This is diplomacy.

Is it where the NEED is? – Governor Gavin Newsom stated a California bill will spend \$600 million to convert hotels and apartment buildings into permanent supporting housing for homeless residents. Governor Newsom – Placed the focus of the state to

address 20 years of homelessness in San Francisco; “Care not cash” a progressive stronghold program guaranteed to base for a single room occupancy hotel. As well as MEASURE H of \$355 million Homeless initiative (2018) for 10 years.

Mayor of Los Angeles Eric Garcetti – Stated “No 2 people living on Skid Row or in Sepulveda basin ended up on these streets for the same reason worked on similar initiatives..

PROJECTS, AGENCIES of DIRECT CONTACT THAT PROMOTE TO MEET PEOPLE AT THEIR NEED - The end of this paper has to posit a resolve. A resolve that goes directly into solving that operationally defined “NEED BASE SERVICES”.

” Harm reduction” is an organization in the United States that works “without judgement.” One such as Homeless Health Care of Los Angeles provides needle exchange, naloxone for overdose reversal/a safe place for those who use drugs, hygiene services: showers/restroom and animal care, outreach, housing, training & education, medical and behavioral health services. “Mutual Aid” services as well, is another plausible solution; communities like the Big door Brigade, - key towards ending enslavement; care of systems in place (Like the abolitionists work in the underground railroad) and, what has been a great example during the COVID-19 pandemic of food and market and housing initiatives and community giveaways. They work for the prisons industrial system as well – writing jail support letters, community bail funds, national bail out, support in court, ride systems.

These are transparent and working orders on accountability to end continual enslavement.

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U.S. Dept of Housing & Urban Development

Primaries 2020: Finding the Other Rascal

Rex Wirth

Independent Scholar

We Can't Turn the Rascal Out; We Can Only Put a New Rascal In!

It is not possible to watch the whole primary competition or even to know what is going on and all that remains of the past are records of the running of quadrennial triple crown that kicks off in New Hampshire followed by the opening of the West and the South with the finale on Super Tuesday. The primaries are, in fact, news that never becomes history so there is nothing to learn from except vague memories of past insanity triggered by the commentators' statistics as they call the races and speculate about the crown. Since it was part of my job to be an authoritative source for my students on each sequence as it occurred, I have more memories, even lessons from the past than most buried deep in the dark recesses of my mind. As the current sequence sparked them, I wrote them down and used them as reference points to begin building a history from which we might understand, learn and stop this mindless repetition before it's too late.

Leading up to and throughout the impeachment show a gigantic field of Democratic candidates brought their visions for a better America to the 2020 fray. It was mostly about stopping Trump's ongoing destruction and the subsequent deterioration by finding the best way to make things better for those most impacted. Bernie was the leader with Medicare for All, student loan debt forgiveness, free college, child care, early childhood education, quality public schools, a Green New Deal and reversal of growing inequality. There seemed to be agreement on these basics and a genuine search for the best way. Elizabeth took the lead with detailed plans for everything which could have provided the substance for meaningful debate. I don't know if it was contagion from the trial or the debate moderation and format or just the inertia of our electoral competition, but electability and fear for the American way quickly turned it into a contest to find the best capitalist.

2020 Belmont is First for the First Time: Getting to Iowa and New Hampshire

I'm a Capitalist!

Bernie is Socialist, but Warren, like the rest of the contenders, is a Capitalist. When asked what she meant at the Environmental Justice Forum, she replied, "I believe in markets". She later extended it to billionaires who had been justly rewarded in markets, but was concerned about corruption which seemed to be the product of unjust use of markets to reap unearned rewards—bad billionaires. In the end the corrupt would be in jail and the good would be happy to pay a just wealth tax to support the externalities that helped make them rich—avoiding or even opposing such a tax seems like corruption.

Capitalists have no monopoly on markets, there are all kinds of markets. Adam Smith imagined a "free market" that would solve the problem of human greed by inverting the intent of naturally greedy individuals at the aggregate level. A free market, through competition among a large number of individual producers, would guarantee

that no one could win and when all tried their hardest, the result would be the right supply of the best products at the lowest cost for everyone. Since we are all both producers and consumers, we get what we really want in the end—He thought that properly controlled greed would be good.

“Not for Identification” is found in bold print on my Social Security Card. New ones don’t have it. There comes a point when a lie or fiction is just too obvious. This has happened with “free market”. No one, not even Warren, says it. College students today with nothing about identification on their Social Security cards don’t study our “free market”; they are schooled in the dynamics of our Free Enterprise System—a corrupted free market where the rich elite gets richer at the expense of the rest of us individuals.

What is capitalism? Machines/factories are capital the third factor of production in modern economic theory. So, does it refer to the prominence of the third factor of production or to the private ownership of it? In the first case it is just the study of the dynamics of industrialization; in the latter it is a fiction that justifies a return to corporatism, as in the dark ages, in the name of individualism. It makes little difference whether those at the top had to beat everyone else out to get there or if they were born to it. Corporate rules decide who they are in both cases and it is the duty and interest of those at the top to preserve their corporate order. In that sense Warren is a Corporatist who believes in private corporate ownership of capital. As always, the 2020 primaries would leave us with a choice between two self-proclaimed capitalists: A Democrat Corporatist who won the chance to beat the winning Republican Corporatist both promising to drain the swamp by getting rid of corruption.

