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Fighting Racists While Fighting Fascists: The Enemy Within

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The long struggle for Civil Rights in the United States is not over. The animosity and hatred towards President Barack Obama is largely based not on policy arguments, but on an underlying, deeply embedded racism held by many non-Black U.S. citizens. The continuity and persistence of this racism down through the decades of U.S. history clearly indicates a divided nation.

There has been progress. Social movements and economic opportunity succeeded in bringing about some cosmopolitan islands of class and race integration. Class, however, does not trump racism. Socio-economic progress by black Americans does not win them a first class ticket to an integrated, equal daily life. Decades upon decades of a system and structure stacked in favor of white citizens produced a significant white middle class in the 20th century.

Many whites do not recognize that for years the system offered the white population “affirmative action” in many different forms. For example, homestead grants of 160 acres (taken from Native Americans), preferential funding of schools, church charities that catered to whites only, and sports scholarships limited to whites. Rather than recognizing these advantages, many whites often see their ancestors as hard-working individuals entirely responsible for, and thus deserving of, their material and political gains. Indeed, the histories of Euro-Americans and African-Americans speak past each other. Until we learn inclusive history, we will not really know the past, and we will be condemned to make a false future.

Identity plays a deep role in the problem of racism. The white system and structure controlled the range of opportunities allowed to Blacks, essentially objectifying black people for their use value in the white-dominated political-economy. A black American caught in this structure could only try to succeed while hoping for reforms via social movement pressures, boycotts, judicial decisions, elections, etc.

One way to succeed in any nation-state is through military service. Especially during wartime, but even during peacetime, this is a ticket to move up. Even for the younger sons of the aristocracy in Europe, the military was a traditional way to maintain their inborn status.

Black Americans served the U.S. nation-state in every conflict and war, and also in peacetime, despite the systematic structural realities they faced such as slavery, segregation, exclusion and imprisonment. The hope was that the nation-state they served was soon going to be better, reformed into a real democracy. In wartime, they served first, “paying it forward,” in a full sense, with the hope that their service would be recognized, and that post-war realities would be different. In the Revolutionary War, the Civil War, World Wars I and II, Korea, Vietnam, Afghanistan and Iraq, Black American military service can be seen as an integral and central part of the struggle for Civil Rights in the United States.

This study focuses on one case, the experiences of the 92nd Infantry Division during World War II. This was one of only three division-sized Black American units. The other two were the 93rd Infantry Division and the 2nd Cavalry Division. The 92nd Infantry was the only division to go into action as a complete Infantry Division. Of the entire U.S. army, the only time a black group functioned at the division level was with the 92nd Infantry, serving in Italy as a combat division.

On October 15, 1942, when the 92nd Infantry was activated, the context for Black Americans was dismal. Politically there was no enforcement of the right to vote. In fact,
states controlled the voting procedures, often systematically disenfranchising Black Americans. Furthermore, a racist reign of terror ruled in many parts of the U.S., perpetrated by local and state authorities, as well as organizations such as the Ku Klux Klan. In the southern states, between 1877 and 1950, lynchings of black men, women and children are estimated to total 3,939 (Equal Justice Initiative, 2015). (This omits many other states, so we can consider it a conservative estimate for the entire U.S.)

Segregation was the order of the day. Economically and socially, segregation and institutional racism translated to income inequality and poorly-funded educational institutions. Despite these harsh facts of life, there were thriving black colleges, universities, and neighborhoods. However, in 1940 the U.S. defense industries were preparing for war, and also discriminating against Black Americans seeking jobs: "While we are in complete sympathy with the Negro, it is against company policy to employ them as aircraft workers or mechanics…regardless of their training…there will be some jobs as janitors for Negroes" (Garfinkel, 1969, p. 17).

Phillip Randolph, International President of the Brotherhood of Sleeping Car Porters (part of the American Federation of Labor), was outspoken against Hitler, Mussolini and Hirohito's attacks on democracies and the democratic way of life. He stressed the importance of FDR’s Atlantic Charter, and saw the war as the beginning of a new era without "world-conquering monopoly capitalism" (Randolph, 1942). He campaigned for the desegregation of all sectors of American society, especially the military. On January 25, 1941, Randolph proposed a "March on Washington Movement," and by spring, organizing committees expected perhaps 100,000 to march on the established date of July 1, 1941. This social action movement succeeded, in that FDR issued Executive Order 8802, prohibiting discrimination in federal vocational training programs, and in defense industries with government contracts. The march on Washington was therefore canceled.

Eleanor Roosevelt also pushed hard for an end to discrimination, pressing for widespread reforms which earned her the hatred of the racist sector of the Democratic Party. Thus, from the grassroots social activism to the White House, there was a momentum for reform and progress to build a new United States. For young black Americans, at least in parts of the country, there was some reason to believe that after decades of white affirmative action and institutionalized advantages, this war, unlike WWII, could bring about real change. With the U.S. in full employment, fighting genocidal imperialist enemies, with the progressive reforms articulated by FDR, there was reason for hope of a much better post-war era.

Actually one could assert that the beginnings of WWII occurred with the Italian invasion of Abyssinia, an act that was instructive to Hitler and encouraged him to march into the Rhineland. Hitler learned long before 1938 that aggression would be met by appeasement, thereby initiating the world war. It took the invasion of a European country, Poland, to bring about declared and therefore official war. Nevertheless, the Italian invasion of Abyssinia (Ethiopia) lit the fire. Emperor Haile Selassie represented for Blacks (and many whites) a model of impressive rationality.

The Double-V (for victory) campaign of 1942 expressed the African-American goal of winning “victory over fascism abroad and over racism at home” (Carson, 1995, p. 4). This campaign was initiated by the Pittsburgh Courier, a newspaper for Black Americans. The newspaper announced "a two-pronged attack against those who would
enslave us at home and those who abroad would enslave us.” The campaign spread to other newspapers. The point was made that Blacks would expect, in return for their military service to the U.S., enforcement of their civil rights (Nalty, 1986; Taylor, 2016).

For young black Americans, motives for joining the segregated army were, as for any other American, multi-dimensional. For black American men, joining the 92nd Infantry meant the chance to be respected, to prove yourself to others as well as yourself, to earn a real place in society, to have gainful employment, to develop skills for post-war occupations and careers, to serve in the war against fascism abroad and racism at home, to escape to someplace adventurous, to be a part of something big and epic, and to serve the future country of your imagination.

General Edward M. Almond, Commanding Officer of the 92nd Infantry Division, was appointed by General George Marshall (a fellow Virginia Military Institute graduate). He was given this command because, as a white Southerner, he would ostensibly know how to handle Blacks. However, Almond “soon rejected the men of the 92nd as inferior in every way, a decision that did not surprise other officers, who had long thought Almond a racist” (Edgerton, 2001, p. 150). Similarly, Houston (2009) cited Gibran, who “identified General Almond as strongly racist, egocentric, of dubious leadership ability, a poor strategist and tactician, and insensitive to and totally unaware of morale issues among his men” (p. 165).

What did the troops, NCO’s and junior officers of the 92nd Infantry experience in the mountains of Italy, under the command of General Edward M. Almond?

The 92nd’s 370th Regimental Combat Team, assigned to accompany the 1st Armored Division, disembarked in Naples on August 1, 1944. They were part of General Mark Clark’s 5th Army, which had been reduced by almost half during the summer of 1944, in order to send 100,000 troops to support the Allied invasion of France. The Arno River was the front line at that time. German Field Marshall Kesselring’s fortified “Gothic Line” was the main barrier to taking the northern part of the country.

The 92nd was assigned to the coast, along the Ligurian Sea south of Livorno. In early action across the Arno the 370th moved north as the Germans fired back in a strategic retreat to the Gothic Line, where they planned their real defense across Italy. Italian castles had been turned into fortresses of the Gothic Line, and it was heavily mined in order to direct the Allies into certain areas where they could be more easily fired upon (Hodges, 2006).

Winter was approaching. The 92nd Division was finally getting its full complement, with landings of troops filling out the division. The 366th Infantry, an additional black unit that had not yet seen combat, was brought in, commanded by Colonel Howard Queen, one of the few black Colonels at the time. When they arrived, General Almond addressed them: “I did not send for you. Your Negro newspapers, Negro politicians and white friends have insisted on you seeing combat and I shall see that you get combat and your share of the casualties” (Almond, quoted in Edgerton, 2001, p. 151). It is probable that Almond was referring to the appointment of Queen as the regiment’s commander when he spoke of the pressure by newspapers. While Queen had been qualified for such a promotion for eight years, it took the combined outcry of black newspapers, politicians and other groups to ensure that when the position became vacant in 1943, Queen rather than a white officer was appointed. Upon arrival in the battle area, Queen requested at least a month to train and equip his troops for battle.
Almond promised him 15 days, but within five days the troops were moved into battle, having neither adequate training nor equipment. When Queen objected, he was told the regiment was going in “equipped or not equipped” (Arnold, quoted in Motley, 1987, p. 339). Almond was indeed ensuring they would get their share of casualties.

Along the Gothic line, the mountainous terrain prohibited use of vehicles. Supplies and equipment (and corpses) were transported by 373 mules and 173 horses of the 92nd Division Mule Pack Battalion, tended by 600 Italian partisans.

On December 24, 1944 the 370th’s 2nd Battalion was ordered to Sommocolonia on the Gothic Line, at the northernmost edge of the territory held by the Allies. Some parts of the battalion moved on to occupy additional villages, leaving two platoons in Sommocolonia. This was a tactical mistake—they were outnumbered by the enemy.

In the early morning of December 26th, the Germans surrounded Sommocolonia, with the two platoons of the 370th in the noose. This is when the forward observer 1st Lieutenant John Fox, who had been ordered to withdraw, made a heroic decision. He had been radioing to the artillery batteries to direct artillery fire at the German positions, but as the noose tightened, he called for called artillery fire directly on the house he was in. Later he was found dead, with 100 Germans killed on the hill and around the house. (Jennings, 2016). When we (the authors) visited the small museum at Sommocolonia in July of 2015, we could clearly see the evidence of the 92nd Division’s bravery and courage under extra-difficult conditions—outnumbered, undersupplied, fighting in bad weather and under incompetent command.

By February, 1945, General Almond had decided on a 92nd Division attack, even though the 5th Army attack was scheduled for April. Almond wanted to use the 92nd as a “feeler movement” to see where the enemy attacked, thus revealing their locations. In February a back-and-forth battle of ridges, overlooks, and villages took place.

Repeated assaults were ordered, leading to such heavy casualties that the men came to believe they were being sent on suicide missions, something that Gino Dinelli, an Italian partisan who was there, grimly confirmed: “The Americans were sending their black troops straight to the front of the German lines, instead of to the side. And there was no reason for it. So the Americans sent those soldiers to die.” (Edgerton, 2001, p. 151)

The command wanted the 92nd to take La Spezia in April, but from the February operations they were exhausted. On April 5, 1945, the 370th’s lead element, Company C under Lieutenant Vernon Baker, arrived at Castel Aghinolfi near Viareggio. The 25 men had moved faster than the rest of the 370th, so they were alone when the Germans began to fire. Captain Runyan (white) had ordered a withdrawal; Baker and Thomas volunteered to cover the retreat. Captain Runyan had little combat experience, and although he left the battle scene to “get reinforcements,” he was in fact running away. He had panicked during the heat of the battle and fled to a small stone shed. Lieutenant Vernon Baker volunteered, with Private Thomas, to delay the enemy, destroying three major machine gun nests and an observation post. Despite the odds, Baker and Thomas delayed the Germans, but 19 of the 25 men were killed (Edgerton, 2001; YouTube, 2011). Baker was awarded the Distinguished Service Cross at the time, but it was only 52 years later that he and John Fox were awarded the Medal of Honor. They
were the only black soldiers in the 92nd Division to receive that award, the highest military honor conferred.

“Fewer and fewer [of the 92nd Division’s] white officers were seen in the front lines, and morale hit bottom” (Edgerton, 2001, p. 151). Despite this, it was the black soldiers who were accused of “melting away” by their commanding officer, General Almond. This defamation was repeated after the war ended. In 1950, Time magazine described the division as illiterate, superstitious and undisciplined, praising Almond for his persistence in leading such difficult men. This was “several months before General Almond was under criticism for incompetency in the Korean War” (Motley, 1987, p. 258). As late as 1970, Newsweek magazine called the division “hapless,” saying they had “fled the field” (Newsweek, quoted in Motley, 1987, p. 259).

We maintain that, aside from the invasion of Sicily, the rest of the Italian campaign was a strategic disaster of terrible proportions. The commanders at the top are to blame. As Lieutenant Colonel Tom Surface (along with film producer Milton Thomas of the Department of Defense Joint Visual Information Activity) pointed out “more than 1.2 million African Americans served during WWII, and we’re finally telling their story…It’s not just an armed forces story…It’s a story about descendents of slaves who fought, many giving their lives, in defending the country that enslaved their ancestors” (Surface, quoted in Williams, 1997).

Surface and Thomas produced a 65 minute documentary that tried to help address the gap in WWII history that either omitted or disparaged Black Americans. In an example of the latter, General Almond blamed all his command failures and problems on black soldiers.. When no forces were succeeding as well as they should on the Italian front during 1943-1945, the 92nd Infantry Division was scapegoated, a time-honored tradition among racists. Lieutenant Colonel Surface stated “The 92nd got a bad rap about their performance on the battlefield in Italy…we explain the reasons behind their performance. Nobody was advancing in Italy, so why blame the Blacks?” (Surface, quoted in Williams, 1997). Although his point is a noteworthy corrective, it should be stressed that the 92nd did advance despite the substandard command of General Almond, the ever-present racism, and the large flaws in the strategy of the top Allied Command.

Another interesting documentary, “Deeds Not Words,” (which was the 2nd Division’s motto), uses interviews with surviving members of the 92nd Division to address the deep racism in Almond and in many of his officers. Spencer Moore of the 370th Infantry commented, “I can’t understand how the junior people got blamed for a failure of the Battalion, where all we did was follow orders from the senior people, who were white” (World War II Association, 2012).

We can only speculate about Almond’s abilities and judgments, not only in light of the many sources above that cite his racism, but there is an additional overlooked fact. Almond’s son, a Captain (Infantry Company Commanding Officer), was killed in action on March 19, 1945, and his son-in-law Major Galloway of the U.S. Air Force had been killed over France in July, 1944. Already a racist, Almond may have been more than willing to sacrifice his black troops because of these personal losses.

Another possible shortcoming was Almond’s lack of combat experience. Prior to his appointment, by Marshall, as Commanding Officer of the 92nd Division, Almond had in previous assignments been a staff officer. The majority of his career had been in
staff, not combat arms assignments. This is why General Marshall deserves criticism for placing Almond in command. As Chief of Staff, Marshall favored maintaining a segregated military. In fact, he was unenthusiastic about Black military units and careless about giving them good leadership.

Major Harold Smith, a white intelligence officer with the 92nd Infantry, stated in an interview that some white officers from the south just “couldn’t take it,” having to work with black troops and even with low-ranking black officers, because they thought of Blacks as “plantation workers” (World War II Association, 2014). Another plantation reference was made by Colonel Sterling Wood at Camp Robinson, Arkansas, where the 92nd Division was initially activated in October of 1942. After a grueling day-long hike of 25 miles, Wood told the black officers of the 92nd Division “My name is Colonel Sterling A. Wood….And I understand colored people. I had a plantation in Alabama” (Wood, quoted in Johnston, 2012).

Colonel Howard Donovan Queen made the following blunt and forthright statement about General Almond: “Whatever shortcomings the 92nd had, it rested entirely on the shoulders of Major General Almond. His entire staff was incompetent, excepting for Brigadier General William H. Coburn, the artillery commander, whose artillery was rated among the best on the front” (Queen, quoted in Motley, 1987, p. 259). This is a particularly clear indictment of Almond’s command, and a bit unusual in its severity. But when we examine Almond’s later role in the Korean War we find that he, as Commanding Officer of the 10th Corps, took Seoul after the Inchon Landing (between September 15-19, 1950). By November 21 he was at the Yalu River, thus the border between Korea and China. Clearly this was a victory, but then it was squandered when Almond (and General McArthur) ignored military intelligence reports of Chinese intervention and expected attacks. They failed to secure a victory that might well have kept Korea united.

Under Almond’s leadership, the 92nd Division suffered systemic racism that undermined their ability to accomplish their missions. Furthermore, Almond showed himself repeatedly to be lacking in strategic and tactical sophistication. General Mark Clark, Commander of the 5th Army, also showed his substandard leadership in the Italian campaign. And General George Marshall, Army Chief of Staff, was ultimately responsible for their appointments, thus must bear the responsibility for their shortcomings. He himself held racist views, reflected in his 1940 letter to Senator Henry Cabot Lodge. Here is a description of that letter:

[Marshall stated] that societal conditions made it necessary for the War Department to follow a policy of segregation, and the military should uphold the status quo without offering blacks any concessions beyond those they had in civilian life. Any change would have a destructive effect on military efficiency as the military was not the proper vehicle for critical social experiments. Segregation had been successful for a long time, and this success was interpreted from the perspective of white soldiers, who, he believed, performed better under this system. (Osur, 1981)

Thus we can see that during WWII, Blacks in the U.S. military, who had hoped for respect during their military service, were up against the same racist thinking that
had plagued them at home. They were fighting racists while fighting fascists. As we
know, their hope that when they returned they would be recognized and finally accorded
their civil rights, was also unfounded. Even the passage of the 1964 and 1965 Civil
Rights Acts took another two decades. The struggle continues to this day.

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The Reality of National Housing Market Recovery: The Case of Atlanta Metropolis, 2012-2015

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THE REALITY OF NATIONAL HOUSING MARKET RECOVERY: THE CASE OF ATLANTA METROPOLIS, 2012-2015

Introduction

The U.S economy has been growing and its recovery has been underway since 2012, after the economic downturn that started in 2007. Likewise, the housing industry recovery, after the housing market burst in 2007 following the bubble years of 1990s and most part of 2000s, has simultaneously mimicked national economic recovery. The housing construction, like much of the economy, got off to a slow start in 2009-2010 and is only now beginning to show strength (S&P Dow Jones Indices, 2016). Although the housing market became perky and doozy in 2013, when in August of that year housing appreciation was suddenly 12.1 percent year-to-year, it has been robust ever since as home sales have been climbing steadily (Humphries, 2016). For example, the national medium home sales price was $213,000 in January 2016 ($218,000 in Atlanta metropolis), which was an 8.2 percent annual increase from a year ago (2015); and according to the National Association of Realtors, the sale of existing homes rose 0.4 percent to a seasonally adjusted annual high rate of 5.47 million in 2015 (The Associated Press, February 23, 2016a). In fact, sales in 2015 were strong which reached a nine-year peak since 2007, an evidence of a healthy demand enough to predict that the real estate sector will keep improving. Of course, the prevailing healthy and stable job market growth and steady low mortgage rates (currently 3.65 percent on a 30-year fixed-rate mortgage, according to mortgage buyer, Freddie Mac), have fueled demand and boosted sales to levels that were last glimpsed in the waning months of the housing bubble nine years ago. The gains could spur more construction and additional spending on furniture and renovations that could further help lift the economy.

As stated earlier, as economic recovery has been on a steady course ever since, thousands of jobs are being created every month and personal income is on the rise. Employers have added a healthy 2.67 million jobs over the past year, 2015, and unemployment rate which is currently all time low has fallen to a low 4.9 percent in January and February 2016, an eight year low (The Associated Press, 2016a). In fact, 215,000 jobs were added in March 2016, another strong performance of U.S economy, and pay growth has accelerated to a 2.5 percent increase from a year ago in February 2015. In all, economic recovery has witnessed growth in personal income, personal savings, real disposable incomes, and consumer confidence and spending are up. Indeed, the Gross Domestic Product (GDP), which measures output in the economy and as an indicator of economic activity, has been equally increasing. At the same time, the inflation rate and interest rate have also been relatively and consistently kept low by the Federal Reserve Bank over the preceding years. They have been conducive for business transactions and overall economy.

The picture of distress in housing market has continued to improve after the worst national housing crash in history. For example, the building wave of home foreclosures and foreclosure filings that served as the catalyst for the housing market meltdown and financial crisis of 2008 and 2009 is relatively low today. Foreclosure filings reflect the
number of default notices, scheduled auctions, and bank possessions. The foreclosure rate is an important gauge of real estate market. A well known fact is that, this is currently down considerably. Completed foreclosures that are an indication of the total number of homes actually lost to foreclosure has been also consistently down nationally, regionally, and locally from month to month. In all, foreclosure inventory has shrunk and down considerably. According to CoreLogic, the completed foreclosures on a month to month basis, dropped from 68,000 in October 2012 to 48,000 in October 2013; and from 41,000 in December 2014 to 32,000 in December 2015. Notably, the completed foreclosures were 117,743 in September 2010 and as high as 224,394 in November 2011, according to CoreLogic. At the same time foreclosure rates were going down, building permits and building starts were going up nationally, regionally, and locally. For example, total housing starts have stayed above annual rate of housing starts per year since last March 2015; and single family home starts have been higher than 700,000 units at annual rate since June 2015 (S&P Dow Jones Indices, 2016). The rate of loans in default is also currently low, which is also a useful measure of the health of housing market. Overall, the ongoing housing investment has continued to contribute to GDP growth, especially during the past six years of housing market recovery. The above national phenomena support the theorization that U.S housing market recovery is real.