What is corruption? Corruption is deviation from some accepted standard. There is no such thing as corruption per se; it must be corruption of something—a standard. Obviously, as fewer and fewer corporations displaced more and more individuals as owners of capital Adam Smith’s free market standard was undermined. Once the corruption was complete, “free enterprise” became the new standard for American capitalism and government intervention the new source of corruption. What kind of governmental action corrupts? Who are the officials that do it? It seems that every analyst finds a different cause and different culprits. Where one stands definitely depends on where one sits in this new situation. They all share the same problem. They all need government. Even Adam Smith had to have government to certify title, make it legal, and to protect the property of legal owners. Since enterprises now own most of what there is to be owned in a governmental system set up to promote and protect individual ownership, everyone at the top must preserve America’s individualist faith while protecting the new corporate order upon which their status depends. Madison’s plan still works, perhaps better than ever, the fight of interest against interest is now about who’s corrupting the system. As the competing corruptions cancel each other out, the whole remains undisturbed and the real corruption well hidden.

What’s a Socialist?

Bernie on the other hand as a Socialist, like the Liberals who founded the United States and Adam Smith, is an individualist. Corporatism for them is corruption because it turns

government against the individual. Bernie is a democrat and a republican, he accepts the way we do elections, and he believes in rule of law. For him democratic socialism is the way to drain the swamp—get corporations out of “We the people”. Before American neo-Liberalism, contemporary American corporatism, corrupted them, democratic socialists had constructed mixed-economy welfare states throughout Europe. As our allies in the cold war, they shared our values and their institutions supported them. Democratic socialists had no affinity with the USSR and no need for a McCarthy to protect them. As the Soviet Union began to unravel, we launched a neoliberal assault on their welfare states, labeling their domestic policies socialist and making them part of the Communist threat.

European Tories, already corporatists, embraced the neo-liberal project and a wave of privatization swept through most everything except health care. After Boris won the crash election in the UK there was a chance for the final victory—sale of the National Health Service to US multinationals as they left the EU. That’s hard to imagine, but so is Brexit. The wave of privatization stopped at health care because it was real, not just a right, but a concrete benefit. The same one that Americans with employers’ insurance won’t give up here. The real question is: Why won’t Americans give up this shaky private benefit for a better one that is guaranteed? Because we are American Liberals who believe in merit and the work ethic! Those who work hard get the good jobs that they have earned and with these jobs comes the health care they deserve. The lazy who haven’t worked hard, don’t deserve health care! Those who have worked hard shouldn’t be taxed to pay for the care of those who have not. For these Liberals “Equality” means only that every dollar is equal. If I’ve earned more of them than someone else, that’s their problem. My dollars are my property and if the government takes any of them to benefit others that’s not equality; it’s leveling that will undermine merit and discourage hard work to everyone’s detriment. Makes perfect sense when you hear it, but in black and white it looks silly, it is and it messes everything up. Here’s how it works: All of our economic theories assume that we, as humans, are rational value maximizers. If we were, they would work; but they never do because our faith in the core principle of the equality of dollars makes us difference maximizers, not value maximizers. In America it’s not how much one has, but how much more than the other guy(s). For rational value maximizers there can be enough, but for irrational difference maximizers there never can be.

We moved from the idea of “freedom from want” that motivated the great economists to “freedom to want” that has made greed our creed. Liberals become Socialists when they realize that we have too much, more than enough for everyone. Up to that point difference maximization makes some sense—we collectively really do need more. Beyond that point the silliness is obvious. More dollars or cars beyond a certain point is not better; it’s just silly. That’s why Bernie says, “Billionaires should not exist”; it’s just plain silly or as David Harvey https://www.youtube.com/watch?v=qOP2V_np2c0 said, “Obscene!” Since we have more than enough to go around, a new kind of “Equality”, as in all Americans are created/born equal is possible—a real tangible birthright, an equal holding in society. Not just for us, but for everyone in the global

society we've forced upon the world. In Europe the socialist mixed-economy welfare state started to deliver with cradle to grave provision of all essential services while leaving most production in private hands. It was not a question of equal property, but equality in terms of a quality life. Theirs was a post-war work in progress that required faith in the future. There was still a need to improve to the point where there would be enough for each to enjoy his/her best life, but it was undone when Ron and Maggie convinced them that they were on "the road to serfdom" and difference maximization became the global standard.

Bernie doesn't really want a revolution. What he is selling is the realization of the American Dream. The one that has been eclipsed by *Lifestyles of the Rich and Famous*, its iterations in every soap opera and sitcom—Trump Tower and Mar-a-Logo. Whether he knows it or not, he is saying that we have enough, we are free from want and we can start to enjoy life—nobody, including the Billionaires, really wants to live like we try to or is it have to. While the welfare-state was working in France, work time went down and vacation/free time went up. It has been the opposite in post-war America where more and more of us are working longer and longer trying to keep up—most have to fail. The French are resisting our new global standard that has proven to be the real road to serfdom, but with Macron the pressure was on.

There was much to be debated, but the loser had been determined: Capitalism is good and Socialism is worse than bad—it's Un-American!

Health Care

For good capitalists, health care is cost and taxes, but only some of the money talks. It should have been easy since we know what we spend and who gets the money—just Google Health Care. We spend at least twice what successful advanced single-payer countries spend. Since most of them have better outcomes, we are obviously spending more than enough! When it comes to cost, taxes to governments and premiums to private insurance companies have exactly the same impact on the consumers wallet, in fact both are withheld from and show up as deductions from our paychecks. In addition to these prepaid expenses, the current system still requires real local tax expenditures and out of pocket payments. The debate could have been about real costs and benefits: who ends up with how much of the total amount that the consumer/taxpayer pays and how much do they get back, the amount that goes to real health care services. Instead, the candidates became mired in undefined "government spending" as each sought to establish his/her capitalist credentials.

Let's take a quick run through reality—the debate that could have been. Starting at the top with the Billionaires, corporate profits are obviously a loss to the taxpayer/consumer. That's one reason for the lower cost in other countries. That's not debatable so they argued about the cost of government bureaucracy and imaginary long lines/wait times. If the argument is that the overhead of government bureaucracy far exceeds or would far exceed what goes to corporate profit, we are still left with the cost of private corporate bureaucracy. Since the overhead of private bureaucracy is

usually higher than that of government bureaucracy, the complicated system of private corporate bureaucracies turns out to be another big cost. Studies have shown that our oldest government insurance bureaucracy, the Social Security Administration, is more efficient and has higher customer satisfaction than any similar private operations and unlike the private sector, they can't raise premiums based on actuarial analysis. They say that FDR wanted to include health care in his original social insurance package, but the doctors didn't have enough money. Who needs more now?

As a consumer what counts is availability and cost. It makes no difference who gets your money or how they get it as long as you get the best quality healthcare at the lowest price. Obviously, most of us have to be paying way too much and too many of us just can't afford it.

\$30,000,000,000,000-Thirty Trillion Dollars!

That's what the think tanks say it will cost over the next ten years. That means that we will pay almost exactly the same amount each year as we pay now (We spent 3.5 trillion in 2017, around \$11,000 ea.) They must have figured out a way for everyone to keep their jobs and profits and still have the benefits of universal single payer coverage with no increase in cost. Most real projections with the current arrangement run in the neighborhood of 50 trillion so they are projecting somewhere in the neighborhood 20 trillion in savings—seems to be in line with the Yale study.

Taxes Don't Enter into It!

Warren talked about costs and taxing the three richest guys while everybody else, except Sanders, wanted to lower your taxes. It's NOT taxes! If the rich who are in the health care game lose all the profits that covers their fair share — real cost reduction. Now Warren's explanation makes sense: In any given case if the cost (what you paid into the health care pool—all public/private premiums, co-pays, other out of pocket expenditures and any taxes that support national, state and local efforts) is not more than your Medicare for All insurance premium and any other taxes, she will not sign it into law. Bernie goes farther saying if you don't do better, he won't sign. I assume this means that if any taxpayer/consumer provides the information showing that this is the case, both would send the bill back to Congress. The Congressional Cadillac plans and those like them that everyone loves to hate aren't an issue—their extra benefits won't be covered, but all their money still goes in.

A premium is a premium. When Blue Cross went crazy and raised its premiums beyond the value of the coverage they provided, Washington State went socialist and self-insured its workforce. Now Washington State provides health coverage for state employees. My premiums go to the state government instead of Blue Cross and I get more for less. The logic of insurance, public or private, dictates that I will do much better with a comprehensive national program even if all of those now uninsured pay nothing. Based on what's happening in comparable countries, we should be able to pay half what we now pay for better quality health care—that's each of us. Those who pay more

now would still pay more. Those at the top who freeload would have to pay for their Cadillacs.

Pete and the Choice Issue

Your union negotiated a good private plan with your employer. They gave away income for benefits. Rationally, given that you are fully satisfied with the coverage, you would choose to keep it only if you would NOT pay less for the same or better health care under single-payer—neither Warren nor Sanders would have let that happen! The bottom line here is what you pay. Just because you are presently better off than others, you have more benefits and less is deducted from your check—usually NOT the case—does not mean that you are doing well. In the deal negotiated by your union they traded income for benefits—under single payer the union should be able to recover your lost wages hidden in the employer’s premium. Accounting categories aside it is part of your cost to the employer—you earned it. If the national plan costs more than your premium, your employer’s match, deductibles, co-pays and other out of pocket expenditures, they promised to fix it—after all they have some \$20 trillion to work with. You’d have to provide the facts in your case—that’s the only way the president will be able to know. When you gather the facts and do the analysis if it looks like you’re doing better with for profit insurance, you’d want to seek some actuarial advice before you contacted Liz or Bernie. Most won’t need to and those that did would find that the president was right.

Savings?