**Purpose of Study**

The purpose of this study is to confirm, without equivocation and ambiguity, the reality of Metro Atlanta housing market recovery, by analyzing the proximate socioeconomic determinants. Some of the determinants (variables) of housing market recovery include, among others:

- Historical Annual Inflation Rate; Historical Annual Interest Rate; Gross Domestic Product (GDP); Per Capita (Personal) Income; Population Growth; Civilian Labor Force Status; Employment Rate; Unemployment Rate; Home Price Index; Homeownership Rate, and by Ethnicity; Homeowner Vacancy Rate; Rental Vacancy Rate; Annual Building Permits (Building Starts); Annual Foreclosure Filings; Completed Foreclosures; and Per Number of Homes Foreclosure Rates.

The Focus of Study is twenty (20)-Core Atlanta Metropolitan Counties, which include: BARROW, BARTOW, CARROLL, CHEROKEE, CLAYTON, COBB, COWETA, DEKALB, DOUGLAS, FAYETTE, FORSYTH, FULTON, GWINNETT, HALL, HENRY, NEWTON, PAULDING, ROCKDALE, SPALDING, and WALTON.

See also Map of 20-Core County Atlanta Metropolitan Area.

**National Economic Recovery and National Housing Recovery: The Determinants**

**Inflation Rate.** Since 2012 in the United States, economic recovery has been earnest and consistent, aided by low levels of inflation. Inflation rate is the average rate at which prices increase and purchasing power falls. The Federal Reserve uses several indexes to measure inflation rate, such as, Consumer Price Index, Producer Price Index, and Personal Consumption Expenditure (Bureau of Labor Statistics). In fact,
Federal Reserve always aims for annual low rate of inflation (at most, 2 percent), using the Personal Consumption Expenditure of certain basket of goods. The Fed believes that a slowly increasing price level should keep businesses profitable and prevents consumers from waiting for lower prices. Rising prices often constitute a net drag on the economy, which makes savings and maintenance of wealth harder. Moderate inflation levels are needed to drive consumption and maintain a strong economy. This was witnessed in the U.S economy in 2012 when the annual inflation fell to 2.1 percent; and it has been consistently lower ever since (see Table 1). Table 1 shows that in January 2016 inflation rate was even as low as 1.4 percent. Low levels of inflation are conducive and adequate for the nation’s economic activities and performance. Currently, consumers and customers are buying more goods and services because of the prevailing low rates of inflation and increasing consumer confidence. Of course, higher levels of spending due to high consumer confidence are crucial for economic growth, which is making the ongoing economic recovery possible.

Employment and Unemployment Rates. Recent and ongoing economic recovery has seen employment and unemployment rates going down in the country. This is evidenced by the increased U.S civilian non-institutional labor force employment status from 2010 to 2015 (Table 2 and 3). For example, the total labor force employment increased from 139064 thousands in 2010 to 148834 thousands in 2015. Likewise, percent population employed increased from 58.5 percent to 59.3 percent; and the total labor force unemployed decreased from 14825 thousands to 8296 thousands, which are 9.6 percent and 5.3 percent of population respectively (Bureau of Labor Statistics, 2016). Table 4 shows that non-farm payrolls or employment had increased from 2012 to 2015 in Atlanta Metropolitan Area, State of Georgia, and United States. This was supported by the consistent increases in percent change in non-farm payrolls during the same period. Likewise, Table 5 shows that unemployment rates have consistently decreased in those areas during the study period. For example, according to U.S Labor Statistics (BLS), they decreased in Metro Atlanta from 8.0 percent in 2012 to 5.2 percent in 2016; State of Georgia, from 8.3 percent to 5.4 percent; and United States, from 8.1 percent to 4.9 percent.

Gross Domestic Product (GDP). The GDP is a summary measure that measures an economy’s output. It measures the value of the goods and services produced by the U.S economy in a given time period. The summary measure produced by the Bureau of Economic Analysis (BEA) in its National Income and Product Accounts (NIPA). Often used as an indicator of economic activity, the GDP is not a measure of well-being, for example, it does not account for rates of poverty, crime, or literacy. It helps the business community to prepare forecasts of economic performance that provide the basis for production, investment, and employment planning. More importantly, the economy’s performance is judged by how much of the increase in GDP is the result of inflation and how much is an increase in inflation-adjusted real output.

Since 2010, there have been constant increases in the national, state, and local gross domestic products (GDPs), and per capita incomes, consistent with the prevailing economic recovery; and all in the face of very low levels of inflation (Table 6). Thus, the economy’s performance and increase in GDP during this period of economic recovery
are real, and could not be attributed to inflation. Table 6 also shows that Metropolitan Atlanta commands and plays a major role in the State of Georgia’s overall economy. In fact, Metropolitan Atlanta commands and comprises about two-thirds (2/3) of State of Georgia’s economy.

In U.S, during the study period, real GDP (after adjusted for inflation), real disposable income (personal income adjusted for taxes and inflation), and personal savings (as a percentage of disposable income) have been on the increase. According to the BEA News (January 30, 2015), for the full year 2014, real GDP rose 2.4 percent after rising 2.2 percent in 2013; real disposable income rose 3.8 percent in the fourth quarter after rising 2.0 percent in the third quarter in 2014; and disposable income was 4.6 percent in the fourth quarter. The rise in real GDP in the third quarter of 2014 reflected positive contributions from 20 of 22 industry groups; thus the private goods and services-producing industries, as well as government sector, contributed to the increases (BEA News, January 22, 2015). According to the News, the leading contributors to the increases were finance and insurance (21.2 percent), mining (25.6 percent), and real estate and rental and leasing (4.4 percent) (emphasis mine). In the fourth quarter of 2015, the real GDP increased 0.7 percent, and for the year 2015, real GDP increased 2.4 percent, the same as in 2014 (BEA News, January 29, 2016). Actually, the annual GDP in 2015 reflected that consumer spending was the largest contributor to growth. In fact, spending increased in services, notably healthcare, as well as durable and nondurable goods; and also in business investment, residential investment, inventory investment, state and local government spending, as well as, exports (BEA News, January 29, 2016). The real GDP growth was all over U.S, as forty-seven (47) states and District of Columbia witnessed growth in the third quarter of 2015 (BEA News, March 2, 2016).

The real GDP of the nation’s metropolitan areas was also on the increase during the study period, showing that the economy was recovering at all levels, including the local areas. The growth of real GDP in the nation’s metropolitan areas differs from the nation’s GDP growth rates, because of the inclusion of nonmetropolitan (rural) areas in the national statistics. Likewise, the GDP by state excludes federal military and civilian activity located overseas, which cannot be attributed to a particular state (see www.bea.gov). According to BEA News released on September 23, 2015, the real GDP increased in 282 of the nation’s 381 metropolitan areas. Together, real GDP for U.S metropolitan areas increased 2.3 percent in 2014 after increasing 1.9 percent in 2013. The GDP increase was led by growth in several industry groups, including professional and business services, wholesale and retail trade, and the group of finance, insurance, real estate, rental, and leasing (emphasis mine); and also natural resources and mining remained a strong contributor to growth in several metropolitan areas (BEA News, September 23, 2015).

Homeownership Rates. Homeownership rates have not been stellar, especially after the housing bubble and burst in 2007, whether nationally, or in the State of Georgia, or Atlanta Metropolitan Area. The rates have declined steadily since the economic downturn and recession in the later part of 2000 decade (Table 7). The Table shows that, from 2010 to 2015, homeownership rate declined nationally from 66.5 Percent to
63.8 percent; State of Georgia, from 67.1 percent to 62.9 percent; and Atlanta Metropolitan Area, from 67.2 percent to 61.7 percent. The subprime lending practices of the financial institutions and mortgage servicers before the housing bubble in 2007, which were abusive and predatory, were largely responsible for the prolonged home foreclosures and homeownership decline throughout the country. These affected disproportionately the minority groups and low-income households and communities, especially the Hispanics and African Americans (Table 8). The Table shows homeownership rate disparity and inequality among different ethnic groups. During the study period, 2010 to 2015, the White Non-Hispanic homeownership has been consistently above U.S average; while the minorities (Blacks, Hispanics, and All Other Race) are consistently and decreasingly below the national average. Relatively and proportionally, Blacks are worse-off and not adequately housed in the U.S. For example, in 2015, while the United States average was 63.8 percent, Non-White Alone was 72.2 percent; Black Alone, 41.9 percent; Hispanic of any Race, 46.7 percent; and All Other Race, 53.3 percent. Nevertheless, as the economy is steadily improving and the recovery on a steady path (low unemployment and foreclosure rates, as well as increasing building permits and housing starts), homeownership will likely improve nationwide and across ethnic and economic groups.

Recent housing market recovery has witnessed low foreclosure filings and completed foreclosures, as well as low rental and homeowner vacancies across the country. Since 2010, rental and homeowner vacancies have continuously decreased throughout the country, inside metropolitan statistical areas (MSA), State of Georgia, and Metropolitan Atlanta (see Table 9). For example, from 2010 to 2015, U.S homeownership vacancy rate declined from 2.6 percent to 1.8 percent; State of Georgia, from 2.9 percent to a moderate decrease of 2.6 percent; Metropolitan Atlanta, from 3.0 percent to 2.2 percent; and inside MSA, from 2.6 percent to 1.7 percent. In the same vein, the U.S rental vacancy decreased substantially from 10.2 percent to 7.1 percent; State of Georgia, from 12.3 percent to 8.0 percent; Metropolitan Atlanta, from 13.8 percent to 8.2 percent; and inside MSA, from 10.3 percent to 6.8 percent. Perhaps, the rapid vacancy decrease in rental properties across the country may be attributed to the recent popularity of apartments and renting due to real increases in home prices, which averaged 6.3 percent annually in 2012 to 2015, as compared to real increases of 6.8 percent annually during 1998 to 2005, the peak of housing boom (Blitzer, 2015).

Home Price Index. Home price has been increasing across country since the inception of housing market recovery in 2012, which depicts an evidence of a healthy demand, and could spur more new home construction, facilitating the economic recovery. For example, and as mentioned earlier, the national medium home sales price was 213,800 in January, 2016, which was an 8.2 percent annual increase from a year ago; and in Atlanta, it was 218,000 in the same period (The Associated Press, 2016b). Currently, home price increases are highest in the hottest housing market areas with highest year-to-year increases in 2015, for example, in Portland (11.4 percent), San Francisco (10.3 percent), Denver (10.2 percent), Seattle (9.9 percent), and Dallas (9.6 percent) (Table 10). The Table also indicates that the lowest increases are found in Washington DC (1.7 percent), Chicago (2.4 percent), Cleveland (2.8 percent), and New York (3.3 percent); and all are far below the national yearly change of 5.4 percent (S&P Dow
The very low increase areas of the country are currently witnessing low housing market activities and high foreclosure rates. The Table further shows that Atlanta Metropolitan Area year-to-year home price increase was 5.5 percent, which is more than the national average.

**Metropolitan Atlanta Area Economic Recovery and Housing Recovery: The Determinants**

**Population Growth.** Population growth spurs increases in building permits and home construction, and vice versa. Undoubtedly, the process helps to lift the economy. The 20-county Atlanta Region has the largest concentration of State of Georgia total population (Table 11). From the Table, the largest and highest ranked population counties in Georgia are located in Atlanta metropolitan areas, and eight (8) of them are among the “core” Atlanta Urban Metropolitan Counties, such as Fulton (1\textsuperscript{st}), Gwinnett (2\textsuperscript{nd}), Cobb (3\textsuperscript{rd}), DeKalb (4\textsuperscript{th}), Clayton (6\textsuperscript{th}), Cherokee (7\textsuperscript{th}), Henry (8\textsuperscript{th}), and Forsyth (9\textsuperscript{th}).

Population growth rate has not been robust but sluggish in many counties of the region, from 2012 to 2014, especially in core counties of Clayton, Fulton, Spalding, and in more rural county of Bartow, that have population percent changes far less than the 20-county percent change of 3.02 percent. Apart from more urban county of Gwinnett that is closer to Atlanta, robust growth greater than 3.02 percent is found in more distant counties of Forsyth, Barrow, Cherokee, Douglas, Walton, Coweta, and Hall. Table 11 shows that Forsyth County has led the region in population percent change (8.71 percent) between 2012 and 2014. In fact, Forsyth County is currently one of the fastest growing counties in the United States (U.S Bureau of Census). The Table also shows that in the same period, the 20-county Atlanta Region percent change (3.02 percent) is more than those of State of Georgia (1.80 percent) and United States (1.51 percent). Thus, Metropolitan Atlanta population grew faster than those of State of Georgia and U.S.

According to Atlanta Regional Commission (ARC) (2015) population estimates, the 10-county Atlanta Region is home to 4,332,600 people in 2015, up from 4,272,300 in 2014 (Table12). Although all 10-county Atlanta Region population grew from 2010 to 2015, but not as large as between 1990 and 2010, probably due to economic recession that hit the country from 2007 to 2012, which was felt harder in larger metropolitan areas like Atlanta. According to ARC, the 10-county region has averaged almost 45,000 new residents each year since 2010, which is much lower than annual growth experienced between 1990 and 2010. This is still an increase compared to last year, when the region, from 2010 to 2014, had averaged around 41,000 residents each year. From 2014 to 2015, Gwinnett County added 15,700 new residents, the largest single-year growth in the region; next were Fulton County with 12,300 new residents, Cobb with 10,500 new residents, and Cherokee County with 5,800 residents; and Gwinnett, indeed surpassed Fulton, which was in the lead last year. From Table 12, the more rural counties of Cherokee, Douglas, and Henry experienced their population booms last decade, whereas the more urban counties grew most during the 1990s. With the economy improving and rebounding and the creation of more jobs, population growth has also rebounded, but still lags that of the booming years in the 1990s and 2000s.
From the foregoing, it is apparent that population growth waves have been spreading from a more urban areas of City of Atlanta to a more distant metropolitan areas and rural areas. This phenomenon has implications for building permits, which have been growing during these recovery years following especially, areas of strong population growth in the Atlanta metropolitan areas. Home foreclosures have also declined tremendously in those areas of rapid and large population growth in the region.

**Employment and Unemployment Rates:** Employment increases and high reduction in unemployment rates undoubtedly depict the recent improvements in the overall national, regional, and local economies, from 2013 to 2015. Atlanta Region percentage change has equaled that of State of Georgia, and mimicked that of the United States (Table 13). Unemployment rates have gone down consistently in all areas and locations of the nation, showing the highest decrease between 2013 and 2014, and supporting the notion of continued economic recovery in recent years. From the Table, among the ten (10) counties of Atlanta Region, Rockdale, Douglas, Clayton, DeKalb, and Henry counties showed the highest decreases, even less than State of Georgia. The drivers of Atlanta Region’s economy at this period are the services (see Table 14). Data from U.S Bureau of Economic Analysis (2015) showed the Third (3rd)-Quarter industry mix employment components to be Service-Producing, 78 percent; Goods-Producing, Goods-Producing, 9.2 percent; Total Government, 11.9 percent; Total Private Sector, 88.2 percent; and Unclassified (industry not assigned), 0.4 percent. These data represent jobs that are covered by unemployment insurance laws. Table 14 also shows that employment percent change from 2014 to 2015 is led by Natural Resources, Mining, and Agriculture (17.6 percent); then followed by Construction (5.2 percent); Trade, Transportation, and Utilities (4.0 percent); Professional and Business Services (3.9 percent); and Leisure and Hospitality (3.7 percent). According to Georgia Department of Labor (2015), the top ten (10) largest employers in 2015 in Atlanta region included, among others, AT&T, Inc.; Children’s Healthcare; Delta Airlines, Inc.; Emory healthcare, Inc.; Emory University; Northside Hospital, Inc.; Public Super Market, Inc.; The Kroger Company; Walmart; and Wellstar Health System Inc.

**Per Capita (Personal) Income:** With the economy rebounding and recovering, per capita (personal) income has been increasing in the Atlanta 20-county Metropolitan Area, State of Georgia, and United States. According to Table15, the highest ranked per capita personal incomes in the counties in 2014, such as Fulton, $64,174 (1st); Fayette, $53,548 (2nd); Cobb, $49,513 (4th); and Forsyth, $48,837 (5th), ranked higher than the national average ($46,049). Likewise, all are higher than the State of Georgia average ($38,980), including other counties, such as DeKalb, $44,261, (9th) and Cherokee, $41,322 (12th); or equal to the state average, such as Coweta, $39,169 (16th). The Table also shows that all the counties’ percent changes from 2013 to 2014 are more than the State of Georgia average (3.7 percent) and national average (3.6 percent), except a few counties such as Newton (3.6 percent), Walton (3.6 percent), and Spalding (3.7 percent) that are equal to them; and a few counties that are lower than them such as Hall (3.5 percent) and Carroll (3.0 percent). Nonetheless, the State of Georgia per capita income percent change in the same period is more than that of United States. All the above show, undoubtedly that personal consumption and consumer confidence are
high in metropolitan Atlanta and State of Georgia as in the country, supporting the ongoing economic and housing market recoveries.

Annual Building Permits: The national economy has improved considerably since 2012, so also are the annual building permits in the country, State of Georgia, and 20-county metropolitan Atlanta. For example, in 2012, building permits for all units in U.S increased annually from 830,000 units to 1,170,000 units in 2015; State of Georgia, from 24,363 units to 41,538 units; and Metropolitan Atlanta, from 9,167 units to 30,011 units (Table 16). Building permit activity is a major or primary input in gauging population growth of an area, and vice versa. Thus, tracking building permits is important to understanding population changes, because in general, areas with the highest concentration of building permits (all units) also correspond to areas with the highest population growth (Atlanta Regional Commission, 2015). Indeed, population growth is a precursor for increasing building permit activity. Table 16 shows that all units, including single-family units, increased consistently from 2012 to 2015, especially in high population growth counties of Forsyth, Gwinnet, Henry, Barrow, Hall, and Walton. This is also true in high income growth counties of Fulton and DeKalb (see also Tables 11, 12, and 15). Table 16 also shows that multi-family dwelling units made up a greater proportion of all units permitted in Fulton and DeKalb Counties, which also have large proportions of minority groups in metropolitan Atlanta Region. These counties also reflect areas with recent increases in home prices that include, Cobb, Gwinnett, and Cherokee (Atlanta Regional Commission, 2015).

The slow growth in building permit activity at the beginning of the study period, 2012 to 2015, helps also to explain why population growth has not been very robust during the same initial period. However, in later period (2014), there were almost 20,000 new building permits in the Atlanta 10-county “core” region, which was about 1,600 higher than the number permitted in 2013 (Atlanta Regional Commission, 2015). Thus, as the current economic recovery continues, with increased consumer confidence and consumption, building permit activity will likely tick back up; and so will population growth.

Annual Foreclosure Filings and Completed Foreclosures: The annual foreclosure filings, and likely, completed foreclosures, have consistently decreased beginning since 2012; and decreased to the barest minimum in 2015. This feat is apparent, whether in the 20-county Atlanta Metropolitan Areas, State of Georgia, or United States (Table 17). For example, the annual foreclosure notice totals (filings) in 20-county Metropolitan Atlanta decreased very rapidly from 106,504 in 2012 to 26,762 in 2015; in State of Georgia, from 149,180 to 42,353; and United States, from 1,400,000 to a mere 583,000. Likewise, the 20-county total as percent of State of Georgia decreased considerably from 71.39 percent in 2012 to 63.19 percent in 2015, and the State of Georgia as percent of United States from 10.66 percent to 7.27 percent during the same period. The Table also shows that, among the counties, percent of total foreclosures decreased noticeably from 2012 to 2015, especially in Gwinnett (17.61% to 14.84%), Forsyth (2.38% to 1.90%), Cherokee (3.78% to 2.97%), Barrow (1.62% to 1.51%), Hall (2.98% to 2.22%), Paulding (3.63% to 3.43%), and Fayette (1.36% to 1.29%). These counties are also among the fastest population growth areas in Atlanta metropolis, such as
Forsyth, Gwinnett, Cherokee, and Barrow counties (Tables 11 and 12); the counties having highest changes in per capita personal incomes (e.g., Barrow, Cherokee, Gwinnett, and Fayette) (Table 15); the counties with highest increases in rates of employment and rates of unemployment (Table 13); and counties with the highest increases in home construction (building permits and presumably, building starts) (Table 16).

The net change and percent change in annual foreclosure filings (notices) also follow the patterns of annual foreclosure filings and percent of totals in 20-county metropolitan Atlanta, State of Georgia, and United States from 2012 to 2015. For example, net changes and net percentage changes decreased rapidly in the above areas respectively from 2012 to 2015 (Table 18). The Table shows counties with the highest percentage changes, 2012-2015, such as Hall (81.24 percent), Cherokee (80.24 percent), Forsyth (80.01 percent), Gwinnett (78.83 percent), Barrow (76.55 percent), and Fayette (76.29 percent). What is also apparent from the Table is that, the 20-county total annual percentage change of 74.87 percent in the same period was higher than those of State of Georgia (71.61 percent) and United States (58.36 percent); and that of State of Georgia was more than that of the country. The above information and evidence support the theorization that high population growth rates, high employment rates, low unemployment rates, and high per capita personal incomes should undoubtedly translate into low foreclosure rates, and presumably, low completed foreclosures in the above areas. In fact, the evidence above is obviously the fruit of the current economic recovery.