It would be so easy to do if it really was about taxes and/or cost. Every taxpayer/consumer would get more for less. The real problem is that we would have to pay for it with jobs, lots of them. Maybe Capitalism in America really means **JOBS**. To get us down to the level of spending and up to the level of care enjoyed in most advanced countries in addition to profits all those corporate bureaucrats, lots of high earning taxpayer/consumers, would lose their jobs. Health Care is a service; people are paid to deliver the services. No matter what in health care professionals and para-professionals end up with most of the real health care spending. Everywhere, but most particularly in health care, salary and wages eat up almost all of the money and that’s a good thing because after they get the money, they are consumers and money paid to consumers is *demand*. Saving money usually means eliminating jobs, but nothing is saved! In the service sector that money/demand just disappears from the GDP. Unemployment benefits fill some of the *demand* gap, but that’s more government spending from a different insurance program. **The Pandemic made this all too clear!**

The thing that doubles our costs for health care today are the costs of making money. Paying professionals who have nothing to do with delivering health care out of the health care budget. Two categories unnecessary with single-payer are actuarial and sales/advertising. Once they are gone, all of the routine jobs required to monitor and regulate them and the complex billing system that results from their efforts inside profit making corporations can be eliminated. As long as we keep and pay for these services with our health care budget we will continue to get less for more even if smart state governments, charitable employers and strong unions get everyone a Cadillac plan.

Jobs!

Even though most people hate their jobs and I'm certain that many of the people doing the jobs that would be eliminated feel bad about what they do (*i.e.*, The opioid epidemic, etc. and denial of benefits), there remains the fact that no politician can overlook: nobody thinks that the money they earn is wasted—other people might have unnecessary/useless jobs, but NOT me! The debate is always about jobs, useful or not. The way we do jobs might be the reason Bernie feels that we need a political revolution. Unemployment was not a problem in 1776. According to our entrepreneur-candidate we've had three industrial revolutions since the founding. Maybe it really is time to update/rethink our politics. Are we citizens or human resources? Politically, we could be three revolutionary cycles behind.

Liz's Plan

Once it was out, everyone found economic problems—she's not a true Capitalist, like me. Originally, she was saying that she could get by with 20 trillion in new taxes and provide the largest middle-class tax cut in history by returning the employer premiums of those with employment-based plans to their paychecks instead of making it part of Medicare taxes. Beyond my wildest dreams! Existing employee premiums will go Medicare instead of private insurers—that pretty much puts those insurance companies out of business so there will be no alternatives to choose. I guess these premiums now become taxes? No matter what they are called the out-of-pocket cost to middle-class taxpayers is radically reduced. What she didn't make up in lower costs and better enforcement of existing taxes would come from a wealth tax on the super-rich. We would only pay what we now pay and that combined with enforcement and cost savings would cover most of the current cost of 3 ½ trillion and taxing the super-rich will take care of the projected increases over the next ten years (\$52 Trillion). Annual income automatically goes up with inflation and universal coverage eliminates immediately the extravagant emergency room expenses now foisted off on local home/property owning taxpayers. Why would the middle class want to wait—more for less now is always a good deal. Those that actuarial analysis will select out to die certainly want it. Unfortunately, no one knows who they will be until the actuarial workers do their jobs, one case at a time. The only problem I can see goes back to jobs. Savings are jobs—good middle-class jobs. That's why we need a Green New Deal! We can keep paying them by employing their skills in new and constructive ways. Keeping them in the middle-class and paying into Medicare. It means that we can't afford a tax cut, but the whole middle class still breaks even and we get better health care and a new sustainable economy with green infrastructure. The democracy of the American Dream is starting to look Socialist—the best health care, more money to spend on other things and more free time to enjoy it. We'd finally get what all those labor-saving devices failed to deliver.

The COVID Delayed Derby: Nevada and South Carolina

He's Really a Communist!

With the Republican race for the presidential nomination sewed up by the incumbent and Bernie claiming victories in Iowa and New Hampshire in what were really two ties, CNN set up the Democrats' Nevada debate by shifting from being concerned about Bernie's ability to beat Trump to being concerned about what will happen if a Socialist of his ilk wins. Could be really bad. He'd stop fracking—No natural gas or nuclear energy. Unthinkable! Pete actually picked-up on that. After all, that's where all of our carbon reductions to date have come from. Shouldn't we just keep doing more and better now—we're even a big exporter? At the debate Mike actually brought up the universal failure of Communism, but Liz derailed the show with her three-pronged attack on Mike and created an opening for Bernie to reaffirm that Bloomberg, as a Billionaire, should Not exist. Amy and Pete were denied their chance to save us from green/socialist foolishness and Liz having beat Mike like a drum showed she was ready for Trump. With everyone, even MSNBC, expressing one or the other Bernie concern in their build ups to the debate things were looking bleak for green infrastructure and the American Dream, but it didn't go according to plan in spite of NBC crew's best effort.

Mike's In: Nomination for Sale?

Mike confirmed that Donald lies. So, with Steyer (I guess \$1.6 billion counts.) missing from the stage there was only one real billionaire at the Nevada starting line for the race for the Whitehouse. Trump was there and working, but Mike won't let him into the Billionaire Club. Money in politics has been a side topic all along. A large number of small donors was the Democrats' mantra for 2020. It was even a requirement to be on the debate stage, but Mike was there—I guess he can make a million \$20 donations to himself for TV ads if he wants to. Beyond that his money problems are different in almost every way. Other billionaires don't influence him; he influences them. His foundation supports all those Democrat non-profits that do all the good work and the work must go on. We saw something new live on TV. Five run of the mill rich American Democrats debating "The Money", a real Billionaire, in the flesh. For Bernie it wasn't debatable: He shouldn't exist! Nobody should have more wealth than 125 million Americans. Liz, as a Capitalist, had to decide if Mike is a good billionaire who only wanted to do whatever it takes to save us from Trump or a bad billionaire who is really out to preserve the corrupt Billionaire game. Liz was unequivocal; he is a tax return hiding, sexist, racist real Billionaire who should be in the Republican primary—60X worse than Trump. After watching the thrashing Joe seemed relieved and tried to reclaim the mantle of most likely to beat Trump only to be rebranded "assistant deporter-in-chief" from the audience. The fireworks seemed to take the wind out of Pete's center sail as he tried to eliminate the options of revolution (Bernie would burn down the party) and sell out (Mike would buy out the party). It was Amy's turn for a bad night.

Last Show before Super Tuesday!

Diversity spoke in Nevada; Bernie was way north of 30%, Joe came in at 20% about half of Bernie's vote, Pete made the mid-teens, both women were in, but Amy barely cleared the threshold and the only billionaire on the ballot didn't make the cut. Too bad the good doctor, Hunter S. Thompson, is no longer here to tell the tale as fear and loathing once again raised its ugly head to dominate the decisive debate, or maybe it just doesn't matter—the polls showed most didn't watch and commentators pointed out that those who watched didn't listen. The real billionaire race was on with Tom's return to the stage and Liz was still really afraid of the bad billionaire, Tom and Joe feared that Mike would buy the party label for the Republicans; but Amy and Pete with the help of CNN finally realized what Bernie really is. He loves Castro; he's a Communist. If Bernie wins, we'll lose all those seats in Miami and even our home states. Save the party and the Union: Vote for me! Looks like they've joined Chris Mathews and now fear for their lives if this new Stalin, Castro, Maduro from Vermont wins. Even Donald Trump is a Capitalist so, at least, we haven't had mass executions in Central Park.

We were not quite back to *Red Dawn*, I was just getting nostalgic for the good old days of bomb shelters, air raid dills and Nightmare theater. The old fear fest became primary; the same old argument last used by Trump to attack Hillary was back. Because all Americans still live in the 1950's (Stalin died and Castro emerged) or 1980's (Ron won the Cold War) they loath all those dead communists so much that they will not vote for Bernie once they see his true colors and that leaves me (Amy or Pete).

There was talk of Putin, Shi and Kim, but nothing to fear only issues to be dealt with. Maybe we no longer equate these leaders with the Soviet Communist Threat. After all, Putin is not a Communist; he is the Oligarch-in-Chief and Bloomberg is not a Capitalist; he just wants to be our first Plutocrat-in-Chief while Bernie is just an election loving American dreamer who's saying the cold war is over. We won! It's time to heed Ike's warning about the military-industrial complex and live the American Dream. He looks back to the time of FDR and Churchill and reminds us that we have nothing to fear, but fear itself. Too bad they started fearing Stalin, ruined our great victory and left only fear for us to remember. Bernie only wants what FDR wanted and what Democratic Socialists, the Labor Party, did in Great Britain. Of course, with so much more to go around now, life can be really great for all of us—No more kings/Chiefs! Think about it! Only fear has kept us from it.

Bernie bet on the young. The new generation with real things to worry about! The real tangible results of our post-war fear feast: the real fear of dying for lack of health care, of unemployment for lack of education, of underemployment because of it, of debt/poverty, even homelessness and the ultimate fear of climate change/extinction. Bernie believed that they had gotten over the fake fears of the past and would turn to him—He's more like an Elder than a Chief or a King—for help with the future? But the real horrors that they have to face could not overcome the boogies of the cold war, the war on drugs and the war on terror that keep us afraid. "The Economy" that rose from and has been perpetuated by the old fears carried the day even though it is destroying

the biosphere that sustains human life on this planet. Until the young overcome those old fears, the fearless movement we need to save the Republic and make the planet safe again will have to wait.

They seem to have learned the same wrong lesson from *Chicken Little* that we learned in our childhood. The President is our King and the sky is always falling—Rush, as Little, with his Medal of Freedom was leading the panic parade. He was happy about Bernie's success and, of course, that made Don happy because they were certain that Democrats would panic, like they always do, and look for a safe pretender to save them from the Communist threat and Trump. Mike was betting he'd be it; Liz was fighting him while Petie-locky, Amy-locky and Joey-locky were raging about how Bernie was causing the sky to fall.

Why can't Bernie win? Nixon bet on his silent majority and won, Trump bet on his boisterous, but formerly non-voting base and won; but the McGovern precedent keeps Democrats believing that they can't do it even though FDR did it best and won—he'd still be winning. South Carolina turned out to be the end. Turnout was high, but the new voters didn't seem to be Bernie's kids. Even if they were, the Democratic establishment's SC kingmaker delivered their parents and grandparents to Biden. That the trend spread to VA and throughout the South as Super Tuesday approached sealed the deal. As the voting started on Super-Tuesday, it looked like it might come down to settle for Trump, or back the plutocracy by giving them the throne, but Joe was there to save the day. Tom and Pete decided not to waste any more time and money after Joe's landslide. Bernie made some progress, Joe didn't do as well as Hillary in 2016, but his momentum inside the party grew and as the endorsements rolled in Joe looked like the winner. Looks like Rudi's Ukraine advice was sound on one count, at least.