Per Number of Homes Foreclosure Rates: As a consequence of the continued economic recovery in the country, the per number of homes foreclosure rates have decreased substantially throughout the country, depicting housing market recovery that has been steadily occurring since 2012 (RealtyTrac, 2016). The culmination of the continued economic and housing market recoveries since 2012 has witnessed very low foreclosure filings currently occurring nationally, regionally, and locally. For example, the per number of homes foreclosure rate in the U.S is currently, 1 in every 1346 homes; State of Georgia, 1 in every 1327 homes; and in 20-county Atlanta Metropolitan Areas, the lowest is found in Forsyth that is 1 in 2846 homes (Table 19). No wonder, Forsyth County is currently one of the fastest growing counties in the United States. Indeed, the above has signaled the return of almost a healthy housing market throughout the country, especially in Atlanta metropolis.

Conclusions

The above phenomena were made possible and fueled by the consistent and corresponding economic growth and recovery; increased personal real incomes and consumption; and increased consumer confidence in recent years. As long as there is continued economic growth and progress that are benefiting a majority of individuals and families, the housing market recovery is likely to be permanent. Therefore, we can confidently conclude that, so far, the ongoing housing market recovery is a reality in the United States, State of Georgia, and particularly, in the 20-county Atlanta Metropolitan Areas.
References


Georgia Department of Labor (2015). “Atlanta Regional Commission Super Sector Industries Employment.” These data represent jobs that are covered by unemployment insurance laws.


Table 1: U.S. Historical Inflation Rates in Percent by Month and Year, 2010-2015

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<th>Year</th>
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Note: Rates of inflation are calculated using the current Consumer Price Index published monthly by the Bureau of Labor Statistics (BLS).


Table 2: U.S. Civilian Non-institutional Labor Force Employment Status, 2010-2015

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Table 3: U.S. Unemployment Rate Percent or Rate, Age 16 years and over, 2010-2015

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Table 4: U.S., State of Georgia, and Atlanta Metropolitan Area Nonfarm Payrolls (Employment) ('000) and Percent Change, 2012 -2015

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<td>146305</td>
<td>1.73</td>
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Table 5: U.S., State of Georgia, and Atlanta Metropolitan Area Nonfarm Unemployment Rates, 2012-2015

<table>
<thead>
<tr>
<th>Area</th>
<th>2012 Unemployment Rate (%)</th>
<th>2013 Unemployment Rate (%)</th>
<th>2014 Unemployment Rate (%)</th>
<th>2015 Unemployment Rate (%)</th>
<th>2016 (January) Unemployment Rate (%)</th>
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<td>Atlanta Metro Area</td>
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Table 6: National, State of Georgia, and Metro Atlanta Actual Gross Domestic Products, 2010-2015

<table>
<thead>
<tr>
<th>Year</th>
<th>U.S. GDP(^1) Billion $ (Current $)</th>
<th>Percent Change</th>
<th>U.S. GDP(^1) Per Capita(^1) (Current $)</th>
<th>State of Georgia GDP(^2) Million $ (Current $)</th>
<th>Metro Atlanta GDP(^3) Million $ (Current $)</th>
<th>Percent of Georgia</th>
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<tbody>
<tr>
<td>2010</td>
<td>14964.4</td>
<td>3.8</td>
<td>43961.2</td>
<td>409747</td>
<td>277639</td>
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<td>2011</td>
<td>15517.9</td>
<td>3.7</td>
<td>44324.9</td>
<td>421939</td>
<td>286108</td>
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<tr>
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<td>16155.3</td>
<td>4.1</td>
<td>45008.6</td>
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<tr>
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<td>4.1</td>
<td>46405.3</td>
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<td>17942.9</td>
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Note: Atlanta Metropolitan Area (MSA) encompasses Atlanta-Sandy Springs-Marietta.


Table 7: U.S., State of Georgia, and Atlanta Metropolitan Area Homeownership Rates, 2010-2015

<table>
<thead>
<tr>
<th>Year</th>
<th>United States (%)</th>
<th>State of Georgia (%)</th>
<th>Atlanta Metro Area (%)</th>
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<td>64.2</td>
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<tr>
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<tr>
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<td>63.8</td>
<td>62.9</td>
<td>61.7</td>
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Table 8: U.S. Homeownership Rates by Race and Ethnicity of Householder, in Percent, 2010-2015

<table>
<thead>
<tr>
<th>Year (4Q)</th>
<th>United States</th>
<th>Non-Hispanic White Alone</th>
<th>Black Alone</th>
<th>All Other Race*</th>
<th>Hispanic of any Race</th>
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<td>2010</td>
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<td>74.2</td>
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<td>72.2</td>
<td>41.9</td>
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*Includes people who reported Asian, Native Hawaiian or Other Pacific Islander, or American Indian or Alaska Native regardless of whether they reported any other race.

<table>
<thead>
<tr>
<th>Year</th>
<th>U.S. Rental Vacancy (%)</th>
<th>State of Georgia Rental Vacancy (%)</th>
<th>Metro Atlanta Rental Vacancy (%)</th>
<th>Inside MSA Rental Vacancy (%)</th>
<th>U.S Home-Owner Vacancy (%)</th>
<th>State of Georgia Home-Owner Vacancy (%)</th>
<th>Metro Atlanta Home-Owner Vacancy (%)</th>
<th>Inside MSA Home-Owner Vacancy (%)</th>
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<tbody>
<tr>
<td>2010</td>
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<td>10.0</td>
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<td>2.8</td>
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<tr>
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<td>8.0</td>
<td>8.2</td>
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<td>1.8</td>
<td>2.6</td>
<td>2.2</td>
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Table 10: The Standard & Poor’s (S&P)/ Case-Shiller Home Price Indices for December 2015

<table>
<thead>
<tr>
<th>Metropolitan Area</th>
<th>December 2015 Level</th>
<th>December/November Change (%)</th>
<th>November/October Change (%)</th>
<th>1-Year Change (%)</th>
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<td>-0.5</td>
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<td>0.3</td>
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<td>Chicago</td>
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<td>0.1</td>
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Note: The S&P/Case-Miller Home Price Indices are revised for the prior 24 months, based on the receipt of additional source data.

Source: *S&P Dow Jones Indices and CoreLogic*

*Data through December 2015*
Table 11: Total Population in 20-County Atlanta Region, 2012-2014

<table>
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</table>

*10 “Core” Atlanta Urban Metropolitan Counties


Table 12: The 10-County Atlanta Region Population Estimates, 1990-2015

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Note: The City of Atlanta totals are included in both DeKalb’s and Fulton’s population estimates.

Source: Atlanta Regional Commission’s Population Estimates, Census.
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Source: Georgia Department of Labor; U.S. Bureau of Labor Statistics; Atlanta Regional Commission.
Table 14: Atlanta Region Super Sector Industries Employment, 2014-2015

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Note: All figures are Third Quarter of 2014 and 2015.

Source: U.S. Bureau of Economic Analysis
Table 15: Metro Atlanta 20-County Per Capita Personal Income, Rank, and Percent Change, 2013-2014

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*10 “Core” Atlanta Urban Metropolitan Counties

Note: There are 159 Metropolitan Statistical Areas (Counties) in Georgia.


†U.S. Census Bureau.
Table 16: Annual Building Permits in 20-County Metro Atlanta, 2012-2015

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\(^*\)10 “Core” Atlanta Urban Metropolitan Counties

\(^1\)SOCDS Building Permits Database Query Results, 3/3/16 (Annual Totals)

\(^2\)SOCDS Building Permits Database Query Results, 3/3/16 (Preliminary Data)


\(^3\)Prepared by University of Georgia Selig Center for Economic Growth, based on Bureau of the Census, Construction Statistics Division: Housing Units. Authorized by Building Permits (C-40); http://www.terry.uga.edu/selig/housing-market/Georgia.html.

\(^4\)U.S. Bureau of the Census, Construction Reports, Series C-20, Housing Starts. Prepared by Economics Department, NAHB. Available at: www.HousingEconomics.com
Table 17: Annual Foreclosure Notice Totals in 20-County Metro Atlanta, 2012-2015

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*10 “Core” Atlanta Urban Metropolitan Counties

Source: www.atlantaregionalhousing.org. From Equity Depot.

1 CoreLogic: The Property, Information, Analytics, and Data-enabled Services Provider.
Table 18: Annual Foreclosure Notice Totals Net Change and Net Percent Change in 20-County Metro Atlanta, 2012-2015

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*10 “Core” Atlanta Urban Metropolitan Counties
Table 19: The Per Number of Homes Foreclosure Rates in 20-County Metro Atlanta, Top 5 Counties in State of Georgia, and Top 5 States in United States in 2016.

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**State of Georgia** 1 in every 1327 Homes

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**United States** 1 in every 1346 Homes

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*10 “Core” Atlanta Urban Metropolitan Counties

Map of 20-County Atlanta Urban Metropolitan Areas
The Right To Privacy: Does It Extend To A Right to Physician-Assisted Dying?

Sue Burum
Minnesota State University, Mankato
Isaac Asimov said, “Life is pleasant. Death is peaceful. It’s the transition that’s troublesome” (Notable, 2016). In 2015, Gallup reported that nearly seven in ten Americans support physician-assisted dying for the terminally ill. It did not matter if the person was Republican, Democrat, or Independent. In each political group, a majority of Americans supported the option for the terminally ill. A majority of Americans also concluded that the concept is morally acceptable. This is a change from the fighting in Congress, and across the country, over the adoption of the Patient Protection and Affordable Care Act (Obamacare) in the early years of President Obama’s Administration. The arguments over politicians and health care providers with the hypothetical power to decide whose lives are worthy of medical care, popularly coined “death panels,” caused a drop in support for physician-assisted dying. The highest support, around 81%, was among young adults aged 18-34, while around 61% of Americans over 55 years old also supported the option (Dugan, 2015). Some of that support could have come from high profile cases like Brittany Maynard. In 2014, Brittany Maynard was a 29 year-old woman dying from brain cancer. She moved from California to Oregon to receive physician assistance for dying, and took the prescription medications that caused her death November 1, 2014 (Maynard, 2014). Somewhat in response to her story, the California legislature legalized physician-assisted dying in a special session of the legislature. However, for many baby boomers, reasons for supporting the practice could come from personal experiences with the dying process. Many baby boomers are facing death through experiencing their parents’ dying process, as well as watching friends from their own generation die from diseases like cancer. These experiences may be making death feel more real and immediate. Dying is not always a pleasant experience on the way to a peaceful passing. It can be very stressful, painful, and expensive. This essay will examine the debate surrounding physician-assisted dying.

Terms

Physician-assisted dying and physician-assisted suicide are not the same thing (Dignity, 2016). Physician-assisted dying implies that the patient is terminally ill, so the physician is not taking the patient’s life because the patient is already dying. The physician is merely assisting the patient through the inevitable—and already underway—dying process. A patient, who is still mentally competent, requests from a physician some assistance with the dying process in order to lessen physical or psychological pain. The physician supplies medications that will cause death. Then the patient is the one who chooses if and when to take the medications (Dignity, 2016). Physician-assisted suicide is different because the patient is not necessarily terminally ill, potentially making the death premature (Dignity, 2016). People who wish to commit suicide are generally treated as having their decision-making capacity compromised. Health care providers will intervene and provide involuntary psychiatric treatment. If a physician assists this patient in dying, the physician is causing a death that is not already inevitable. Some voters in earlier Gallup polls were more likely to accept physician assisted dying than physician-assisted suicide. Legislatures are more likely to use the language physician-assisted dying, while courts are more likely
to call it physician-assisted suicide (Dignity, 2016). American states only consider allowing physicians to prescribe medications that will cause death to patients that are terminal and within six months of death, so this paper uses the terms interchangeably.

Physician-assisted dying is not the same as euthanasia. With physician-assisted dying, the physician prescribes medication that will cause death but the patients take the medication themselves. The patients have the knowledge that the medication will cause their deaths, and they decide if and when they will take the medication. Physician-assisted dying is currently legal in five states. Euthanasia is the term used for situations in which a third party, like a physician, delivers the medications into the person’s body causing the person’s death (Dignity, 2016). Euthanasia is illegal in every state.

The U.S. Supreme Court has concluded that a competent adult patient may make an informed decision to refuse life-sustaining treatment, including refusing food and water (Cruzan, 1990). The refusal of treatment is considered to cause the terminally ill patient to die from their underlying disease, not from a lack of treatment. The refusal of treatment, including the refusal of food and water, may also cause increased physical and/or psychological pain. The patient may need pain medication to manage the pain, which can have the side effect of hastening death. Again, the patient is considered to have died from their underlying disease, not from an overdose of pain medication. In states that do not allow physician-assisted dying, sedation to unconsciousness may be another option to assist with death. Sometimes a terminally ill patient must receive sedation to unconsciousness to fully relieve the pain and suffering. Courts accept the delivery of these pain medications because the physician’s intent is not to cause death, as it is in euthanasia situations, but to lessen pain and suffering. Therefore, the practice is usually acceptable (Parker, 2015).

**Historical Perspective On Assisted Suicide**

Among Western democracies and countries that came out of the British Empire, the early approach had been to ban assisted suicide for two main reasons (Busscher, 2015). First, from a religious perspective, life comes from God. Man cannot create life so man should not take life. Doing so would invade the prerogative of God. Second, taking a life could also be viewed a double offense because it is also an offense to the king. The older view on why it is an offense to the king is because people used to be viewed as property of the king. If a subject ended his or her life, then the subject deprived the king of his or her labors. For this reason, in the year 673, England adopted a prohibition on suicide. This prohibition was reaffirmed and continued through the Common Law. The disapproval of suicide came to America with the colonists through Sir William Blackstone’s *Commentaries on the English Common Law*. This work was extremely influential, because most prospective attorneys in the first century of American legal development and beyond learned the law in part through a study of the *Commentaries* (Busscher, 2015). The *Commentaries* also influenced the creation of crimes. One such crime was assisting a suicide. This was considered murder because the one assisting was aiding someone to do the illegal act of killing him or herself. Ideas on murder affected the practice of medicine. The
classic version of the Hippocratic Oath stated: “I will neither give a deadly drug to anybody who asked for it, nor will I make a suggestion to this effect. Similarly, I will not give to a woman an abortive remedy. In purity and holiness, I will guard my life and my art.” Many modern versions of the Oath removed prohibitions on abortion and assisted suicide. However, the spirit of the Oath still expected physicians to help, not harm, lives (Busscher, 2015). The modern view of why it is an offense to the king is that the king has an interest in the preservation of the lives of his subjects (Busscher, 2015).

State Creation of the Right To Die

The model for the right to die in the United States was the Death With Dignity Act. This act was the first to be passed, and has strict requirements that must be met before a death can be assisted. Patients must be at least eighteen years of age, a resident to Oregon, and capable of making and communicating health care decisions. An attending physician must diagnose the patient with a terminal illness and the patient must have less than six months to live. A consulting physician must certify this diagnosis and conclude that the patient is mentally competent to make and communicate healthcare decisions. Then the attending physician must inform the patient of alternatives to assisted suicide and recommend that the patient notify next-of-kin about the request. Before the lethal medication can be prescribed, the patient has to have made at least two oral requests for the medication at least fifteen days apart, as well as make a written request. Finally, after a forty-eight hour waiting period, the attending physician must ask the patient if the patient wants to rescind the request, before prescribing the medication (Busscher, 2015).

The practice of medicine is mainly regulated through the states. Physician-assisted suicide is currently legal in five states: Oregon, Montana, Vermont, Washington and California. Oregon was the first state to adopt physician-assisted dying. With 51% of the vote, Oregon voters chose to adopt the Death With Dignity Act in 1994, but a court injunction delayed implementation of the act. Three years later, Oregon voters voted “no” on a ballot measure that attempted to repeal the law thus lifting the injunction (Drum, 2016). In 2001, the federal government, through the Attorney General and the use of the Controlled Substances Act, issued an interpretive rule that physicians could lose their medical licenses for assisting a suicide. In 2006, in Gonzales v. Oregon, the U.S. Supreme Court found the interpretive rule invalid (Gonzales, 2006). The Oregon Death With Dignity Act prevailed.

Four other states followed suit using varying procedural methods. Like Oregon, Washington obtained the right through voting on a ballot initiative. In 2008, the state of Washington’s voters approved the Washington Death with Dignity Act. The Act is similar to the law in Oregon (Starks, 2013). Vermont and California are different because the voters did not make the decisions directly. In those states it was accomplished through the state legislatures. In 2013, the Vermont legislature passed the Patient Choice and Control at the End of Life Act. While this act was passed through the legislature and not a ballot initiative, the act is basically the same, although a little less restrictive, than Oregon and Washington’s Death With Dignity acts. In California, the act was passed during a
legislative special session that was supposed to just focus on addressing Medicaid funding issues. The special session did not resolve the Medicaid issues, but instead veered into resolving death with dignity issues. The passage of the act occurred after many failed attempts to pass physician-assisted dying during regular legislative sessions. California’s Governor Jerry Brown signed the End of Life Option Act into law on October 5, 2015. California’s law is also similar to Oregon’s law, but it will expire automatically in ten years if not reenacted.

Montana legalized assisted suicide in 2009 through yet another method, which was through a ruling from the state supreme court. In Baxter v. State of Montana, the Montana Supreme Court interpreted the giving of medication that would hasten death as providing a defense to a physician who could face charges for assisting a patient with dying (the crime of physician-assisted suicide; Baxter, 2009). There is a dispute as to whether this case legalized assisted suicide in Montana. The Montana Supreme Court, while affirming the trial court’s decision concerning physicians, limited the trial court’s decision by not determining whether the state’s constitution protected the right. The court case also did not provide the type of guidance that is usually found in a statute as to how this assistance is to take place. Legislation was introduced in the Montana legislature either to allow and regulate assisted suicide or to prohibit assisted suicide. Both measures failed.

New Mexico briefly allowed physician-assisted suicide. In early 2014, a state district judge in New Mexico ruled that the law against assisted suicide violated the New Mexico Constitution. Like Montana, the ruling provided a defense to physicians who help eligible patients to die, but it did not provide a regulatory framework. The state’s attorney general declined to challenge the ruling. However, in August 2015, the New Mexico Court of Appeals ruled against the district court decision. The practice is now again illegal in New Mexico. A challenge was later filed in the New Mexico Supreme Court, and oral arguments were heard October 2015. The New Mexico Supreme Court is expected to decide sometime in 2016. Physician-assisted suicide could be legal again depending on how the New Mexico Supreme Court decides their case. As of March 28, 2016, twenty states are considering legislation to provide for some form of physician-assisted suicide. Other states could adopt the right through ballot initiative or through their state courts (Dignity 2, 2016).

Congressional Resistance

Congress tried to stop the states from adopting physician assisted dying. In 1997, Congress passed The Assisted Suicide Funding Restriction Act of 1997 (Assisted, 1997). The Act stated that it is illegal to use federal funds to support assisted suicide. Programs that receive federal funding may not actively participate in assisted suicide or advocate for assisted suicide. The prohibition includes programs like Medicare, Medicaid, military and American Indian health care, and programs for people with disabilities. The act only covers the use of active means of causing death like lethal injection or the prescription of medications that will kill a patient. It does not cover decisions by patients to refuse or withdraw from medical care, hydration, or nutrition, and it does not
prohibit medication for pain and suffering. In states where assisted suicide is legal, the act said funds could not be used to promote assisted suicide.

Congress took a different approach in Obamacare. The issue of physician-assisted suicide was not addressed further than section 1553 in the Patient Protection and Affordable Care Act (Patient, 2010), which does not allow discrimination against individuals or institutions that do not provide assisted suicide services. Congress is now staying out of discussions and decisions inside of the states on whether to adopt physician assisted dying.

**U.S. Supreme Court Review**

The Supreme Court has not yet extended the right to privacy to physician-assisted suicide. The Court has found that the state has a right to ban physician-assisted suicide, and doing so does not violate Equal Protection or the Due Process Clause of the Fourteenth Amendment. A brief review of Supreme Court cases in this area may be helpful. The first case to consider the issue of end of life case was *In re Quinlan* (Quinlan, 1975). This 1976 case was a New Jersey state court case that did not reach the U.S. Supreme Court. Karen Quinlan, aged 21, returned home from a party April 15, 1975, after consuming drugs and alcohol. She slipped into a coma and stopped breathing. Physicians saved her life, but she suffered severe brain damage. She was in a vegetative state and attached to mechanical ventilation and feeding tube. After six months and no progress, her family asked the physicians to disconnect the ventilator. The hospital refused to disconnect the ventilator after being warned by prosecutors that the hospital would be considered the cause of death when Karen died from the lack of assisted ventilation. The physicians told Karen’s parents that they would need a court order allowing them to disconnect the ventilator. Karen did not have a living will that could have addressed what her wishes would have been in this situation. The New Jersey Supreme Court unanimously allowed the parents to substitute their judgment for Karen’s, and allowed the ventilator to be removed. Using the analysis in *Roe v. Wade*, the court stated that the right to privacy is broad enough to encompass a patient’s decision to decline medical treatment. Since Karen did not have a living will, the court allowed the parents to substitute their judgment for Karen’s. After the ventilator was removed, Karen started to breathe on her own. Karen never recovered other functions, but lived for nine more years while attached to a feeding tube. The family did not ask to have the feeding tube disconnected, and the court order did not cover removing the feeding tube.