Last Chance to Get Real

Bernie's not talking Democratic socialism, Swedish or Danish Socialism; he's talking American Socialism—we've always done it and loved it. We've always had more public ownership in the United States than they had in Sweden at the high point of Swedish Socialism. Socialism is not about a planned economy! TVA is the most successful socialist enterprise, ever! We should be proud. If BPA had become the authority it was intended to be until some in Congress learned that TVA was socialism, I'd be much better off living in Washington. Even with the complications of a mere administration in charge of my government produced electricity, I have been able to purchase my power from my governments: The City of Ellensburg and the Kittitas County PUD. There is a private corporate supplier, but I've never had the misfortune to own a house hooked up to their lines—there can be no choice here. Roads, schools, police and fire and all those national forests, parks and other public lands—They didn't call it the Soviet of Washington for nothing, it seems. It's pretty much the same everywhere. One bright spot for free enterprise: Waste Management. There was money to be made in garbage so it was privatized—now I pay more for less; I have to love it. The same seems to be true of jails but we're too small to be profitable.

American Socialized Medicine

I once had the best of the best, Blue Cross and Blue Shield, but they kept raising premiums. The university, of course, had to take more out of my check. Not a problem for them, but there was a problem; they had to match it. This was true across all the agencies of state government. Soon it was costing too much so Washington self-insured, socialized insurance. Obviously, this meant that Blue Cross was no longer a customer of the state. I didn't have a choice. I didn't want one because I got more for less. Wait, that's wrong. Blue Cross was still around and I'm free to opt out of the state plan and get individual coverage from a quality private provider, but WA won't pay half. I don't know of any good Capitalists who've done it! Why not? Recently, the state decided to save money by contracting out billing to Regence/Blue Cross. It's like Waste Management, now instead of a friendly competent state bureaucrat, I get a harried underpaid corporate bureaucrat on the other end of the line whenever there's a problem and there are a lot more of them. Mixed systems are good for one thing: making money for somebody else.

Now to the best of possible worlds: KVH (Kittitas Valley Health) the best medical care ever! It's socialism 100%, a tax supported hospital district that now includes most medical practices and services in the county. My former private clinic is now part of KVH and health care is one seamless process and a pleasant experience. I've done private/mixed care so I know about lines. I doubt that any national systems do better than KVH, and nobody wants a national system—that's un-American. KVH is the American way. It's socialism and it's the best—they even won an award! If Hospital Corporation of America ever manages a take over—they try all the time—I'll be stuck with less for more while somebody gets richer and it won't be the doctors.

When they elected a Democratic Socialist, we got rid of him and the communist threat in Chili and taught the Chileans how to do Capitalism right. So, the next time you're cursing down the interstate suffering from the plague of American Socialism, think about how nice it would be to live in Chili paying tolls, substantial ones, to a giant Spanish Multi-national Corporation to use their interstate—it is the only one. Socialism is a silly label and Capitalism is nonsensical—it's simply what we call anything American corporations happen to be doing. Bernie just wanted to make health care a right now that we can afford it by insuring you an every other American in the most efficient way and giving us the money, we need to do it our way locally. Kittitas County does very well now, but we are a poor county and could use the money to make it the best! Imagine how it could be where you live—the best possible health care for your community. It's time stop being afraid and think about what you want. We can afford it; you can have it. Only fear is keeping it from you/us. Bernie believes in the American dream. Why didn't we vote for him?

Preakness and the Crown: Super Tuesday

Build Joe build, build on the fear—Obama did not want Obamacare; he had to settle for it because of the Republicans and the fear. All good Democrats lined up for Joe with Beto, Amy and Pete in the lead—Stop Bernie or the sky will fall. Some say Barack is the hand behind the Biden wave. Don called it a coup. They say that last round after Hillary stopped Bernie, many in his movement turned to Trump, others didn't turnout and some skipped the top of the ticket—enough to carry Michigan. Joe's Dallas rally wasn't much, a confused parade of endorsers backed by a discordant crowd that didn't know the songs. Mike was up for the first time and out, Joe was back from the dead and Bernie was in trouble.

Humpty Dumpty is back on the wall. Put back together by black majorities in states where he didn't even campaign—He didn't need money! He looks so good up there that Blomberg suspended his campaign to back Joe. That meant more money, but it wasn't about money. What really sent all those voters running to Joe? There may be a few who really feared that Bernie would win and they would be shot in Central Park, there are probably quite a few who thought that Trump would beat Bernie with the Red card—bright people who fear the stupidity of their peers; but the black majority that carried the day for Joe is not part of this picture. I can't recall anyone talking or writing about the pervasive the fear of Communists among southern blacks. They, like the young, have real things to worry about. So, why Joe? Because their leaders said so? Yes, but! It's because they trust their tested leaders. Did the leaders really think Joe would beat Trump? No, but they hoped he would. Since no one need fear Joe, maybe Trump had scared enough mainstream white voters that fear of Trump would carry the day and anything Joe managed to build on the Obama legacy of hope would be for the good.

Voting for southern blacks has never been a question of fear but of hope. If Bernie offered them hope, they either didn't see it or they did not believe it. A fearless movement of hopelessness obviously leads nowhere. Where's the Bern for the Black South? FDR's coalition rested upon majorities of the minorities, big ones. One of them was the majority of the southern white minority—the Jim Crow South. After LBJ pushed through voting rights, the GOP, with the Nixon strategy, gave Jim Crow back its home—it was really hard for the old southern FDR Democrats who loved Andy Jackson to convert, stop hating honest Abe and join the GOP. There is a new "Solid South" for the Democrats, maybe Socialists, based on a real majority of another FDR minority, now legally enfranchised in the South—the non-white vote—waiting to be born. If the non-white southern vote turned out in FDR proportions of over 90%, it would be more than a flip. That would be the final end of Jim Crow and probably the GOP as we've come to know it. We can't have another New Deal of any kind without it. The elected black leaders of the south know it. They know that it is white fear of them, not of Communism, that stifles hope and keeps Whites clinging to a Jim Crow past that is good for no one. Obama was hope; Biden was with him, but Bernie had a problem. Because of impact of

the electoral vote on the primary race to win the nomination the Democrat had to bring hope to the non-southern black minority and the other non-white minorities while mobilizing enough new southern black voters to win the nomination and beat Trump—that's why South Carolina is called the firewall.

Dead End?

Jessie Jackson backed Bernie as Harris and Booker fell in behind Joe. Elizabeth suspended and was thinking about her next move so Big Tuesday was a two-man race. Joe, with virtually no campaign, came close to doing an FDR with the Black vote in Michigan, Missouri and Mississippi! Was it that mountain of endorsements? Joe thought the race was over as he delivered his victory speech in Philadelphia—"We hold these truths to be self-evident" and "We the people". Clyburn was front and center again suggesting that the DNC suspend debates and the "Unite around Joe" bandwagon was rolling full speed ahead. Instead of my anticipated three months of fear and loathing among three old men, it turned into a two-man seven-month slug out starting in with the Trump rally in Milwaukee. Bernie was home in Vermont contemplating Jessie's Rainbow as Joe assumed his duties as keeper of the sky.

Lucky Charms!

With a secure sky above Bernie woke in Burlington to a new day, had a bowl of Lucky Charms and resolved to follow the Rainbow to Phoenix—Good speech. Donald addressed the nation on the pandemic, cancelled Milwaukee and set about correcting misperceptions on Twitter as Joe prepared to counter with his own Coronavirus address. The Dow made a comeback after another early morning plunge. Can't we just gather up all the fake money that seems to have disappeared and give it to those at the bottom who need it now—it must be around somewhere. Maybe that's what the pot at the end of the Rainbow is for. Fake markets are fun! Donald is not good at casinos, but there seems to be no pot of gold for Bernie.

Joe delivered a normal "from behind the oval office desk speech", the kind we were used to before Trump. While the Leprechaun-in-chief at the Fed found \$1 ½ trillion, threw it back at the market and caused a comeback—the defenders of the pot are real. Still the market flashed back to 1929 losing 10%. Bernie, not to be out done responded to the speech and the money. Bernie's message was FDR updated. He still had to address the same old problems, but in a new and more perilous context where a fifth freedom, the freedom to live, hangs in the balance. Health care is first, nothing else can be done without it, but we have only eight years left to win back the fifth freedom and secure our first inalienable, God given, right—a livable biosphere. Now, it's up to Congress to fight the first critical battle while the people render the final verdict in the pending case referred to them by the Senate—looks like Joe is our rascal-in-waiting.

What a Difference a Day Makes

Bernie was back at work in the Senate on the pandemic and crisis. The Democrat's Sunday head-to-head had been moved to DC. Emerging agreement between the House and Treasury coupled with the President's declaration of a National Emergency kicked the market up over 1000 pts in 15 minutes at close with 50 billion for the pot and more coming from Congress. Trump is getting good at picking up the falling money; looks like we'll have a full pot of gold by debate time on Sunday.

Backed by his own rainbow the President kicked off a Saturday press conference to tout his stock market triumph, hail the virtues of his new public/private partnership and laud the bipartisan progress orchestrated by his Treasury Secretary. All Americans now know that if he hadn't banned travel from China, we would be worse off than Italy as confirmed by the WHO announcement that Europe is now the epicenter. Days before the WHO knew he saw the new threat, cut off travel from Europe and saved us from the pandemic again. It's only the second inning there will be much more going into the pot with the initial infusion going to our private partners in the pharmaceutical and fossil fuel industries. The airline and tourist industries are next at bat. Instead of Milwaukee Trump's third round of the *I Saved America from the Pandemic* trilogy was held in DC. Trump popped into the scheduled 5pm press conference on Sunday bubbling over with the news of the Fed's interest rate cut and the 7.5 billion it would add to the pot. It happened every day; the daily Trump Rally became the Campaign.