The U.S. Supreme Court saw a similar case, *Cruzan v. Director, Missouri Dept. of Health*, in 1990 (Cruzan, 1990). In 1983, Nancy Cruzan, aged 25, lost control of her car and crashed. She had no vital signs when emergency medical personnel arrived. They were able to restart her breathing and heartbeat, but she was already brain-dead from a lack of oxygen. She was kept alive with a feeding tube, but she did not need artificial life support like a ventilator. In 1987, after no improvement in her condition, the family requested that her feeding tube be removed. The hospital requested that the family get a court order allowing the hospital and physicians to remove her feeding tube. Missouri law required clear and convincing evidence of what the patient would have wanted. However,
Nancy did not have a living will. The Missouri Supreme Court did not allow her parents to substitute their judgment and did not issue the order to disconnect the feeding tube. The case went before the U.S. Supreme Court. The justices decided competent individuals had a constitutionally protected right to refuse food and water and unwanted medical treatment. However, the state was entitled to require clear and convincing evidence standards when deciding what the patient would have wanted. The ruling did not decide whether the constitution guaranteed a broad right to die. The family went back to state court with further evidence that Nancy would not have wanted to be kept alive if there was no hope of her recovery. This time the state court issued the order. Nancy’s feeding tube was removed on December 14, 1990, and she died on December 26, 1990. Living wills were aggressively promoted after the case.

The state of Washington banned physician-assisted suicide in the Natural Death Act of 1979. In 1991, an initiative to allow physician-assisted suicide was placed on a ballot, but rejected by voters. The Natural Death Act was challenged by a group of people who wanted the courts to declare the 1979 act unconstitutional, and the U.S. District Court agreed. The U.S. Court of Appeals for the Ninth Circuit reversed the District Court’s decision. The case then was reviewed en banc, and the entire Ninth Circuit reversed the earlier Court of Appeal’s decision and sided with the District Court. In Washington v. Glucksberg, 1997, the U.S. Supreme Court unanimously held that the Due Process Clause of the Fourteenth Amendment did not protect a right to assisted suicide because it was not deeply rooted in the United State’s history and tradition (Washington, 1997). In fact, bans on assisted suicide are deeply rooted in the Nation’s history and laws. Unlike in 1991, on November 4, 2008, the voters of Washington approved a new initiative to allow for physician-assisted dying with certain restrictions.

Also in 1997, the Court decided Vacco v. Quill, (Vacco, 1997). The facts in the case were that the State of New York enacted a law that made it a crime for a physician to assist in a suicide. A number of physicians challenged the law on constitutional grounds, arguing the law violated the Equal Protection Clause of the Fourteenth Amendment. The physicians argued that, while patients had the right to refuse treatment when terminally ill, they did not have the right to authorize a physician to end their life when they are terminally ill but not connected to life support. The other side argued that the two concepts are needed together. Members of the District Court ruled in favor of the New York statute and concluded the legislature, not the courts, would have to repeal the law. However, the Court of Appeals for the Second Circuit reversed the District Court, reasoning that not all competent people were treated equally under the law. A terminal and suffering patient, who is on life support, could require the life support removal and end their life. Another terminal and suffering patient, who is not on life support, could not demand that a physician administer medications to ensure their death and end their suffering. Removing life support, under this analysis, was the same as physician-assisted suicide. The Supreme Court, in Vacco v. Quill, issued six opinions in a unanimous decision that concluded that states have a legitimate interest in the life of their citizens that allowed the state
to outlaw physician-assisted suicide. The liberty in the Fourteenth Amendment did not include the right to kill oneself or receive assistance in doing so. Any physician who removes life support at the request of the patient only intends to respect the patient’s wishes towards not having artificial extensions of life. Patients can refuse medical treatment. This could cause a patient to die, but the patient’s death would be from underlying causes. Any physician who ends a patient’s life would be doing more than respecting a patient’s wishes. The physician intends to kill the patient, and the patient dies at the hands of the physician.

Arguments For Assisted Dying

Proponents of physician-assisted dying have raised many arguments for adopting the practice (Starks, 2013). This paper will consider four. First, the right of a competent but terminally ill person to avoid physical and psychological pain and have a timely and dignified death should be implicit in the concept of ordered liberty. The concept of ordered liberty is central to personal autonomy and bodily integrity, just like a right to marriage, procreation, contraception, and the refusal or termination of life-saving medical treatment. A competent, terminally ill patient should have the right to choose the time and manner of their death. The practice of medicine has changed greatly over the years. Modern machines can postpone the body from dying. The problem is sometimes this can result in keeping a body alive when the person is brain dead. People have argued this situation can result in a loss of dignity. Also, not all deaths are quick and painless. People can suffer greatly at the end of life. The European Declaration of Human Rights says people have the right not to suffer. Some people argue that Americans should also have this right, and laws against assisted suicide are government mandated suffering. Second, some who are opposed to making physician-assisted suicide a right have argued that Europeans, especially the Dutch, have gone too far down a “slippery slope” in their exercise of their right. Just because other countries have, this does not mean Americans need to extend the right of physician-assisted dying past the limits set by Oregon, such as being an adult and being terminally ill. Physician-assisted dying does not have to expand to cover euthanasia or cases in which people are not terminal. It can be a narrow right that is strictly controlled.

Third, because physicians may not be unanimous in support of physician-assisted dying, no physician will be forced to assist a patient to die if this would result in a violation of the physician’s principles. In Burwell v. Hobby Lobby, the U.S. Supreme Court concluded that closely held for-profit corporations that have religious objections to supplying abortion services, as required in Obamacare, do not have to provide these services under the Religious Freedom of Restoration Act (Burwell, 2014). It is likely that the Religious Freedom of Restoration Act would also protect physicians and hospitals that do not want to help a patient die. Finally, offering the choice of physician-assisted dying would not end hospice or palliative care. Not every patient would choose to end their life, especially if pain could be kept under control and hospice was available to assist the family in the dying process. According to 2015 reports, since 1997, 1,327 prescriptions have been written in Oregon to dying patients. Only 859 patients chose to use the
prescriptions. Around one-third of the patients who received the prescriptions changed their minds or chose to extend their lives and die naturally. The number of people in Oregon requesting the prescriptions has steadily increased since 1997, but patients who had chosen assistance in dying was only about 0.2% of all deaths (Warnes, 2014). Reasonable laws like the one in Oregon could prevent abuses and still protect human dignity.

**Arguments Against Assisted Dying**

People opposed to physician assisted dying have raised four main arguments against allowing the practice (Drum, 2016). This essay will summarize those responses. First, an individual’s interest in a dignified death has to be balanced against the state’s strong interest in preserving the life of its citizens. Society as a whole is hurt when life is seen as something that is not worth living. Life is cheapened. The state has the right to preserve values toward life. The U.S. Supreme Court has not found a constitutional right to physician-assisted death. The history of the law’s treatment of assisted suicide has been to reject efforts to permit it because the practice is not a fundamental liberty interest protected by the Due Process or Equal Protection Clauses. Hospice care and pain medication allow patients to live to the end of their national lifespans in dignity, and reinforces the concept that each life is valuable and should not be taken before a person’s natural end. When a person dies is best left to God. Physicians are human and they can make mistakes. The state, as part of preserving the life of its citizens, has an obligation to protect people from those mistakes and improve the quality of life until the patient has a natural end. Second, it would be difficult to limit a right to physician-assisted dying. The right to privacy started as a marital right to privacy and only existed in a marital relationship, allowing a couple to use birth control. It then grew into an individual right to privacy. From there it expanded into areas such as abortion. The right to physician-assisted dying may at first only apply to the terminally ill patient. However, if it is a right to decide what to do with one’s own body and preserve dignity, the right could expand to patients with chronic pain, who are not terminally ill but wish to die. This could start a slippery slope that could cause the state or country to slide into practices, like euthanasia, that most Americans do not support.

Third, physician-assisted dying could dramatically change the practice of medicine and the way patients view their physicians. Physicians and nurses would be educated in how to cause dying. This is contrary to the spirit of medicine, which is to do no harm. Patients could question whether their physician was truly committed to doing everything possible to save them, or if the physician was motivated by finding a quick and cheap way to lessen costs and further other goals, such as limiting health care expenses to society. Finally, over time, choices at the end of life could disappear. Why provide hospice centers when a simple pill costing under $50 could quickly remove the patient? Strong end-of-life pain-relieving drugs may not be developed if it is more cost effective for a drug company to produce pills to end life. Why would society stop there? If society began to follow a principle of utility and individual choice would not be relevant, babies with deformities that require life long assistance to live, or the handicapped who need society to provide caregivers to function more fully, could
find society questioning the cost and worth of that their lives. Termination of
people who are a cost to society may not find support provided. They may be
given a pill instead (Anderson, 2015).

**Strongest Dissenting Argument**

This writer is most concerned with the slippery slope argument against
physician-assisted dying because it is not just a theoretical possibility. There are
actual countries that have gone down this slope. Arguments for physician-
assisted dying can easily be the same argument for euthanasia. It is a simple
extension in the name of dignity. If compassion requires some people be allowed
help in dying, it makes little sense to deny assistance to disabled patients who
are not able by themselves to take the medications that cause death. What about
those who are too disabled, young, or demented to request help in ending their
suffering? Why should a physician be prohibited from helping these patients end
their pain, suffering, and indignity? Compassion would seem to require that they
be provided physician-assisted dying. The law could go down this path. Why
should only one group of people, those able to kill themselves unassisted, be
given a method to end their pain and suffering? It seems, to this writer,
discriminatory to not offer people who cannot help themselves a shot,
administered by a physician, which would cause death the same as self-
administered pills (Nguyen, 2015).

Physician-assisted dying, as well as euthanasia, is allowed in the
Netherlands, Belgium, and Luxembourg. Switzerland allows assisted suicide.
The Netherlands has had over thirty years of experience with physician-assisted
dying. This is a good European country to study to understand how far a country
can go down a slippery slope. In 1973, while upholding the conviction of a
physician who assisted her mother with dying, a Dutch court established criteria
for when a physician would not be required to keep a patient alive against the
patient’s will. Since 1981, Dutch courts have interpreted the criteria in broader
terms. For example, physical pain was expanded to include psychological pain.
The “potential disfigurement of personality” could be grounds for euthanasia
(Ross, 2015). In 2002, the Netherlands passed a law that codified the practice of
not prosecuting physicians for euthanasia or physician-assisted suicide if
established criteria were met. The practice in the Netherlands evolved to the
point where Americans could consider that Netherlands’ physicians were
committing murder. Physicians in the Netherlands can end a patient’s life without
the patient’s consent or knowledge. Often, the family did not know of, or approve
of, the euthanasia. Involuntary euthanasia is used on psychiatric patients,
disabled newborn children, and children with life-threatening but not terminal
conditions. To avoid additional paperwork and scrutiny from authorities,
physicians falsely wrote “natural causes” on euthanasia patients’ death
certificates. The rational for euthanasia is patient autonomy. The ability to end
one’s life was even extended to young teens who did not have their parents’
consent (Ross, 2015). In 1990, in response to the increasing use of involuntary
euthanasia, the Dutch Patients’ Association developed cards that people could
carry in their wallet that stated if the signer is admitted to a hospital, “no
treatment be administered with the intention to terminate life.” Another
consequence of liberal euthanasia laws has been the lack of hospice centers and palliative care in the Netherlands. Medical care is available to everyone and healthcare resources are scarce. The principle of utility makes the decision easier to give a patient a shot that will kill rather than provide the kind of care that can keep patients alive. Just one case example will be included in this paper to illustrate the extent to which the Dutch have gone down a slippery slope. In 1993, there was a Dutch decision that affirmed that a psychiatrist was medically justified in helping a physically healthy but depressed patient commit suicide. A fifty-year old patient wanted to die after the deaths of her two children and the subsequent breakup of her marriage. The killing of this woman under these circumstances was not something Americans currently would approve. Once a country accepts such euthanasia rules, it can be next to impossible to return to stricter rules. It is hard not to accept euthanasia when the rationale is to end the suffering of the patient and preserve the patient’s dignity (Patients, 2016).

Conclusion

While this writer is extremely concerned with the potential for slippery slope type expansions, this writer is in favor of Oregon-type physician-assisted dying laws. As Isaac Asimov noted, the process of dying can be very troublesome. When it is a loved one, it is not philosophical arguments or legal precedent that matter. Decisions are based on the heart. This writer did not accept this position until 2014 as a result of the death of a beloved father. This writer’s father died of cancer after a long two-year struggle. He wanted to leave this world quicker during the dying process. He even pulled out his PICC line, a catheter that goes into the heart, when no one was around, with the hope that he would quietly bleed to death. This is not something that is allowed to happen in a hospice setting in which nurses check on patients. The bleeding was stopped and the blood was cleaned up off the floor. He had to live another month, during which he suffered from delusions, said he felt the cancer moving into his brain, and could hear his own “death rattles.” This sound is distressing enough to a loved one sitting nearby, but to him as a dying patient that certainly must have caused a lot of psychological stress. There was also more physical suffering while there was less ability to control the pain. He lost bladder control and the ability to move, which caused additional psychological stress. This was a loss of dignity he did not wish to endure. His last five days before the peaceful death were not comfortable and were, as Asimov indicated, very troublesome. Nurses would put sponges with a little water and painkillers in his mouth, but it was obvious the lack of water caused great discomfort and the medication was not relieving pain. He did not become unconscious. He was awake during his death rattles. His life was pleasant, but it took many long and painful days before he finally received his peaceful end. The ending process should be more within a patient’s control. Dying is not for the faint of heart! Experiencing the dying process convinced this skeptical writer that society must allow more options at the end of life. It is more an argument of the heart. Most people will have a veterinarian assist a beloved pet to die; yet the same peaceful end is not offered to a dying human patient when they decide they have had enough.
Rather than having to move to Oregon like Brittany Maynard, this writer hopes her state will adopt the option of physician-assisted dying. However, even if a state has this right, people in the state cannot be complacent. Everyone needs an advance directive, which is a series of documents that expresses a person’s wishes concerning healthcare. Included documents are usually a living will and a power of attorney, allowing someone to make medical decisions for the person should they become a patient. This alone would not ensure that one would receive physician assistance during the dying process. People need to talk to their physician to discover the physician’s feelings toward assisting someone to die. If the physician wanted nothing to do with physician-assisted dying, a patient would not be able to force a physician to assist with dying. The person would then need to find another physician. People would also need to talk to their local hospital and potential hospice-providing nursing homes. These institutions would also not be forced to provide assisted dying services if it is contrary to their beliefs. If physician-assisted dying is not yet a right in one’s state, people could pursue sedation to unconsciousness (Parker, 2015). An advance directive and discussions with physicians, hospitals, and nursing homes would still be needed.

W. Summerson Maugham, a British playwright, novelist, and short story writer once wrote: “Death is a very dull, dreary affair and my advice is to have nothing whatsoever to do with it.” This writer’s advice is to have something to do with it—one must plan ahead, as the dying process can be more than just dull and dreary. Death comes to everyone. Not everyone will be so lucky that they die in their sleep.

References
from: http://www.gallup.com/poll/183425/support-doctor-assisted-suicide.aspx
Liuzhou No. 3 High School:
National Outstanding School for Arts and Athletics 2012

Art and Sports in China’s Secondary Education System
Take Liuzhou No. 3 High School as an Example

SOURCE 2016
Author: Yusong Chen
Mentor: Rex Wirth
I. The Introduction of the Art and Sports Education in Liuzhou No. 3 High School

Our School was founded in 1955, located in Tongguling, which is the highest point of Liuzhou city, and covers an area of 106 acres. The distance from Liu Hou Temple, which is the office of Liu Zongyuan who is the Tang Dynasty’s writer and educator, is only 1.2 kilometers. In 2012, the school became the first characteristic high school of Guangxi province, and took honors of the National outstanding school for Art and Athletics Features Education. With the size of the Art and Athletics Features Education constantly expanding, subjects and the number of the students are increasing. Currently, the arts and sports talented students account for over 50% of all the students. Through the rich and colorful school club activities, the features education has spread to all students.

II. The education investment made the facilities the best in the city.

Under the support of the Liuzhou government, our school has improved the conditions for education and extended the development space. The entire campus gets overall improved and the whole school has realized network management for teaching and the modernization of teaching facilities, completely changing the campus.
III. Improving the quality of teachers for Art and Athletics Features Education.

(1) The current teachers have been constantly trained, so their professional standards have improved;
(2) the school timely introduced the teachers related to Art and Athletics Features Education;
(3) other teachers from different disciplines can be a part-time assistant, if they are qualified for Art and Athletics features education.

IV. The Evaluation Problem.

Objective evaluation of teachers and students must accommodate their diversity to create a harmonious and relaxing environment based on humanistic values.

Teacher evaluation: in order to ensure objectivity, authenticity and completeness of the evaluation results, the evaluation subjects are the students and the school, whose weights of evaluation were 60% and 40% respectively. Students focus on evaluation of teachers’ teaching process and teaching effect, mainly from the teaching organization, teaching attitude, teaching contents, teaching methods and teaching means, etc. In addition to answering the objective questionnaires, students can also put forward their views and suggestions about the course. The school focuses on the teachers’ evaluation of teaching attitude, teaching quality, teaching effect and teaching reform and effective.
IV. The Evaluation Problem.

Evaluating the students: establishing a evaluation system to promote the comprehensive development of the students. Evaluation should not only focus on students’ academic performance, but also discovering and developing the potential of the students, understanding the need in the development of students and helping students to understand themselves and building self-confidence. Giving full play to the education function that the evaluation should have, we can promote the development of the students at the original level. Evaluation of teaching has always been throughout the teaching process and the evaluation is carried out in different ways, however, the aim of the assessment is only one, which is to promote the development of students.

V. The education scientific research supports Art and Athletics Features Education.

Our School attaches great importance to the education and scientific research and increases the training of teachers' scientific research ability, by investing a total of more than 200 million scientific research funds. It carries on the strategy of "Strengthening the school with high teaching quality, excellent talents, scientific teaching research and making the school a big educational brand".
VI. The Art and Athletics Features Education is the school's business card.

**Business card one: Artistic features**

The development of potential and realizing the art dream.

Music and fine arts intelligence plays an important role in the development of people's creative thinking. And our traditional education, with more focus on the logical-mathematical intelligence and linguistic intelligence, this kind of education has failed to meet requirements and expectations for the talent in a society of increasingly diversified development. Focusing on all students and students' full, comprehensive, diverse and lifelong development, our school forms its school-running feature and brand through art education, which is an important breakthrough.

1. Beautifying the campus to implement environmental people—education.

We spent a lot of money to improve the hardware construction and built a campus of art, making every inch of space full of beauty and exerting a subtle influence of the arts on the student. Calligraphy and paintings are hanging on the wall of corridors. Classroom arrangement is simple but beautiful. The school's education web site added art education web pages.

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VI. The Art and Athletics Features Education is the school's business card.

2. In the art course, we pay attention to edification of the arts.

In our school, art education is geared to the needs of all students, focusing on improving the students' aesthetic quality, developing the students' creativity and imagination, and promoting the comprehensive and harmonious development of students.

(1) the fine arts curriculum: sketch, color, process design, art history, etc.;

(2) the music courses: music theory, sight-singing and solfeggio course and vocal music, etc.;

(3) broadcasting, hosting and performing professional courses: enunciation pronunciation, news broadcast, simulation host, skit performance, etc.;

(4) dance lessons: Chinese classical dance, Chinese national folk and modern dance, etc.;

(5) the calligraphy course: traditional calligraphy appreciation, official script, running script, etc.;

(6). The playwright and director of film and television and media: appreciation, story writing, literary knowledge.
VI. The Art and Athletics Features Education is the school’s business card.

3. Art activities are rich and colorful.
The Students Union set up various organizations holding art activities, such as a radio station, a television station, a comics club, a hip-hop dance club as well as other interest groups such as vocal music, dance, fine arts, calligraphy, literature and so on. In the annual campus culture arts festival, there are not only vocal and instrumental music, dance, student Choir, painting but also calligraphy, painting, photography, sculpture, crafts, lectures readings and other activities.

4. Strong backing——relying on colleges and universities, our school improves continuously.
Our school is the backup talent cultivation base of Guangxi Arts Institute and education and training base of Guangxi Normal University, so academic experts from the universities are sent to guide the teaching in our school on a regular basis. Relying on the strength of colleges and universities, our school continuously enhances the level of art education.

VI. The Art and Athletics Features Education is the school’s business card.

5. The two-pronged approach——Equal emphasis on academic and art teaching.
When most of the students were enrolled in our school, their academic foundation was weak, many people are weary of studying. But after three years training in school, the students’ seeds of the art deep hidden in the heart germinated, interest in learning and the overall quality have been greatly improved. Our principle of management of the art students is to attach equal importance to the implementation of arts education and the improvement of their academic achievement. Our school also held art exhibitions for art students, music performances, providing them with opportunities to show their talent.

6. Art Education is brilliant and fruitful.
For many years, with a rate of 95% admission to arts universities or colleges, No. 3 Liuzhou High School has turned out a large number of excellent graduates to institutions of higher learning, of which broadcasting and hosting in recent years was 100%. A large number of students whose entrance achievements are Grade B or C (which are not very good achievements) have broken the cocoon and become a butterfly. They were admitted to the country’s key universities. For 3 years, the arts University Entrance Examination Scores of 12 students ranked the national top ten, and 48 students’ arts college entrance examination scores ranked first in Guangxi province.
VI. The Art and Athletics Features Education is the school's business card.

**Business Card 2: Sports characteristics**—the sunlight sports promote the students’ healthy growth.

The school pays attention to improving student’s healthy consciousness and it is beneficial for them to develop the lifelong habit and behavior of taking physical exercise. Focusing on developing students specialty and providing the students opportunities to learn a sports skill, we added sports to another feature education of the school.

1. The physical education curriculum: paying attention to edification.

Physical education curriculum includes national traditional physical education (throwing hydrangea, bamboo dance, board shoes racing etc.), sports referee training, badminton, basketball, football, volleyball, table tennis, etc.

2. The cultivation of students with sports talent;

Schools have a track and field, football, basketball, volleyball, badminton and other majors. Every year we recruit a certain number of students specialized in sports and establish the personal development files for them. By implementing a relatively independent management and assigning double head teachers to take care of the professional and academic study, our school fosters the students from various angles including the aspects of academic and professional. Only in a single sports specialized class, there are more than 60 students specialized in sports who were awarded as the 2nd level athletes of national standard. And the achievements of the sports college entrance examination rise year by year.
VI. The Art and Athletics Features Education is the school's business card.

3. The mass popularity of sports.
   (1) Sports course, let the students exercise. In a large number of quality training and special training, for all, we should effectively pay attention to each student’s change of sports level and make their full development in the technique of the sports.
   (2) The big recess – To make the students exercise. Our big recess is from 9:10a.m. to 9:40a.m.. Besides radio gymnastics, we added "the rabbit dance". In the highly dynamic music, students imitate the movement of the rabbit, leaping to jump. Every class feels free to transform formation. It not only arouses the enthusiasm of the teachers and students to participate in the activities of large recess, it also gives full play to the spirit of unity, cooperation and innovation of each class. As a result, we have achieved good results.

VI. The Art and Athletics Features Education is the school's business card.

(3) The extracurricular activities – let the sports enriched. Students adhere to exercise one hour a day, There are all kinds of sports games, sports activities and equipment activities.
   (4) Sports Festival - let sports be more competitive. In a spirit of I participate, I exercise, I’m healthy, and I’m happy, the sports festival has pushed to the high tide the mass sports activities of the school.
VII. Conclusion

Streams merged to form a mighty torrent, a short step to a thousand miles. There is no end in education but only the starting point and surpassing. We believe running a characteristic school should be a long-term process to adherence and to constantly go deeper. Our school will continue to dig deeper into the connotation of characteristic education, so that characteristic education can promote the overall level of running a school. In the spirit of seizing every minute and seeking the truth and doing practically, we are struggling forward to completing the construction of characteristic schools, so that No.3 Liuzhou High School can become not only a paradise for the students' happy learning and personal growth but also a home for teachers to work and live happily together.

This is a noteworthy example for
How to well develop Art and Sports in China's Secondary Education System;

Welcome to Liuzhou No.3 High School!
The Gullah Legacy of the Cromartie-Wright Family Clan: From Africa to North Carolina, Florida, Alabama, and Georgia

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Abstract

This paper focuses on the Cromartie-Wright family clan and their Gullah legacy. It traces the sojourn of the Cromartie-Wright family clan from Africa to North Carolina, Florida, Alabama, and Georgia. This paper takes the position that members of the Cromartie-Wright family clan are descendants of Africans brought to the United States of America (USA) in bondage between 1526 and 1865. This paper also takes the position that members of the Cromartie-Wright family clan are Gullahs because of that legacy. The definition of Gullah used in this paper relies heavily on that offered by Tonie Houston, a former enslaved person in Georgia. During the late 1930s, Tonie Houston informed an interviewer for that Project Administration that the term Gullah refers to the people of Black African descent who were born in Africa or overseas and the language they brought with them. Houston’s definition made it clear that the term was used before 1865 to refer to Black people who were born in Africa or overseas and the Pidgin and/or Creole language they brought with them. This paper puts forth the argument that members of the Cromartie-Wright family clan should embrace their Gullah heritage as a badge of honor rather than inferiority.

Introduction

During the last decade of the 19th Century, W. E. B. Du Bois (1898) Du Bois developed an innovative plan for the systematic study of Black people in the United States of America (USA) over a 100 year period. That plan also included the systematic study of the Black family. Du Bois took the position that the Black family is a key institution among Black people in this country. While serving at Atlanta University as a professor during the first decade of the 20th Century, Du Bois (1909) completed a very important study of the Black family as a part of his plan.1

Because of the phenomenon of lynching at the end of the 19th century and beginning of the 20th century, Du Bois (1940, 1968) felt compelled to help the masses wage struggle for social justice. Instead of just doing studies as a detached scholar, Du Bois attached himself to the fight for social justice in the role of the political activist and engaged scholar. Although he found it very difficult to get the amount of funds he really wanted for his various research initiatives, Du Bois managed to pave the way and provide strong shoulders for others to stand upon. Black sociologists and other Black social scientists stand on the shoulders of Du Bois when the Black family is studied in a systematic fashion.2 For Du Bois (1909), one could analyze a particular Black family clan or one could look at the Black family in a more general sense. Following Du Bois, the present paper will examine aspects of a particular family clan. Also, following Du Bois, the present paper will look to Africa, rather than Europe, as the source of customs (i.e., ideas, norms, and material culture) that may be found.

Under the inspiration of W. E. B. Du Bois, this paper focuses on the Cromartie-Wright family clan and their Gullah legacy. It will trace the sojourn of the Cromartie-Wright family clan from Africa to North Carolina, Florida, Alabama, and Georgia. This paper will take the position that members of the Cromartie-Wright family clan are descendants of Africans brought to the USA in bondage between 1526 and 1865. This paper will also take position that members of the Cromartie-Wright are Gullahs because of that legacy. The definition of Gullah used in this paper will rely heavily on that offered by Tonie Houston, a former enslaved person in Georgia. This paper puts forth the
argument that members of the Cromartie-Wright family clan should embrace their Gullah heritage as a badge of honor rather than inferiority.

A mixed methods approach is utilized in this paper to make an examination of the Cromartie-Wright family clan and their Gullah legacy. The mixed methods approach includes the direct observation method, secondary data analysis method, and case study method. The direct observation method consists of participant observation given that the present writer is a member of the Cromartie-Wright family clan. The secondary data analysis method includes the examination of data generated by the Bureau of the Census and the predecessor Census Office. The case study method includes the content analysis of primary and secondary source documents.3

Remembering Tonie Houston and His Definition of Gullah

As mentioned above, the definition of Gullah used in this paper relies heavily on that offered by Tonie Houston, a former enslaved person in Georgia. During the late 1930s, Tonie Houston informed an interviewer for that Project Administration that the term Gullah refers to the people of Black African descent who were born in Africa or overseas and the language they brought with them. Houston's definition made it clear that the term was used before 1865 to refer to Black people who were born in Africa or overseas and the Pidgin and/or Creole language they brought with them. According to the Savannah Unit (1940/1986), Houston told an interviewer that, “All duh people wut come frum Africa aw obuhseas wuz call ‘Golla,’ and dey talk wuz call ‘Golla’ talk” (p. 62).4

The North Carolina Roots of the Cromartie-Wright Family Clan

The Cromartie-Wright family clan, descended from June Stephen Wright and Julia Katherine Wright Cromartie, has deep roots in North Carolina. The forebears and parents of June Stephen Wright and Julia Katherine Wright Cromartie experienced enslavement in Southeast North Carolina, near the vicinity of the present-day Gullah-Geechee corridor earmarked by the National Park Service. The two main North Carolina locations where the ancestors of the Cromartie-Wright family clan experienced enslavement were Bladen County and Sampson County. Whereas the roots of the Cromartie wing of the family clan run deep in Bladen County, the roots of the Wright wing of the clan run deep in Sampson County.

Although all of the Black people in the Cromartie-Wright family clan are of African descent, it is a social fact that their ancestors came to this country in bondage. After arrival here on slave ships, the ancestors of the Cromartie-Wright family clan became enslaved in North Carolina by White people with the surname Cromartie and Wright. The Federal census held shortly before the start of the Civil War sheds important light on the demographic status of Black people in Bladen County and Sampson County.

The Federal census of 1860 has shown that the total population of Bladen County was 11,995. In that population, there were 6,233 White people, 5,327 enslaved Africans, and 435 free Colored people which included Africans. The White population in Bladen County included 384 slaveholders. Bladen County's slaveholders broke down as follows: 73 slaveholders held 1 enslaved African; 24 slaveholders held 2 enslaved Africans; 25 slaveholders held 3 enslaved Africans; 17 slaveholders held 4 enslaved Africans; 30 slaveholders held 5 enslaved Africans; 13 slaveholders held 6 enslaved Africans; 8 slaveholders held 7 enslaved Africans; 15 slaveholders held 8 enslaved Africans; 20 slaveholders held 9 enslaved Africans; 59 slaveholders held 10-14
enslaved Africans; 26 slaveholders held 15-19 enslaved Africans; 39 slaveholders held 20-29 enslaved Africans; 10 slaveholders held 30-39 enslaved Africans; 9 slaveholders held 40-49 enslaved Africans; 10 slaveholders held 50-69 enslaved Africans; 2 slaveholders held 70-99 enslaved Africans; 3 slaveholders held 100-199 enslaved Africans; 0 slaveholders held 200-299 enslaved Africans; 1 slaveholder held 300-499 enslaved Africans; and 0 of the slaveholders held 500 or more (United States Census Bureau, 2004).5

The Federal census of 1860 indicated that Sampson County had a total population of 16,624. Of that total, there were 9,108 White people, 7,028 enslaved Africans, and 488 Colored people including free Africans. The White population of Sampson County included 679 slaveholders. Sampson County’s slaveholders broke down as follows: 91 slaveholders held 1 enslaved African; 70 slaveholders held 2 enslaved Africans; 51 slaveholders held 3 enslaved Africans; 63 slaveholders held 4 enslaved Africans; 43 slaveholders held 5 enslaved Africans; 38 slaveholders held 6 enslaved Africans; 22 slaveholders held 7 enslaved Africans; 27 slaveholders held 8 enslaved Africans; 23 slaveholders held 9 enslaved Africans; 111 slaveholders held 10-14 enslaved Africans; 53 slaveholders held 15-19 enslaved Africans; 48 slaveholders held 20-29 enslaved Africans; 13 slaveholders held 30-39 enslaved Africans; 12 slaveholders held 40-49 enslaved Africans; 11 slaveholders held 50-69 enslaved Africans; 1 slaveholder held 70-99 enslaved Africans; 2 slaveholders held 100-199 enslaved Africans; and 0 of the slaveholders held 200 or more (United States Census Bureau, 2004).8

Prior to the end of slavery, the Federal censuses taken in the South rarely identified the enslaved Black population by individual names. As Du Bois (1935) has pointed out, enslaved Black people were held and counted as property in the form of “chattel” and/or “real estate” (p. 10). After the end of slavery in 1865, the Federal census records began to identify and count all Black people in households by individual names. That includes the forebears and parents of June Stephen Cromartie and Julia Katherine Wright Cromartie. In the Federal census records, state vital statistics records, and county records, there is some very valuable information about those forebears and parents.7

This is especially true for Amanda Cromartie, the mother of June Stephen Cromartie; James Cato Wright, the father of Julia Catherine Wright Cromartie; Julia Culbreth Wright, the mother of Julia Katherine Wright Cromartie; Ned Culbreth, the grandfather of Julia Katherine Wright Cromartie; and Nancy Johnson Culbreth, the grandmother of Julia Katherine Wright Cromartie. However, there were times that the enumerators (i.e., survey conductors) for the Federal censuses made errors in the spelling and listing of first names and last names; and errors in the listing of ages and/or dates of birth. That situation happened with Amanda Cromartie, James Cato Wright, and others in the Cromartie-Wright family clan. Many members of the Cromartie-Wright family clan first appear in the 1870 census. Amanda Cromartie is listed as Amanda Cromartie in 1870, A.G. Cromartie in 1880, and Amanda Cromartie in 1900. James Cato Wright is listed as James C. Wright in 1870, Wright Kadar in 1880, Cato J. Wright in 1900, and Decater J. Wright in 1910. Julia Culbreth Wright is listed as Julia Culbreth in 1870 and Julia Wright in 1880. Ned Culbreth is listed as Ned Culbreth in 1870 and 1880. Nancy Johnson Culbreth is listed as Nancy Culbreth in 1870 and 1880.
June Stephen Cromartie, His Ancestors, and Descendants in Selected Federal, State, and County Records

On August 3, 1962, June Stephen Cromartie died in Screven, Georgia. According to his death certificate, Julia Katherine Wright Cromartie was the informant for the information it contained about the life of her husband June Stephen Cromartie. Julia Katherine Wright Cromartie disclosed that June Stephen Cromartie was born on October 18, 1883 in Garland, North Carolina. He was 78 at the of death. She also stated that his parents were Allen Cromartie and Amanda Cromartie (Georgia Department of Public Health, 1962).

The death certificate for June Stephen Cromartie contains information regarding his usual occupation, kind of business or industry, funeral home, and burial site. Laborer was listed as his usual occupation. Turpentine was identified as the kind of business or industry. Marshall Funeral Home in Blackshear, Georgia took care of the body. He was laid to rest in Screven, Georgia in the Black section of the Screven Cemetery which is known as the Carter Cemetery. Prior to the death of June Stephen Cromartie from Cerebral Thrombosis, McKee Hargett provided medical services to him (Georgia Department of Public Health, 1962).

In the case of the Federal census records, they began to seek to identify and count members of all Black households by individual names during the Ninth Census in 1870. The 1870 census listed two Black females with the name Amanda Cromartie and one with the name Amander Cromartie in Bladen County. H. Wilkeson, an enumerator for Bladen County’s Elizabethtown, informs us that there was a household consisting of Samuel Cromartie (age 70); Penelope Cromartie (age 50); Matilda Cromartie (age 25); Nancy Cromartie (age 18); Daniel Cromartie (age 16); Amanda Cromartie (age 14); Laura Cromartie (age 6); Mary Cromartie (age 4); William R. Cromartie (age 9 months); and William M. Cromartie (age 9 months). Evander Singletary, an enumerator for Bladen County’s Colly, reported that was a household composed of C. Cromatice (age 25); Amanda Cromatice (age 12); and Grace Cromatice (age 12). It should also be noted that H. Wilkeson, the enumerator for Bladen County’s Elizabethtown, relates us that there was a household consisting of David Cromartie (age 50); Lausare Cromartie (age 51); Crimm Cromartie (age 18); Osbon Cromartie (age 16); Amander Cromartie (age 12); and Larry Cromartie (age 10) (Census Office, 1870a, 1870b).

For Bladen County’s Colly, the 1880 census was conducted by J. Morris Bryan as the enumerator. The 1880 census for Colly conducted by J. Morris Bryan did not list an Amanda Cromartie. However, the 1880 census for Elizabethtown did have a 35 years old Amanda Cromartie listed and the 1880 census for Cypress Creek did have a 22 years old A.G. Cromartie listed. According to the enumerator, I.S. Whitted, there was a household on June 9, 1880 in Elizabethtown consisting of Alex Cromartie (a 37 years old Black male); Amanda J. Cromartie (a 35 years old Mulatto female); Richard Cromartie (a 15 years old Black male); Nathan Cromartie (a 12 years old Black male); Lloyd Cromartie (a 10 years old Black male); Lorenzo Cromartie (an 8 years old Black male); King Cromartie (a 6 years old Black male); Whitty Cromartie (a 4 years old Black male); Martha J. Cromartie (a 2 years old Black female); and Thressa A.F. Cromartie (a 1 year old Black female). More than likely, the 35 years old Amanda Cromartie was not the mother of June Stephen Cromartie and Fannie Cromartie Jessup (Census, 1880a, 1880b, 1880c).
The 1880 census for Cypress Creek includes a household which was more than likely that of Amanda Cromartie. With regard to the 1880 census for Cypress Creek, the enumerator, N. H. Cromartie, stated on June 4, 1880 and June 5, 1880, that there was a household consisting of A.G. Cromartie (a Black female age 22); Kate Cromartie (a Black female age 6); and Fanny Cromartie (a Black female age 1). According to the enumerator, A. G. Cromartie was employed as a housekeeper. On the same property, the enumerator reported that was a 17 years old Black male named A.D. Cromartie who worked as a laborer and a 26 years old White male named James Vann who worked as an overseer of turpentine. More than likely, A.D. Cromartie was a relative of A.G. Cromartie. Also, more than likely, A.G. Cromartie worked as a housekeeper for James Vann. In addition, more than likely, A.G. Cromartie was Amanda Cromartie, the mother of June Stephen Cromartie (Census Office, 1880c).  

In the 1900 census for Cypress Creek, the enumerator, Jas. T. Parker, listed a household consisting of Amanda Cromartie (age 42); Fannie Cromartie (age 21); Junins Cromartie (age 16); and James Cromartie (age 1). Parker identified Amanda Cromartie as the mother of Fannie Cromartie, mother of Junins Cromartie, and grandmother of James Cromartie. Parker reported that Amanda Cromartie was born in April 1858; Fannie Cromartie was born in April 1879; Junins Cromartie was born in October 1883; and James Cromartie was born in April 1899. Although the first names of Fanny Cromartie and June Cromartie were misspelled by Parker, he was correct in identifying Amanda Cromartie as their mother (Census Office, 1900a).  

Julia Katherine Wright Cromartie, Her Ancestors, and Descendants in Selected Federal, State, and County Records

On April 3, 1962, Julia Katherine Wright Cromartie died in Screven, Georgia. Helen Cromartie (aka Helen Marie Cromartie), according to the death certificate, was the informant for the information it contained about the life of Julia Katherine Wright Cromartie. She was a daughter of Julia Katherine Wright Cromartie. Helen Cromartie reported that Julia Katherine Wright Cromartie was born on October 15, 1886. At the time of her death, Julia Katherine Wright Cromartie was 93. Helen Cromartie said that the parents of Julia Katherine Wright Cromartie were James Cato Wright and Julia Culbreth Wright (Georgia Department of Public Health, 1980).

Whereas Julia Culbreth Wright has been identified in the 1870 and 1880 censuses, James Cato Wright has been identified in the 1870, 1880, 1900, and 1910 censuses. For the 1870 census regarding the Little Coharie in Sampson County, Caetus Sephams was listed as the enumerator. On June 21, 1870, Caetus Sephams listed a household consisting of Ned Culbreth (a 40 years old Black male); Nancy Culbreth (a 37 years old Black female); Harriet Culbreth (an 18 years old Black female); Allen Culbreth (a 14 years old Black male); George Culbreth (a 10 years old Black male); Julia Culbreth (an 8 years old Black female); Edward Culbreth (a 6 years old Black male); Wesley Culbreth (a 3 years old Black male); and Robert Culbreth (a 6 months old Black male). The enumerator reported that Ned Culbreth was a turpentine worker and Nancy Culbreth was keeping house at home. The enumerator also stated that all members of the family were born in North Carolina (Census Office, 1870c).

The 1880 census for the Little Coharie in Sampson County listed Abner A. Cooper as the enumerator. On June 4, 1880, Abner A. Cooper reported that there was a household composed of Ned Culbreth (a 53 years old Black male); Nancy Culbreth (a
48 years old Black female); Allen Culbreth (a 23 years old Black male); Edward Culbreth (a 13 years old Black male); John Culbreth (a 10 years old Black male); Robert F. Culbreth (a 9 years old Black male); Issac N. Culbreth (a 6 years old Black male); Owen B. Culbreth (a 5 years old Black male); and Laura A. Culbreth (a 3 years old Black female). Abner A. Cooper indicated that Ned Culbreth and Laura Culbreth were the parents of everyone else in the home. He also said that all members of the home were born in North Carolina (Census Office, 1880e).

In the case of the 1880 census for McDaniels Township in Sampson County, H. J. Hobbs was reported as the enumerator. On June 2, 1880, Hobbs said that there was a household consisting of Wright Kadar (a 23 years old Black male); Julia Kadar (a 19 years old Black female); Jumey L. Kadar (a 2 years old Black male); and Selia E. Kadar (a 1 year old Black female). Wright Kadar was a Black male also known as James Cato Wright and Cato James Wright); Julia Kadar was a Black female also known as Julia Wright; Juney L. Kadar was a Black male also known as James Wright; and Selia E. Kadar was a Black female also known as Ceila Wright and Celia Wright (Census Office, 1880b).

For the 1900 census for McDaniels Township in Sampson County, Wm. J. Watson was listed as the enumerator. On June 1, 1900, Watson reported that there was a household composed of Cato J. Wright (a Black male born February 1857); Cattie W. Wright (a Black female born March 1865); James Wright (a Black male born October 1877); Celia Wright (a Black female born January 1879); Arie Wright (a Black female born June 1884); Julia Wright (a Black female born October 1886); Maggie Wright (a Black female born June 1888); Eugenia Wright (a Black female born February 1890); Cloddis Wright (a Black male born June 1892); Pefitite Wright (a Black male born May 1894); Willie Wright (a Black male born September 1896); Walter J. Wright (a Black male born September 1898); and Nathan Wright (a Black male born March 1900). Watson identified Cato J. Wright as a farmer who had been married to Cattie W. Wright for 24 years which may have been an error unless he had two wives at the same time (Bureau of the Census, 1900). Cato J. Wright was also known as James Cato Wright, according to his daughter Julia Katherine Wright (aka Julia Wright), who later became Julia Katherine Wright Cromartie. Cloddis Wright was also known as Cloddy Wright, Claudy Wright, and Claudie Wright. Pefitite Wright was also known as Pettie Wright and Petty Wright (Census Office, 1900b; Bladen County Probate Office, 1915).

The 1910 census for McDaniels Township in Sampson County listed Robt L. Butler as the enumerator. On April 6, 1910, Butler stated that there was a household consisting of Decater J. Wright (a 55 years old Mulatto male); Caddie Wright (a 44 years old Black female); Maggie Wright (a 21 years old Black female); Eugenia Wright (an 18 years old Black female); Claudie Wright (a 15 years old Black male); Pettie Wright (a 14 years old Black male); Willie Wright (a 12 years old Black male); Nathan (a 9 years old Black male); Rosie (a 6 years old Black female); Francis (a 4 years old Black female); and Perry Wright (a 1 year old Black male). Decater J. Wright was none other than James Cato Wright who was also known as Cato James Wright (Bureau of the Census, 1910c).