Not much happened at CNN's socially distanced debate. Maybe it was the questions all of which seemed to miss any point that might have been made. Most telling was the revolution verses improving the system query and exchange. Joe jumped on it and tried to out trump Trump. Perhaps Don's people had read Joe's proposal. At any rate it came down to I'd do what he just did only better and you know that I can get it done because Don just did it. Obviously, there is no need for a Revolution! Bernie, at least, seemed to be aware that Nancy was deeply involved and that the debates had boxed the party, but he didn't counter with an argument for revolution. He failed to articulate and exploit any catalytic potential of the double crisis the pandemic created. Instead, he bet that Trump would fail leaving a full pot of gold unguarded at the end of Jessie's rainbow—there was nothing to lose and Joe didn't enter into it. The system had failed and would fail this time. He's right, of course, but we can't see it. Improvements won't help if the system is the problem. We've been reforming it forever. We are very good at it; we always do it right and make real improvements. Every reform has made the system better and that's why things always get worse. It was time to propose something new and different—extreme/revolutionary! Bernie would have won the bet—the markets resumed their plunge on Monday with monetary options exhausted. Now it was up to Nancy to save the day. Could she do it without saving Trump and losing our biosphere? Would her majority survive a Biden candidacy or was Rudi right all along?

At Day's End

Down almost 3000—a Black (Dark Grey) Monday. Both rainbows were fading fast. It looked like there would be no rainbow's end and no pot of gold. It took all day, but in the

end, Nancy salvaged a watered-down bill and that made Trump's CEO fest a success—the system always works. Senators found that there was too much for sick leave and delayed the Families First bill while the administration, with the Leprechaun-in-chief virtually out of business, started at \$850 billion and jacked it to over \$1 Trillion for the vanishing pot and as voters turned out in three big states to give Joe his share of 444 delegates. The Dow was up over a 1000 pts for the day—Hooray! That left both contenders with something, not much, to celebrate.

Joe Is the Other Rascal: Can We Step Up?

A final victory speech and appeal to the young out of Wilmington. We have to come together—as we always have—and step up to the three crises: Coronavirus, the Economy and Global Warming. He didn't tell us how to do it or even how we have done it. Just saying it seems to make it so for Joe as it has for Don. But these crises are real. We have to recover from the virus, create a new economy and reduce CO2 emissions to zero in eight years! The last time we did anything like this was 1941—we had messed around for 11 years waiting for a catalyst. We finally got one with Pearl Harbor. Does Coronavirus really mean war? Our first real war not to preserve the union or to save Democracy, but to save human life on this planet. Time will tell. This time we've messed around for 50 years worrying about preventing/refighting the previous war while creating this real one. As always, we are the enemy, but now we're all part of one global economy. It is the enemy; the enemy is us. In that sense the Coronavirus may be more than a catalyst; it might be the new Stalin who will bring the real enemy to its knees and prepare the way for D-Day. At least, the debate among Democrats has ended and with the Republican contender in the next round showing zero gain for stocks since he took office it looks like an even start.

Whitehouse briefings filled the void after the primaries and impeachment were eclipsed by the pandemic. They were mostly silliness, inconsequential silliness given that we were suffering the consequences of prior silliness and the real preventative measures that had finally been taken were working in spite of it. Then suddenly, out of nowhere, real consequential silliness returned. The Republicans forced the Wisconsin in-person primary to take place as scheduled, Bernie did ok, but not well enough so he suspended his campaign. The president got back to firing wayward apprentices and his foreign intrigues. If it weren't for precedent, I wouldn't have worried. But after the Iran Agreement, the Paris Accords, arms control and Rocket Man craziness nothing could be taken lightly. When Trump said he was going to defund the WHO for being China-centric, it was as good as done and within the week it was. When we should be turning jumbo jets into intensive care units and setting up intake and recovery units at air terminals everywhere around the world in anticipation of the coming waves, he is staring a new cold war with world health as the principal stake.

The air bridge he's so proud of starts in China; their economy has become the real pot of gold at the end of the rainbow. Not fake money, but real stuff. China knows what happened to America's trusted ally, the USSR, after they bore the brunt of sacrifice for the allied victory in Europe. They also know that they are coming out of the

war against COVID-19 in an economic position comparable to the USA in 1945. Now that they finally have their Security Council seat back, it's time for the real big three to get together with the Europeans and do Collective Security right. We've tried and failed twice, or is it that the world has tried and we've screwed it up. The third time will be the charm or the end.

Postscript

Fast turnaround time seems to be in vogue. Bernie took less than a week to fully endorse Joe in a joint teleconference and Obama followed immediately adding his wholehearted support for Joe's campaign and for Bernie's past contribution and future effort in defeating the "most dangerous president in modern history". With a medical professional calling the defunding the WHO a "Crime against Humanity" on Twitter a theme was emerging. If a fully engaged Obama does his magic and Bernie keeps those small contributions flowing to Joe with a match by Mike, the Democrats will have the kind of unified front they need for the Fall offensive. Looks like there might be a real party in Milwaukee this summer if it's not a victim of COVID—unlike the Derby it can't be postponed. Till then it's the Daily Trump Show with Donald John and his Rainbow Choir lead by Mike Pence.