June Stephen Cromartie, Julia Katherine Wright Cromartie, and Their Family of Procreation
In 1907, June Stephen Cromartie and Julia Katherine Wright Cromartie became husband and wife and began to establish their family of procreation. At the time of their marriage, he was 24 and she was 21. Their family of procreation led to the birth of some 10 children. On the one hand, family of procreation refers to the family one creates with a spouse or mate. On the other hand, family of orientation refers to a family one is born into. Prior to the marriage, June Stephen Cromartie was a part of a family of orientation led by his mother Amanda Cromartie as the head of household. The siblings of June Stephen Cromartie included his sister Kate Cromartie born about 1874 and sister Fannie Cromartie born in 1879. Fannie Cromartie later became Fannie Jessup.

Before the marriage, Julia Katherine Wright Cromartie was a part of a family of orientation headed by her father James Cato Wright and her stepmother Cattie Blackman Wright. Her siblings included her brother James L. Wright (aka Jumey L. Wright) born about 1878; her sister Celia E. Wright (aka Selia Wright); Mary Alice Wright (aka Mary Alice Carson); Jasper Wright; and Julia Katherine Wright (aka Julia Katherine Wright Cromartie). His second wife Cattie Wright (aka Cattie Blackman) was the mother of Maggie Wright (aka Maggie Boykin and the wife of Frank Boykin); Eugenia Wright (aka Lugenia Herring and the wife Hauson Herring); Cloddie Wright (aka Cloddy Wright, Claudy Wright, and Claudie Wright); Peñetie Wright (aka Petty Wright and Pettie Wright); Willie Wright; Nathan Wright; Rosie Wright; Francis Wright; and Perry Wright. It does not appear that he had any children by his third wife Eliza Wright. Both James Cato Wright and his wife Eliza Wright were 56 years old when they married. There is the possibility that he had two wives at the same time, namely Julia Culbreth Wright and Cattie Blackman Wright. He also died one year after they married (Bureau of Vital Statistics, 1915, 1917, 1928a, 1928b, 1936, 1953; Census Office, 1880d, 1900b, Bureau of the Census, 1910c; Ancestry.com, 2015).13

James Cato Wright, the father of Julia Wright Cromartie, was married several times. His first wife Julia Culbreth Wright (aka Julia Culbreth) was the mother of James L. Wright (aka Jumey L. Wright); Celia E. Wright (aka Selia Wright); Mary Alice Wright (aka Mary Alice Carson); Jasper Wright; and Julia Katherine Wright (aka Julia Katherine Wright Cromartie). His second wife Cattie Wright (aka Cattie Blackman) was the mother of Maggie Wright (aka Maggie Boykin and the wife of Frank Boykin); Eugenia Wright (aka Lugenia Herring and the wife Hauson Herring); Cloddie Wright (aka Cloddy Wright, Claudy Wright, and Claudie Wright); Peñetie Wright (aka Petty Wright and Pettie Wright); Willie Wright; Nathan Wright; Rosie Wright; Francis Wright; and Perry Wright. It does not appear that he had any children by his third wife Eliza Wright. Both James Cato Wright and his wife Eliza Wright were 56 years old when they married. There is the possibility that he had two wives at the same time, namely Julia Culbreth Wright and Cattie Blackman Wright. He also died one year after they married (Bureau of Vital Statistics, 1915, 1917, 1928a, 1928b, 1936, 1953; Census Office, 1880d, 1900b, Bureau of the Census, 1910c).14

Starting with the Thirteenth Census in 1910, the household of June Stephen Cromartie and Julia Katherine Wright Cromartie and their children begun to be identified and counted members. The 1910 census for Cypress Creek Township in Bladen County listed Beryl F. Latimer as the enumerator. On May 4, 1910, Latimer stated that there was a household consisting of June Cromartie (a 26 years old Black male); Julia Cromartie (a 26 years old Black female); Hary Cromartie (a 3 years old Black male);
Laury Cromartie (a 2 years old Black female); and Sam Cromartie (a 2 months old Black male). The person identified as Hary Cromartie was also known as Harry Cromartie. Likewise, the person identified as Laury Cromartie was also known as Laura Cromartie (Bureau of the Census, 1910b).

By the time of the Fourteenth Census in 1920, June Wright Cromartie and Julia Wright Cromartie had moved their family to Florida. For the 1920 census for Precinct #5 Milligan Mill in Santa Rosa County, Florida, W. J. Huyan was listed as the enumerator. On January 2, 1920, Huyan reported that there was a household composed of June Cromartie (a 36 years old Black male born in North Carolina); Julia K. Cromartie (a 33 years old Black female born in North Carolina); Harry D. Cromartie (an 11 years old Black male born in North Carolina); June W. Cromartie (an 8 years old Black male born in North Carolina); J.C. Cromartie (a 6 years old Black male born in Florida); Issac Cromartie (a 4 years old Black male born in born in Florida); and Terry J. Cromartie (a 1 year old Black male born in Florida) (Bureau of the Census, 1920b).

At the time of the Fifteenth Census in 1930, June Wright Cromartie and Julia Wright Cromartie lived in Alabama. The 1930 census for Precinct 15 District 22 in Geneva County listed Bertie F. Whigham as the enumerator. On April 2, 1930, Whigham stated that there was a household consisting of June Cruminey (a 45 years old Negro male); Julia Cruminey (a 43 years old Negro female); June W. Cruminey (a 19 years old Negro male); J.C. Cruminey (a 16 years old Negro male born in Florida); Issac Cruminey (a 14 years old Negro male born in born in Florida); Terry J. Cruminey (a 12 years old Negro male born in Florida); Jimmie L. Cruminey (a 7 years old Negro male born in Florida); Louis L. Cruminey (a 3 years old Negro male born in Florida); Willie D. Mitchell (a 14 years old Negro male born in Florida); James Howard Mitchell (a 9 years old Negro male born in Alabama); Marie H. Cruminey (an 1 year old Negro female born in Alabama); Laurie Mitchel (a 21 years old Negro female born in North Carolina); Willie D. Mitchel (an 4 years old Negro male born in Alabama); and George J. Mitchel (a 2 years old Negro male born in Alabama) (Bureau of the Census, 1930b).

The children of June Wright Cromartie and Julia Wright Cromartie residing in their home during 1930 were their single son June Wright Cromartie; their single son J.C. Cromartie; their single son Issac Cromartie; their single son Issac Cromartie; their single son Terry J. Cromartie; their single son Jimmie Lee Cromartie; their single son Louis Leslie Cromartie; and their single daughter Helen Marie Cromartie. Other residents of their home included their widowed daughter Laura Cromartie Mitchell and her three children. Those children included her single son James Howard Mitchell; her single son Willie D. Mitchell; and her single son George J. Mitchell. According to the Alabama, Deaths and Burial Index, 1881-1974, Tooley Cromartie, an 8 years old son of June Stephen Wright and Julia Katherine Wright Cromartie, died on March 4, 1929. Tooley Cromartie was born about 1921 (Bureau of the Census, 1930b; Ancestry.com, 2011).

When the Sixteenth Census took place in 1940, June Wright Cromartie and Julia Wright Cromartie had moved to Georgia. For the 1940 census for Militia District 1217, Screven in Wayne County, Georgia, Delmar A. Nichols was listed as the enumerator. On April 9, 1940, Nichols reported that there was a household composed of June Cromartie (a 55 years old Negro male born in North Carolina); Julia Cromartie (a 53 years old Negro female born in North Carolina); Jimmie Lee Cromartie (a 17 years old
Negro male born in Florida); Louis Leslie Cromartie (a 13 years old Negro male born in Florida); Willie D. Mitchell (a 14 years old Negro male born in Florida); James Howard Mitchell (a 9 years old Negro male born in Alabama); Helen Marie Cromartie (an 11 years old Negro female born in Alabama); and Laura Mitchell (a 32 years old Negro female born in North Carolina). The children of June Wright Cromartie and Julia Wright Cromartie residing in their home during 1940 were their single son Jimmie Lee Cromartie; their single son Louis Leslie Cromartie; their single grandson Willie D. Mitchell; their single grandson James Howard Mitchell; their single daughter Helen Marie Cromartie; and their married daughter Laura Mitchell. It should be noted that Laura Mitchell, also known as Laura Cromartie, was the mother of Willie D. Mitchell and James Howard Mitchell (Bureau of the Census, 1940).

The 1940 census for Militia District 1217, Screven in Wayne County, Georgia reported that two of the children of June Stephen Cromartie and Julia Wright Cromartie had separate households with their spouses. Those two children of June Stephen Cromartie and Julia Wright Cromartie were Issac Cromartie and Terry Cromartie. The enumerator said that 24 years Issac Cromartie was living in a household with his 25 years old wife Clara Cromartie, their 4 years old son Norman Cromartie, and their 2 years old son Sylvester Cromartie. The enumerator also said that 22 years old Terry Cromartie was living in a household with his 18 years old wife Sarah Bell Cromartie (Bureau of the Census, 1940).

According to censuses conducted between 1910 and 1940, the children of June Stephen Cromartie and Julia Wright Cromartie were Harry D. Cromartie born about 1907; Laura Cromartie (aka Laura Mitchell and Laura Pugh) born December 15, 1908; Sam Cromartie born about 1910; June Wright Cromartie born January 31, 1911; J.C. Cromartie born about 1914; Issac Cromartie born December 30, 1915; Terry J. Cromartie born February 18, 1918; Tooley Cromartie born about 1921; Jimmie Lee Cromartie born July 17, 1922; Lewis Leslie Cromartie born December 20, 1926; and Helen Marie Cromartie born February 3, 1929. According to the Alabama, Deaths and Burial Index, 1881-1974, Tooley Cromartie, an 8 years old son of June Stephen Wright and Julia Katherine Wright Cromartie, died on March 4, 1929. During that span of time from 1910 to 1940, June Stephen Cromartie and Julia Wright Cromartie lived with their children in North Carolina, Florida, Alabama, and Georgia. Harry D. Cromartie, Laura Cromartie, Sam Cromartie, and June W. Cromartie were born in North Carolina. J.C. Cromartie, Issac Cromartie, Terry J. Cromartie, Tooley Cromartie, Jimmie Lee Cromartie, and Lewis Leslie Cromartie were born in Florida. Helen Marie Cromartie was born in Alabama (Bureau of the Census, 1920b; Bureau of the Census, 1930b; Ancestry.com (2011).

**Embracing the Gullah Heritage as a Badge of Honor**

Sociologists and other social scientists have outlined many aspects of culture that are relevant to people with a Gullah heritage. Some have focused on spelling out the tasks of cultural workers or delivering definitions of culture. Others have focused on breaking culture down into dimensions. For example, Du Bois (1903) has told us that a key task is to work with others and be “a co-worker in the kingdom of culture” as a way to combat death and isolation and to use one’s best powers and latent genius. Thinking of Africa, Du Bois also reminded us that, “The shadow of a mighty Negro past flits through the tale of Ethiopia the Shadowy and of Egypt the Sphinx” (p. 4).
With regard to a definition, Nobles (2016) has said that, “Technically, culture is the vast structure of behaviors, ideas, attitudes, values, habits, beliefs, customs, language, rituals, ceremonies, and practices peculiar to a particular group of people which provides them with a general design for living and patterns for interpreting reality” (p. 2). In terms of dimensions, Bierstedt (1963) has broken culture down into these three dimensions: ideas, norms, and material culture. Pinkney (1976) has explained that Black people in the USA have used cultural nationalism as well as economic nationalism and political nationalism to deal with the White racism and White supremacy.

Given that culture is the life blood and soul force of a people, Gullah people need to embrace certain values, norms, and material culture which has been passed down from one generation to another. Instead of being ashamed of certain ideas, norms, and material culture produced by Gullah people, it is high time to embrace them. That means that it is time that Gullahs embrace that the fact some key aspects of their culture include food, language, and folklore. There are also other ideas, norms, and material culture related to culture.

The food of the Gullah people has been composed of rice, Hopping John, grits, okra, white corn, boiled peanuts, pumpkins, watermelons, fish, poultry, etc. The language of the Gullah people has included Gullah, Ebonics, Standard English, etc. The folklore of the Gullah people has contained animal tales such as the Uncle Remus Stories and the Signifying Monkey; Stagolee; Shine; John Henry, etc. Other ideas, norms, and material culture include the following: (1) Ideas in the form of values such as respect for the elders, loyalty to family, spirituality, etc.; (2) norms such as attending church, singing the Negro Spirituals (aka Sorrow Songs) in the church and home, taking bodies to other Black people for burial, birthing babies through midwives, utilizing folk medicine; entrepreneurship, etc.; and (3) material culture such as quilting, basketry, carpentry, brick masonry, blacksmithing, etc (Cromartie, 2013).

In sum, Gullah people need to embrace the fact that they are descendants of people who were brought to the USA in slavery. Fordham (2016) has estimated that 40 to 60 percent of the Black people brought to this country during slavery came through South Carolina’s Lowcountry, which included the port of Charleston. It means that it is also time for Gullahs to embrace the Creole language that Gullah people brought with them from Africa. Wood (1974) has posed that the Gullah language is the roots of the “Black English” spoken by the majority of Black people in the USA. However, some Black scholars have rejected the term “Black English” and chosen to refer to the “home language” spoken by the majority of Black people in the USA as “Ebonics” or “African American Vernacular English” (Williams, 1975, 2001; Smith, 2001; Gilyard, 2001; Spears, 2001; Baugh, 2005; Smith & Kifano, 2005).  

Summary and Conclusion

This paper has focused on the Cromartie-Wright family clan and their Gullah legacy. It has traced the sojourn of the Cromartie-Wright family clan from Africa to North Carolina, Alabama, Florida, and Georgia. This paper has taken the position that members of the Cromartie-Wright family clan are descendants of Africans brought to the USA in bondage between 1526 and 1865. This paper has also taken the position that members of the Cromartie-Wright family clan are Gullahs because of that legacy. The definition of Gullah used in this paper has relied heavily on that offered by Tonie
Houston, a former enslaved person in Georgia. This paper has put forth the argument that members of the Cromartie-Wright family clan should embrace their Gullah heritage as a badge of honor rather than inferiority.

In a report of a very important study of the Black family during the first decade of the 20th century, Du Bois (1909) informed us that he observed communities composed of family clans. Looking at Covington, Georgia in Newton County, Du Bois wrote: “This is a town of 2000 inhabitants, about evenly divided between the races. In the surrounding country there are many small communities composed entirely of Negroes, which forms clans of blood relatives” (p. 56). The social condition Du Bois found in Georgia also reflects that which was in North Carolina. De jure segregation and de facto segregation combined to create areas of Bladen County and Sampson County in North Carolina wherein clans of Black families were clustered together. Those family clans included clusters of Black people related by blood, marriage, or adoption. They also included family clans with a Gullah heritage given that they were descendants of Gullah-speaking Black people who were born in Africa or overseas and came to this country in bondage.

During the final 30 years of the 20th century, Van Sertima (1976) wrote an important essay titled “My Gullah Brother and I.” In his essay, Van Sertima acknowledged the Gullah people as an important social group in the USA. Van Sertima said that the Gullah language is an important dialect or Creole that could be found in the southeast part of the USA. In addition, Van Sertima said that among the Gullahs he “observed an African influence in the arts and craft of basketmaking, walking sticks, iron cooking pots, fishing nets, and stools, and African influence on cuisine, herbal medicine, folk beliefs, and riddles” (p. 145). Likewise, Van Sertima said that among the Gullahs he “observed also the impact of African music and motor behavior on the rituals of the church” (p. 145).

As a scholar, Van Sertima is to be commended for acknowledging the Gullah people as an important social group in the USA. He is also to be commended for shedding light on the Gullah language as an important dialect or Creole. However, the time has now come for the Gullah people to recognize themselves as an important social group. The time has also come for the Gullah people to embrace their unique culture in terms of its ideas, norms, and material culture. For example, Gullah people should embrace the best of their food, herbal medicine, folklore, music, basket making, etc. Instead of being ashamed of their legacy, Gullah people should see it as a badge of honor and not inferiority. Members of the Cromartie-Wright family clan need to join other Gullahs in embracing their legacy.

Notes
1. By the time Du Bois joined Atlanta University in 1897, the Atlanta University Studies of the Negro had already started. The Atlanta University Studies of the Negro commenced in 1896, which was one year before Du Bois arrived at the institution. After assuming leadership over the project, Du Bois quickly developed a 100 year plan for the systematic study of Black people in the USA. For first-person narratives about his role in the Atlanta University Studies of the Negro, see Du Bois (1940, 1968).
to the systematic study of the Black family. In the case of Staples (1999), he stated that, “It is generally accepted that the precursor of contemporary sociological research and theories on the Black family is the work of the late Black sociologist E. Franklin Frazier” (p. 2). Staples added: “Although Frazier’s investigations of the Black family began in the 1920s, his works are still considered the definitive findings on Black family life in the United States” (p. 2). With that statement, Staples seemed to have ignored the works of Du Bois. However, at least two scholars in his book did not make that mistake. Lawson and Rodgers-Rose (1999) informed us that they cited Du Bois when they reported that, “The overcrowding of two or more slave families in one cabin resulted in the rapid transmission of diseases” (p. 321). Lawson and Rodgers-Rose also cited a quote in a work by Du Bois when they discussed the attitudes towards Black people held by some White physicians working for the Freedmen’s Bureau.

3. See Babbie (2004) for a discussion of the research methods and research techniques employed in this study.

4. See Cromartie (2013) for a discussion of the difference between a Gullah and a Geechee, and the difference between a saltwater Geechee and a freshwater Geechee. I show that every Geechee is a Gullah, but every Gullah is not a Geechee. The original Geechees are Gullahs who fled from slavery and became Maroon partisans of the Seminole Nation during its three wars with the USA. Whereas my father Jimmie Lee Cromartie had a Gullah heritage, my mother Julia Frazier Cromartie Boyd had a Geechee heritage. Since she lived inland all of her life, my mother described herself to me as a freshwater Geechee.

5. White people with the surname Cromartie who enslaved Black people in Bladen County, North Carolina during 1860 included A.K. Cromartie (aka Alexander Kelly Cromartie); Anna Cromartie; D. Cromartie (aka Duncan Cromartie); George Cromartie; Jas W. Cromartie (aka James W. Cromartie); Luther Cromartie; Mary J. Cromartie; Peter Cromartie; P. L. Cromartie (Patrick Lafayette Cromartie); Wm. J. Cromartie (aka William James Cromartie); and Wm. K. Cromartie (aka William King Cromartie) (Census Office, 1860a). For an extensive history and genealogy of White people with the name Cromartie, see Gilbert (2013a, 2013b, 2013c, 2013d).

6. White people with the surname Wright who enslaved Black people in Sampson County, North Carolina during 1860 included Isaac C. Wright and John Wright (Census Office, 1860b).

7. In the case of Bladen County, there are some very important antebellum wills by White Cromartie slaveholders that shed light on the plight Black Cromarties during enslavement. Those wills identify the names of Black Cromarties, including Samuel Cromartie. Whereas Issac C. Wright and John Wright were White slaveholders in Sampson County, White slaveholders in Bladen County included (1) William Cromartie who had a will dated October 11, 1806; (2) Ruhamah Doane Cromartie who had a will dated December 25, 1813; (3) James Cromartie who had a will dated March 13, 1845; (4) Calvin C. Cromartie who had a will dated April 25, 1849; (5) John Cromartie who had a will dated May 20, 1850; and (6) Alexander Cromartie who had a will dated November 4, 1838. Another important White slaveholder was John Alexander Anders, III (aka John Andrews). He married to Ann E. Cromartie and was the son-in-law of William Cromartie and Ruhamah Doane Cromartie. The will of the husband of Ann E.
Cromartie is dated March 8, 1850. For those wills in the Bladen County records, see Volume 1 and Volume 2 unpublished manuscripts of the Clerk of Court (n.d.).

8. The 1880 and 1900 censuses report that June Stephen Cromartie had a sister named Fannie Cromartie and a sister named Kate Cromartie. Whereas Kate Cromartie appears in a household with their mother Amanda Cromartie in 1880, Fannie Cromartie appears in a household with their mother Amanda Cromartie in 1880 and 1900. Since June Stephen Cromartie was born in 1883, he shows up in the 1900 census with his mother Amanda Cromartie, his sister Fannie Cromartie, and his nephew James Cromartie. According to his death certificate, James Cromartie, also known as James Walter Cromartie, was the son of Fannie Cromartie and Walter Cromartie. James Cromartie died on September 2, 1973 in Elizabethtown, North Carolina. At the time of his death, James Cromartie was married to Lottie M. Cromartie. His mother Fannie Cromartie died on June 3, 1935 in Garland, North Carolina. At the time of her death, Fannie Cromartie was known as Fannie Jessup at age 56 and she was married to Oliver Jessup. The informant for the death certificate was Oliver Jessup. He reported that his wife was born in April 1879. See Bureau of Vital Statistics (1935); Census Office (1880c); Census Office (1900a); and Office of Vital Statistics (1973).

9. The enumerator reported that Amanda Cromartie was a widow. Between 1880 and 1900, Amanda Cromartie got married. However, it is unclear what happened to her husband between 1880 and 1900 or who he was. According to a statement by Julia Wright Cromartie on the death certificate of June Stephen Cromartie, his father was Allen Cromartie. If Julia Wright Cromartie is correct, Allen Cromartie may have been the one who lived in North Carolina’s Bladen County and Duplin County between 1880 and 1900. Although the enumerators have correctly identified his wife as Delia Cromartie, the censuses have varied about his age and year of birth. For example, the 1870 census for the Colly Township in Bladen County lists his age as 30 which suggests he was born about 1840; the 1880 census for the Cypress Creek Township in Bladen County lists his age as 30 which suggests he was born about 1850; the 1900 census for Rockfish Township in Duplin County lists his birth month and year as June 1844 and states that he was 56 at that time; the 1910 census for Rose Hill Township in Duplin County lists his age as 62 which suggests that he was born about 1848; the 1930 census for Rose Hill Township in Duplin County lists his age as 88 which suggests that he was born about 1842. According to his death certificate signed by his son-in-law W.C. Sellers, Allen Cromartie was 88 years old when died on October 9, 1931. The death certificate states that Allen Cromartie was born in “Elizabeth Town” and he was married to Delia Cromartie. See Census Office (1870b, 1880c, 1900c, 1910, 1930) and Bureau of Vital Statistics (1931).

10. The 1880 and 1900 censuses indicate that there were at least two other Black women in Sampson County by the name Julia Cromartie who were born before Julia Katherine Wright Cromartie. They were Julia Ann Cromartie and her daughter Julia Cromartie. Julia Ann Cromartie, the mother, was probably born in 1848 and the Julia Cromartie, the daughter, was born in 1885. Julia Ann Cromartie appeared in the 1880 census for Sampson County’s Lisbon Township District. The enumerator was Owen Fennell. On June 19, 1880, Owen Fennell stated that there was a household composed of the following people: Anthony Cromartis, a 44 years old Black male; Julia Ann Cromartis, a 42 years old Black female; James E. Cromartis, a 15 years old Black male;
John Cromartis, a 13 years old Black male; Charley Cromartis, an 11 years old Black male; Willie Cromartie, a 9 years old Black male; and Lula Cromartis, a 7 years old Black female. Both Julia Ann Cromartie and her daughter Julia Cromartie appeared in the 1900 census. For Sampson County's Lisbon Township District, in 1900, the enumerator was David L. Fennell. On June 25, 1900, David L. Fennell reported that there was a household which consisted of the following people: Julia Cromartie, a 52 years old Black female born in February 1848; Lou Cromartie, a 25 years old Black female born in May 1875; Julia Cromartie, a 15 years old Black female born in November 1885; Custis Cromartie, a 16 years old Black female born in April 1884; and Bennie Cromartie, a year old Black male born in January 1899. By the 1930 census, the Julia Cromartie born in November 1885 was living in a Garland, North Carolina household with the family of her sister Custis Cromartie McDowell. The Garland census was officially known as Sampson County's South River Township District 29. The enumerator was S. L. Smiet. On April 2, 1930, S. L. Smiet said that there was a household consisting of the following people: Henry L. McDowel, a 45 years old Negro male husband and head of household; Curtis McDowel (aka Custers McDowel), a 38 years old Negro female and wife of head of household; Robert McDowel, a 20 years old Negro son; Henry L. McDowel, Jr., an 18 years old Negro son; Julia Cromeartie, a 44 years old Negro sister-in-law; Graham Cromeartie, a 19 years old Negro nephew; Willie R. Cromeartie, a 17 years old Negro nephew; Nettie Goines, a 23 years old niece; Mildred Spearman, a 5 years old Negro female boarder; Herney Henderson, a 29 years old Negro male roomer; and a Callie Henderson, a 32 years old Negro female roomer. Julia Ann Cromartie and her daughter may have been related to Julia Katherine Wright Cromartie through marriage. For some important documents about the family of Julia Ann Cromartie, see Census Office (1880f); Census Office (1900d); Bureau of Statistics (1919); and Bureau of the Census (1930c).

11. During an interview with Helen Marie Cromartie, she told me that her mother Julia Katherine Wright Cromartie had two uncles named Owen Culbreth and Isaac Culbreth (personal communication, July 2006). The death certificate of Isaac Neal Culbreth in 1970 states that he was the son of Ned Culbreth and Nancy Johnson. It was signed by Nora K. McCoy as the informant. At the time of his death on July 12, 1970, he was 98 (Office of Vital Statistics, 1970). The death certificate of Owen Bizzell Culbreth reports that he was the son Ned Culbreth and Nancy Johnson. It was signed by Isaac Culbreth as the informant. At the time of his death on November 4, 1942, Owen Bizzell Culbreth was 68 (Bureau of Vital Statistics, 1942). The record is clear that Owen Bizzell Culbreth and Isaac Neal Culbreth were the brothers of Julia Culbreth Wright and the uncle of Julia Katherine Wright Cromartie as Helen Marie Cromartie said during my interview with her.

12. During an interview with Julia Katherine Wright Cromartie, she informed me that the full name of her father was James Cato Wright (personal communication, July 1976). James Cato Wright was also known as Cato Wright. His death certificate shows that he was born during 1857 in Lisbon, North Carolina, a small hamlet in Sampson County. The death certificate also informs us that his father was “Cato Wright” and his mother was “Sealy” (aka Celia). Hence, the parents of James Cato Wright were Cato Wright and Celia Wright. The informant for the death certificate of James Cato Wright was Rev. H. W. Harrison of Roseboro, North Carolina. At the time of his death, he was
married to Eliza Wright, who was born in 1858. See Bureau of Vital Statistics (1915). James Cato Wright had a brother named Marshall Wright. The death certificate of Marshall Wright tells us that he born about 1856 in Sampson County. The death certificate of Marshall Wright also indicates that his father was “Kato Wright” and his mother was “Ceila.” Doubtlessly, his parents were James Cato Wright and Celia Wright. The informant for the death certificate of Marshall Wright was his son-in-law Asa Suggs. At the time of his death, Marshall Wright was married to Eliza Bronson Wright, who was born about 1855. See Bureau of Vital Statistics (1930, 1936). Maggie Wright, the sister of Julia Wright Cromartie, later married Frank Boykin and became Maggie Wright Boykin. Her death certificate indicates that her father was Cato Wright and her mother was Cattie Blackman Wright. The informant for the death certificate was Frank Boykin. See Bureau of Vital Statistics (1928a). Eugenia Wright, the sister of Julia Wright Cromartie, later married Harson Herring and became Eugenia Wright Herring. Her death certificate indicates that her father was Cato Wright and her mother was Cattie Blackman Wright. The informant for the death certificate was Frank Boykin. See Bureau of Vital Statistics (1928b). Julia Katherine Wright Cromartie also had an older sister named Mary Alice Wright who later married and became Mary Alice Wright Carson or simply Mary Alice Carson. The death certificate of Mary Alice Carson shows that her father was Cato Wright and her mother was Julia Wright (aka Julia Culbreth Wright). See Bureau of Vital Statistics (1917).

13. According to the Bureau of Vital Statistics (1917, 1928), Julia Katherine Wright Cromartie had at least two adult sisters who died as a result of child birth complications. The sisters of Julia Katherine Wright Cromartie who lost their lives as a result of child birth difficulties were 36 years old Mary Alice Wright Carson (aka Mary Alice Carson who died on May 30, 1917 in Sampson County) and 35 years old Eugenia Wright Herring (aka Lugenia Herring who died on July 7, 1928 in Sampson County). As mentioned above in Note 10, the parents of Mary Alice Carson were James Cato Wright and Julia Culbreth Wright. Also, as mentioned above in Note 10, the parents of Eugenia Wright Herring were James Cato Wright and Cattie Blackman Cromartie.

14. The 1920 census has reported that 25 years old Petty Wright, the son of James Cato Wright and Cattie Blackman Wright, was living in Sampson County with his 24 years old wife Mary F. Wright; his 16 years old sister Rosana Wright; his 15 years old sister Mary F. Wright; his 10 years old brother Perry L. Wright; his 27 years old brother Claud Wright; his 22 years old brother Willie Wright; his 20 years old brother Nathan Wright; his 3 years old son William P. Wright; and his 1 year old son Acy D. Wright. The enumerator was R.L. Butler (Bureau of the Census, 1920a).

15. June Wright Cromartie, son of June Stephen Cromartie and Julia Katherine Wright Cromartie, was reported living in Osceola County, Florida with a wife named Cora Lee Cromartie. The enumerator stated that June Wright Cromartie was 24 years old and his wife Cora Lee Cromartie was 20 years old. The enumerator also said that the household included their six years old daughter Bernice Cromartie. By 1954, June Wright Cromartie was living with a wife named Rosa Cromartie in Boston, Massachusetts (State of Florida, 1935; Polk’s Boston City Directory, 1954).

16. Henry Laurens was a major White slaveholder directly involved in the Transatlantic Slave Trade, which was also referred to as the African Slave-Trade by Du Bois (1896). Laurens brought enslaved people from Gambia, Angola, the Gold Coast, and the
Windward Coast into now what is the USA. However, the papers of Laurens (1968) indicate that he did have his preferences. In a February 1756 letter written in Charleston to Thomas Mears & Co. in Liverpool, England, Laurens spoke of a group of enslaved Black people and said that, “They were Angola’s & a very small slender People such as our Planters dont at all like . . .” (p. 107). During May 1756, Laurens wrote a letter from Charleston, South Carolina to Richard Oswald in London, England wherein he stated that, “The Slaves from the River Gambia are preferr’d to all others with us save the Gold Coast . . .” (p. 186). In a November 1756 letter written in Charleston, South Carolina to Valentine Powell in Barbadoes, Lauren spoke of enslaved Black people and said that “it must be observ’d that these were all Gambia & Windward Coast Cargoes which are better esteem’d by our People than Angola’s” (p. 348).

17. Williams (2001) has stated that, “I coined the term Ebonics on January 26, 1973, in St. Louis, Missouri. I had grown sick and tired of white linguists writing about the language of African Americans. The descriptions they gave to language were ‘substandard speech,’ ‘restrictive speech,’ ‘deviant speech,’ ‘deficient speech,’ ‘non-standard English,’ ‘Black English,’ and so on in this negative fashion. As a consequence, in 1973, I convened a conference of Black and white scholars to discuss the cognitive and language development of African-American children” (p. 194). A key participant at that conference was Ernie Smith. At the 1973 conference convened by Williams, Ernie Smith declared that, “Ebonics may be defined as the linguistic and paralinguistic features which, on a concentric continuum, represent the communicative competence of the West African, Caribbean, and United States slave descendant of African origin. It includes the grammar, various idioms, patois, argots ideolects and social dialects of Black people. Ebonics, also, includes nonverbal sounds, cues and gestures which are systematically and predictably utilized in the process of communication by Afro-Americans” (Quoted in Williams, 2001, p. 196). In addition, Smith (2001) has written an important essay wherein he has related that that “during the enslavement period, most of the slaves did not live in or around the ‘big house.’ The vast majority were field slaves. Therefore, during the critical period of language acquisition, the children of field slaves had little or no exposure to ole massa’s English. These children were exposed primarily to the native languages of their captive parents” (p. 148). Smith further related that “during the enslavement period, the language acquired, as the native or primary language of the vast majority of the African-Americans’ captive African ancestors was not English, since English was not the language normally used by the African-Americans’s ancestors” (p. 148).

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White Cromarties, Their Genealogy, and the Four Volumes of Amanda Cook Gilbert: A Review Essay

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Abstract

This review essay examines the four volumes of Amanda Cook Gilbert which focus on White Cromarties and their genealogy. Volume one covers ancestors and descendants of William Cromartie, Sr., Ruhamah Doane Cromartie, William Cromartie, Jr., James Cromartie, John Cromartie, and Ann Herrington. Volume two deals with the ancestors and descendants of Thankful Cromartie, Alexander Hendry II, Mary Cromartie, Archibald McNabb, Catherine Cromartie, and Alexander Currie. Volume three addresses the ancestors and descendants of Alexander Cromartie, Jean Cromartie, and Angus Johnson. Volume four covers the ancestors and descendants of Peter Patrick Cromartie, Sarah Boone Sessions, Ann E. Cromartie, and Captain John Alexander Anders III. This review essay also examines the implications of the four volumes for Black people with the surname Cromartie in the United States of America.

Introduction

In 1758, a White man from Scotland by the name of William Cromartie, Sr. (hereafter William Cromartie) migrated to North Carolina when it was still one of the 13 original colonies in what later became the United States of America (USA). He came from a part of Scotland known as the Highlands. William Cromartie was part of a wave of migrants who were forced to leave Scotland after the failed Jacobins Revolt. Following his arrival in the USA during the colonial period, William Cromartie proceeded to acquire thousands of acres of land and enslaved many Black people. He is also the progenitor of thousands of White people as Gilbert (2013a, 2013b, 2013c, 2013d) has shown in her four volumes.

The colonial records show that William Cromartie was an active participant in what historian Kenneth Stampp (1956) labeled “the peculiar institution” (p. 3). As an institution, slavery in the USA had a relatively stable structure of statues and roles. The laws allowed White people with slaveholder status to exercise brutal social control as judge and jury over Black people with enslaved status, including capital punishment. For example, just two years after he arrived in this country during 1760, William Cromartie served on a jury with other White slaveholders that led to an enslaved Black man being burned alive in North Carolina. The enslaved Black man had been charged with killing his White slaveholder, namely William Peacock. Regarding the incident, Gilbert (2013a) quotes an official document published in a 1975 issue of The North Carolina Genealogical Society Journal as follows: "The said William Peacock was Murdered by one of his Negroes Which was Try'd and Condemd. and Burnt at a Stake the Sith Day of June 1760" (p. 41).

The life span of William Cromartie was May 31, 1731 to September 21, 1807. He was born in South Ronaldsay Island, Orkney Islands and died in Bladen County, North Carolina. His wife Ruhamah Doane Cromartie’s life span was from October 31, 1745 to December 26, 1812. She was born in Massachusetts and died in Bladen County, North Carolina. Both are buried in Bladen County, North Carolina. They had a total of 12 children together, including James Cromartie, Thankful Cromartie, Elizabeth Cromartie, Hannah Ruhamah Cromartie, Alexander Cromartie, John Cromartie, Margaret Nancy Cromartie, Mary Cromartie, Catherine Cromartie, Jean Cromartie, Peter Patrick Cromartie, and Ann E. Cromartie.

In her four volume study of William Cromartie, Ruhamah Doane Cromartie, and their descendants, Gilbert did not state that there were any plantation day books or
vedgers available from White Cromartie slaveholders like William Cromartie, his sons, and his daughters. However, Gilbert pointed out that there are other documents available, including wills, family Bibles, personal anecdotes, and photographs, as well as letters and census data. Working in conjunction with Jasper Parham, Cannon Pritchard, Susan Crowson, Robert W. Howell, and other researchers, Gilbert has skillfully used such documents to write an important set of four works that can be used by White descendants of the Cromartie slaveholders and Black descendants of the enslaved people held in bondage on the Cromartie plantations in North Carolina and Florida. Each one of the four volumes explores aspects of what she terms "lines" of the descendants of William Cromartie and Ruhamah Doane Cromartie.

This review essay will examine the four volumes of Amanda Cook Gilbert which focus on White Cromarties and their genealogy. The four volumes cover ancestors and descendants of William Cromartie, Ruhamah Doane, William Cromartie, Jr., James Cromartie, John Cromartie, Ann Herrington, Thankful Cromartie, Alexander Hendry Il, Mary Cromartie, Archibald McNabb, Catherine Cromartie, Alexander Currie, Alexander Cromartie, Jean Cromartie, Angus Johnson, Peter Patrick Cromartie, Sarah Boone Sessions, Ann E. Cromartie, and Captain John Alexander Anders III. This review essay will also examine the implications of the four volumes for Black people with the surname Cromartie in the USA.

**Volume I of Gilbert's Work**

Volume 1 contains an introduction by Robert Allen Cromartie, who is also known as Robert A. "Bob" Cromartie. It also contains a William Cromartie Ancestry and Cromartie Pedigree Chart. In addition, the book addresses the ancestors of Ruhamah Doane through 10 generations; descendants of William Cromartie and Ruhamah Doane through two generations; descendants of William Cromartie, Jr. through four generations; descendants of James Cromartie through nine generations; descendants of John Cromartie and Ann Herrington through seven generations; Bible Records of John Cromartie and James William Cromartie; and the descendants of Margaret Nancy Cromartie and William Shaw through eight generations. The cover of Volume 1 includes a photograph of South River Presbyterian Church located in Bladen County. Gilbert has noted that the history of this church dates back to 1795 and that all sons of William Cromartie served as elders in it at one point or another. She has also informed us that this church has been used as a meeting place for the Cromartie Reunion each October by descendants of William Cromartie.

A key document in volume one on page 41 is a will written by William Cromartie (also known as William Cromartie, Sr.). It specifies to which person he is deeding a particular enslaved Black person to. It also designates the distribution of his other "property." Gilbert reported that the original of this document can be found in pages 370 to 371 of the “Record of Wills, Clerk of Court, Bladen County, North Carolina, Will Book Vol. 1” (p. 41). The will of William Cromartie shows that he held at least 20 Black people in enslavement. On page 37 of volume one, Gilbert includes a picture of the plantation home of William Cromartie, which enslaved Black people built while they themselves had to dwell in small, cramped "slave cabins."

A second key document in volume one on pages 10 and pages 42 to 43 is a will written by Ruhamah Doane Cromartie. The date of her will is December 25, 1813. Gilbert stated that the original recording of the will of Ruhamah Doane Cromartie is
located on pages 318 to 319 of the “Record of Wills, Clerk of Court, Bladen County, North Carolina, Will Book Vol. 2” (p. 10). Her will indicates that Ruhamah Doane Cromartie, also known as Rhenny X Cromartie, held at least three Black people in enslavement. Their names are not listed in her will, but they are more than likely some of the people deeded to her by husband in his 1806. It should be noted that Ruhamah Doane Cromartie was the mother of 12 of at least 13 children fathered by William Cromartie.

As Gilbert has noted, William Cromartie fathered one child, William Cromartie, Jr., in Bladen County by an unknown woman with the last name Stewart or Stuart as his first wife. According to Gilbert, “William Cromartie Jr. was born on 10 September 1765 in Bladen County, North Carolina and died in South Ronaldsay Island, Orkney Island, Scotland. William married Janet Pass (d before 1825); married 2) Elisabeth (Cromartie)” (p. 38). Gilbert also reported that there is a July 13, 1894 letter written by William James Cromartie, a grandson of the patriarch William Cromartie, which indicates that William Cromartie “married someone while coming to America, they settled in South River and had one son, William Cromartie, Jr., b. 31 Oct 1745, and served in the Revolutionary War. His wife died a short time after William was born. He then married Ruhamah Doane, an English lady living in Boston” (p. 38).

A third key document in volume one on pages 64 and 65 is a will written by James Cromartie, the son William Cromartie and Ruhamah Doane Cromartie. It is dated March 13, 1845. Gilbert said that the original of this document can be found in pages 125 to 127 of the “Record of Wills, Clerk of Court, Bladen County, North Carolina, Will Book 1” (p. 65). The will shows that James Cromartie held at least 52 Black people in enslavement and provides their first name. It specifies to which person he is deeding a particular enslaved Black person to. It also designates the distribution of his other “property.”

A fourth key document in volume one on page 63 is a will written by Calvin C. Cromartie, the son James Cromartie and Eleanor Meredith. The date of his will is April 25, 1849. Gilbert reported that the original recording of this will is located on pages 175 to 177 of the “Record of Wills, Clerk of Court, Bladen County, North Carolina, Will Book Vol. 1” (p. 63). His will indicates that Calvin C. Cromartie held at least nine Black people in enslavement and lists their first name. It specifies to which person he is deeding a particular enslaved Black person to. It also designates the distribution of his other “property.”

A fifth key document in volume on page 385 is a will written by John Cromartie, the son William Cromartie and Ruhamah Doane Cromartie. It is dated May 20, 1850. Gilbert stated that the original of this document can be found in pages 189 to 190 of the “Record of Wills, Clerk of Court, Bladen County, North Carolina, Will Book Vol. 1” (p. 385). The will shows that John Cromartie held at least 34 Black people in enslavement and provides their first name. It specifies to which person he is deeding a particular enslaved Black person to. It also designates the distribution of his other “property.”

A sixth key document in volume one on pages 143 to 144 is a narrative written by Eva J. Cromartie Cox, also known as Julia Eva Cromartie and the granddaughter of Luther Cromartie and Julia Clark Cromartie. The narrative addresses the slavery period in Bladen County among other things. The narrative includes a discussion between Julia Eva Cromartie Cox and her grandmother. The narrative states:
“Well, Grandmother, what became of the slaves.” “After they were set free, your grandfather built each family a cabin and gave them five acres of land, but as our furniture had been almost destroyed by the Yankees, we barely had enough for ourselves, but the ex-slaves made crude beds and benches and cooked over coals in the open fireplace. Two families left after being freed but came back a few days later, hungry and pitiful.”

“Well, Grandmother, what did you eat after the Yankees took and destroyed your food?” “We parched corn and ate that for a few days until we went to the forest and killed bear, squirrels, etc. We divided with our ex slaves and we still invited them to our religious service at South River Presbyterian Church with the galleries for the Negroes still stand. Also, Methodist Church at Elizabethtown and the Methodist Church at Carvers Creek each with galleries for slaves, are in Bladen County and there may be more that I have not seen. Now that is all.”

(p. 143)

In the first paragraph, the grandmother of Julia Eva Cromartie Cox describes some of the post-slavery social conditions faced by Black people who had been enslaved by White Cromarties. The second paragraph provides a description of slavery era and post-slavery era social conditions slavery faced by Black people who had been enslaved by White Cromarties.

**Volume II of Gilbert’s Work**

Volume 2 offers a discussion of descendants of Thankful Cromartie and Alexander Hendry II through the 10th generation. It also discusses the descendants of Mary Cromartie and Archibald McNabb through the eighth generation; and the descendants of Catherine Cromartie and Alexander Currie through the eighth generation. In addition, Volume 2 contains a name index and appendix containing the Henry and Sampson Family Bible. The cover of Volume 2 includes a photograph of the Cromartie Memorial Stone located in Bladen County. The stone lists the names and birth dates of William Cromartie and his children.

A key document in Volume 2 on pages one to two is a will written by Alexander Hendry, the husband of Thankful Cromartie and son-in-law of William Cromartie and Ruhamah Doane Cromartie. It is dated July 10, 1819. Gilbert does not identify the original source of this document. The will shows that Alexander Hendry held at least 20 Black people in enslavement and provides their first name. It specifies to which person he is deeding a particular enslaved Black person to. It also designates the distribution of his other “property.”

**Volume III of Gilbert’s Work**

Volume 3 examines the descendants of Alexander Cromartie through 10 generations. It also examines the descendants of Jean Cromartie and Angus Johnson through seven generations. Volume 3 contains a name index and an appendix consisting of a research note on the DeVane family from the research of Robert William Howell and a section of Alexander Cromartie’s Bible with the family record of births and deaths. The cover of Volume 3 contains a photograph of the Alexander Cromartie plantation house. According to Gilbert, the house was constructed in 1790 and plantation was known as Cederville.

A key document in volume three on pages one to two is a will written by Alexander Cromartie, the son of William Cromartie and Ruhamah Doane Cromartie. It
is dated November 4, 1838. Gilbert said that the original of this document can be found in pages 55 to 57 of the “Record of Wills, Clerk of Court, Bladen County, North Carolina, Will Book Vol. 1” (p. 1). The will shows that Alexander Cromartie held at least 33 Black people in enslavement and provides their first name. It specifies to which person he is deeding a particular enslaved Black person to. It also designates the distribution of his other “property.”

**Volume IV of Gilbert’s Work**

Volume 4 includes an examination of the descendants of Peter Patrick Cromartie and Sarah Boone Sessions through nine generations. It also provides an examination of the descendants of Ann E. Cromartie and Captain John Alexander Anders III through eight generations. Volume 3 has a name index. The cover of Volume 4 includes a painting of the Peter Cromartie plantation house by James Henry Cromartie. The title of the painting is *Cromartie Plantation Home*.

A key document in Volume 4 on pages one to two is a will written by Peter Patrick Cromartie, the son of William Cromartie and Ruhamah Doane Cromartie. It is dated February 12, 1861. Gilbert got a copy of this will from the Cromartie family file at the Bladen County Public Library in Elizabethtown, North Carolina. The original is missing at the courthouse in Bladen County. The will shows that Peter Patrick Cromartie held at least 30 Black people in enslavement and provides the first names of 29 of them. It specifies to which person he is deeding a particular enslaved Black person to. It also designates the distribution of his other “property.”

A second key document in Volume 4 on pages 527 to 528 is a will written by John Alexander Anders III, who was also known as John Andrews. He was the husband of Ann E. Cromartie and the son-in-law of William Cromartie and Ruhamah Doane Cromartie. It is dated March 8, 1850. Gilbert reported that the original of this document can be found in pages 184 to 185 of the “Record of Wills, Clerk of Court, Bladen County, North Carolina, Will Book Vol. 1” (p. 527). The will shows that John Alexander Anders III held at seven Black people in enslavement and provides their first name. It specifies to which person he is deeding a particular enslaved Black person to. It also designates the distribution of his other “property.”

A third key document in Volume 4 on pages 133 to 134 is the narrative written by Julia Eva Cromartie, also known as Eva J. Cromartie Cox. Her narrative also appears in Volume 1 on pages 142 to 144. As mentioned above, the narrative gives a description of some of the post-slavery social conditions faced by Black people who had been enslaved by White Cromarties. It also describes the slavery era and post-slavery era social conditions slavery faced by Black people who had been enslaved by White Cromarties.

**Implications of Gilbert’s Work for Black People with the Surname Cromartie**

Gilbert’s work has several implications for Black people with the surname Cromartie. One significant consequence is that it sheds light on the White slaveholder William Cromartie and his descendants who enslaved some Black people in North Carolina and Florida. Between 1758 and 1865, there were three generations of White Cromarties. The first generation was William Cromartie and his wife Ruhamah Doane Cromartie. The second generation was William Cromartie and Ruhamah Doane Cromartie’s following 12 children: (1) James Cromartie; (2) Thankful Cromartie; (3) Elizabeth Cromartie; (4) Hannah Ruhamah Cromartie; (5) Alexander Cromartie; (6)
John Cromartie; (7) Margaret Nancy Cromartie; (8) Mary Cromartie; (9) Catherine Cromartie; (10) Jean Cromartie; (11) Peter Patrick Cromartie, and (12) Ann E. Cromartie. The third generation was composed of the grandchildren of William and Ruhamah Doane Cromartie.

A second significant consequence is that it sheds light on the plantation sites held by William Cromartie and his descendants in North Carolina and Florida. There were plantation sites in North Carolina’s Bladen County and Sampson County. There was also a plantation site in Florida’s Leon County. In a will dated October 11, 1806, William Cromartie deeded his plantation land in Bladen County to his sons James Cromartie, Alexander Cromartie, John Cromartie, and Peter Patrick Cromartie. In turn, James Cromartie used a will dated March 13, 1845 to deed his land in Bladen County to his sons James William Cromartie, Franklin Taylor Cromartie, Luther Cromartie, and Calvin Cromartie. James Cromartie used that same will to deed land to his son Franklin Taylor Cromartie in Sampson County and to deed land to his son John Quincy Cromartie in Leon County.

Alexander Cromartie, a second son of William Cromartie, Sr., used a will dated November 4, 1838 to deed land in Bladen County and Florida’s Leon County to his sons Daniel Washington Cromartie and Patrick Lafayette Cromartie. He also deeded land in Bladen County to his son Duncan Cromartie. In other deeds, Alexander Cromartie may have also given land to his sons William Cromartie, George Cromartie, Alexander “Sandy” Cromartie, John “Alexander” Cromartie, and James Alexander Cromartie. Of the 10 children of Alexander Cromartie, six were males and four were females.

In a will dated May 20, 1850, John Cromartie, a third son of William Cromartie, Sr., deeded his son William James Cromartie all of his land in Bladen County. John Cromartie had a total of eight children. However, William James Cromartie was his only male child. There were six female children born before William James Cromartie and two female children were born after him.

Peter Patrick Cromartie, in a will dated February 12, 1861, deeded his son William King Cromartie his land in Bladen County. Of his 12 children, Peter Patrick Cromartie had 10 females and 2 males. The other male child, Richard Washington Cromartie, died on September 17, 1841. Thus, Richard Washington Cromartie died some 20 years before Peter Patrick Cromartie wrote his will.

A third significant consequence is that it sheds light on some Black people who were enslaved White Cromarties, including the provision of their first names. For example, when he wrote his will dated October 11, 1806, William Cromartie, Sr. listed the names of at least 20 enslaved Black people who were deeded as property to his slaveholding White sons and daughters. Subsequently, each of his children passed down to their offspring many enslaved Black people as property. His son James Cromartie listed the names of at least 52 enslaved Black people in his will dated March 13, 1845. In a will dated November 4, 1838, his son Alexander Cromartie listed the names of at least 33 enslaved Black people. His grandson Calvin C. Cromartie listed the names of at least nine enslaved Black people in his will dated April 25, 1849. In a will dated May 20, 1850, his son John Cromartie listed the names of around 34 enslaved Black people in his will dated May 20, 1850. His son Peter Patrick Cromartie listed the names of at least 29 enslaved Black people in a will dated February 12, 1861.
Summary and Conclusion

This review essay has examined the four volumes of Amanda Cook Gilbert which focuses on White Cromarties and their genealogy. As mentioned above, the four volumes cover ancestors and descendants of William Cromartie, Ruhamah Doane, William Cromartie, Jr., James Cromartie, John Cromartie, Ann Herrington, Thankful Cromartie, Alexander Hendry II, Mary Cromartie, Archibald McNabb, Catherine Cromartie, Alexander Currie, Alexander Cromartie, Jean Cromartie, Angus Johnson, Peter Patrick Cromartie, Sarah Boone Sessions, Ann E. Cromartie, and Captain John Alexander Anders III. This review essay has also examined the implications of the four volumes for Black people with the surname Cromartie in the USA.

In his introduction to volume one, Robert Allen Cromartie (2013) has related that, “If you live in the U.S. and Cromartie is your last name, or that of one of your blood relatives, it is almost certain that you can trace your ancestry to one of the thirteen children of William Cromartie, his first wife, and Ruhamah Doane, who became the founding ancestors of our Cromartie Family in America” (p. 3). Robert Allen Cromartie was referring to White people with the surname Cromartie. As for Black people with the surname Cromartie, the vast majority have acquired it through blood, marriage, or adoption by descendants of Black people held in enslavement by White Cromarties. For Black people, the name Cromartie represents that which has been called a “slave name” by some observers (Muhammad, 1965; X, 1965; Abdul-Jabbar & McCarthy, 1990).

Some Black people, who acquired the surname Cromartie through blood, marriage, and adoption, have dropped it in favor of names commonly used in Africa. Other Black people have kept the surname Cromartie as an identification marker of a large family clan in the USA which became disconnected during and after slavery. Robert Samuel Cromartie, III (2013) has disclosed that there is an index of 50,000 White people who can trace their ancestry to William Cromartie. Doubtlessly, there are hundreds of Black people, if not thousands, whose ancestry can be traced to those held in enslavement by William Cromartie and his descendants. Gilbert’s four volumes can surely help Black people with the surname Cromartie who are attempting to trace their ancestry.

Notes
1. Robert Allen Cromartie should not be confused with Robert Samuel Cromartie, III, a medical doctor and writer of non-fiction and fiction. Both are White men and the descendants of William Cromartie, Sr. In the case of Robert Samuel Cromartie, III, he has hosted a website which contains a list of his published works, including novels and scientific articles, and some of his genealogical research. His website includes a section called “The Cromartie Family.” In that section, Robert Samuel Cromartie, III (2011) has informed us that, “Most Caucasian people in the United States with the surname Cromartie are descendants of one man who migrated from the Scottish Orkney Islands to the colony of North Carolina. William Cromartie was born on the island of South Ronaldshay in the Orkney Islands on May 1, 1731. He worked as a sailor until he met a beautiful woman on a voyage to America. They married and settled on South River in Bladen County, North Carolina. Tradition holds that she was of royal blood in the Stuart family. Her grave was called “the grave of the princess.” He received numerous grants from the king and owned large tracts of land in eastern North
Carolina. Their sole son, William Jr., was born September 10, 1765. After serving in the Revolutionary War, he took to sea and traveled to Canada and India before settling in the Orkney Islands” (p. 1). Amanda Cook Gilbert has related that Robert Allen Cromartie, Robert Samuel Cromartie, III, Jasper Parham, Susan Hatter Cromwson, and Cannon Pritchard helped her to compile the research in her four volumes. For an important work on the history of the White Cromarties, which preceded the research of Amanda Cook Gilbert and the others, see Black (1946). The research of Elizabeth Janet Black has been reprinted in Heisterkamp and Black (1996).

2. One of the significant descendants of William Cromartie covered by Gilbert (2013a) in volume one was Robert Samuel Cromartie. He was a White Cromartie and medical doctor who served in Bladen County from 1900 to around 1958. Robert Samuel Cromartie provided medical services to White people and Black people. Two of the Black people he provided medical services to Fannie Cromartie Jessup and Oliver Jessup, Sr. Robert Samuel Cromartie’s name appears on the death certificates of Fannie Cromartie Jessup and her husband Oliver Jessup, Sr. as the attending physician. Fannie Cromartie Jessup was the sister of my grandfather June Stephen Cromartie and the aunt of my father Jimmie Lee Cromartie. There have been many medical doctors among the descendants of William Cromartie. One of the first medical doctors to emerge was Calvin C. Cromartie who lived from 1827 to 1849, as Gilbert notes. Other prominent White descendants of William Cromartie mentioned in volume one includes Frank P. Graham, former president of the University of North Carolina; Robert Wright, former president of East Carolina Teachers College; J. Gerald Murphy, former president of the North Carolina state medical society.

3. In the J. Vern Cromartie Archives, I am in possession of seven wills which I received directly from the Clerk of Court office in Elizabethtown, North Carolina. They include the wills of (1) William Cromartie dated October 11, 1806; (2) Ruhamah Doane Cromartie dated December 25, 1813; (3) James Cromartie dated March 13, 1845; (4) Calvin C. Cromartie dated April 25, 1849; (5) John Cromartie dated May 20, 1850; (6) Alexander Cromartie dated November 4, 1838; and (7) John Alexander Anders, III (aka John Andrews) dated March 8, 1850.

4. Gilbert (2013c) has revealed that William Cromartie, Sr., his descendants, and their spouses amassed a lot of wealth by enslaving Black people as property. For example, Gilbert has explained the following about James R. Vann, the spouse of his granddaughter Hellan Doane Cromartie: “In the U.S. Census, 1860, Madison County, page 148, James Vann’s real estate was reported to have been valued at $13,400 and his personal estate, mostly slaves, was valued at $36,400. An overseer was employed to supervise the farming operation for him” (p. 15). In addition to being William Cromartie’s granddaughter, Hellan Doane Cromartie was the daughter of Peter Patrick Cromartie and she was also known as Helen Cromartie Vann. In his will, Peter Patrick Cromartie said that he gave “my daughter Helen a Negro girl named Seally Slave” (p. 2). Unlike the other Cromartie wills, Peter Patrick Cromartie made a point of listing “Slave” as the last name of each Black person in his will.

5. Whereas Gilbert tells us in volume one that William Cromartie played a role in killing a Black man by burning him alive on a stake, she informs us in volume four that his White descendant Jim Cromartie was against racial injustice. According to Gilbert (2013d), “Following an incident in the 1950’s where Jim’s family witnessed an event that
cost a person their life due to the substandard treatment of blacks, his father went from being a far right conservative to a staunch supporter of civil rights” (p. 129). Further, five other significant White descendants of William Cromartie covered by Gilbert (2013d) in volume four were Ivy Julia Cromartie Stranahan, Angus Cromartie, Luther Martin Cromartie, Sr., Michael Cromartie, and Stuart King Taylor. Ivy Julia Cromartie Stranahan, also known as Ivy Julia Cromartie, has been credited by Gilbert with teaching American Indians in the Seminole Nation and helping them to adjust to life on reservation at Dania. Their home, the Stranahan House, is now a museum and the oldest structure in Fort Lauderdale. Angus Cromartie served in the North Carolina State House of Representatives from 1913 to 1914 and as the Bladen County Superintendent of Schools from 1902 to 1912. Luther Martin Cromartie, Sr., the son of Angus Cromartie, served as the mayor of Wilmington, North Carolina from 1969 to 1971. According to Gilbert, Luther Martin Cromartie, Sr. was the mayor of Wilmington “during racial tumultuous times for the city” (p. 144). Gilbert added: “The Wilmington 10--nine black men and one woman, were convicted of fire-bombing a grocery store and shooting at emergency personnel responding to the fire during racial violence in 1971. Almost 10 years later, a federal appeals court, overturned the convictions, and the government dropped the case” (p. 144). A key figure in the case was the Black activist Ben Chavis of the United Church of Christ Commission for Racial Justice. Michael Cromartie has a Ph.D. in religion and has written many articles and some books on the subject. Stuart King Hill was the first person selected in the 1958 draft of the National Football League (NFL). He played 12 years in the NFL with the Chicago/St. Louis Cardinals, Philadelphia Eagles, and the Minnesota Vikings.

6. A number of Black Cromarties have reached a relative high level of prominence. In the field of law, Ernest W. Cromartie, Jr. and Ernest W. Cromartie, III, have distinguished themselves in that field in Columbia, South Carolina. The father, Ernest W. Cromartie, Jr., served a long stint in city politics and the son, Ernest W. Cromartie, III, on a city board. The father has also been known as E. W. Cromartie, Jr. In the field of professional sports, Warren Cromartie wrote a book about his life and excelled in professional baseball as a member of the Montreal Expos, Kansas City Royals, and Tokyo Giants. As Warren Cromartie has noted, his father Leroy Cromartie played football at Florida A&M University. Leroy Cromartie also played professional baseball in the Negro Leagues. For a discussion of the life of Warren Cromartie, see Cromartie and Whiting (1991). Other professional athletes include Antonio Cromartie, Dominique Rodgers-Cromartie, Marcus Cromartie, and Da'Mon Cromartie-Smith. Those four have all played in the National Football League.

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Philosophy v. Delivery: Theory into Practice

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When describing pre-college school curricula, terms such as “child-centered,” or “subject centered” have become part of the lexicon. These terms are meant to convey a sense of the “what” of the curriculum, i.e., upon “what” does it focus? While no one will deny that “child-centered” programs do, indeed, lean heavily on content, and “subject-centered” programs usually have some recognition of the age and developmental levels of the students, the label applied tells the audience (parents and others) what the program involved uses as its primary basis.

As school curricula has changed over the course of our attempts to educate students, certain dominant themes in curriculum influence can be identified. One of the first people to make this identification was Ralph Tyler, who in 1949, published his seminal work, *Basic Principles of Curriculum and Instruction*. (Tyler) In addition to providing a basis for designing courses and selecting content, Tyler posited that curriculum was developed using one of three primary sources as the foundation for the course: The nature of the society; the nature of the learner; and, the nature of the subject matter. Tyler said that all curricula sprang from one of these sources and attempted to accomplish goals primarily within those areas. For example, one of the most dominant social force in the early American colonies was religion. It is not surprising, then, that most of the courses in schools at that time were created to further religious practice and study. Later in our history, when we embarked upon our space program, the curriculum reflected our need for improved sciences, mathematics, and technology. According to Tyler, these sources (the society, the learner, and the subject matter) served as the primary impetus to the content and organization of the educational program.

William Van Til, a contemporary of Tyler’s, modified Tyler’s sources somewhat. In a 1976 interview, Van Til agreed with Tyler that two of the sources were the society and the learner. However, he differed with Tyler on the importance of subject matter, saying that subject matter was something of a “given.” According to Van Til, the third source for curriculum was the philosophy (both social and personal) of the curriculum writer. Further, Van Til included the awareness of current understandings and practices of democracy in his definition of philosophy. (Van Til)

In 1976, Robert Zais, a professor of curriculum at Kent State University, brought forth what he called the Eclectic Model of Curriculum and Foundations. The Zais model is composed of two parts, as represented below:
In this model, Zais shows the foundations of a curriculum in the lower part of the diagram and the components of the curriculum document at the top. Among the things the Zais model shows, that both Tyler and Van Til did not show, was the relationship and influences among and between the foundations and the resulting curriculum document. As can be seen, the basic foundational influence is philosophy. This guides all other foundational decisions, including social/cultural, conceptions of the individual, and attitudes towards learning theory. The foundational decisions then influence the design and content of the curriculum itself.

The Zais Model, like the Tyler and Van Til models, is designed for post-hoc analysis of a curriculum document. One can begin at almost any point in the curriculum document and work back to see if the other parts of the document are supportive and if the foundational elements are aligned in a functional manner.

If Zais’s model is to have any relevance in education, philosophy must have some measurable impact on the curriculum. While we regularly reflect on the influence of teaching practices on learning outcomes, we are prone to ignore the influence of instructional philosophies on teaching and learning. Our goal was to survey a sample population of youth sport coaches to identify the level of alignment between their coaching philosophy and their instructional activities.

We selected youth sports instruction knowing that several national governing bodies are beginning to emphasize philosophy to a larger degree than in years past. Coaches participating in coaching accreditation programs through USA Volleyball or coaching licensure programs through USA Youth Soccer are encouraged to adopt specific philosophies before constructing practice plans, and are taught to align their activities and outcomes along the curriculum model.
We selected 18 youth sport coaches who agreed to allow observation of their practice sessions to provide a statement of coaching philosophy. Coaches from football, volleyball, soccer, and tennis instructing youth in ages ranging from 8 to 16 participated. Because different content areas and different aged learners were being observed, the study utilized the Arizona State Observational Instrument (ASOI) to record coaching behavior. (Lacy, Darst) This eliminated the need to develop an instrument to classify and compare practice activities across disciplines and ages, and made use of an already validated instrument to classify instructional behavior.

Collins, Barber, Moore, and Law’s seven general dimensions of philosophies were used to classify the statements of coaching philosophy submitted by each subject. (Collins, et al.) Additionally, the organizational philosophical statement was reviewed and classified according to the same dimensions in order to analyze alignment between the organization and the instructor.

Of the 18 subjects observed, 5 did not have a philosophical coaching statement. These coaches have an average of 10 years’ experience, so it is unlikely that a lack of philosophy is directly related to lack of experience or durability within the profession as the overall average years of experience for all 18 coaches in the study is 11.3 years. Seven other coaches included only two or fewer of the 7 possible classification dimensions in their philosophical statements. Six other statements contained three or more classification dimensions. Life lessons (appearing in 70% of the stated philosophies) and relationships (appearing in 53% of the stated philosophies) were the most commonly occurring classification dimensions.

When comparing the philosophical statements of each coach to the organizational philosophy, we see that alignment is lacking. The aggregate alignment for 12 coaches at an East Texas area public school indicates that, on average, coaches adopt the organizational philosophical dimensions 14% of the time. An East Texas area soccer club fares much better, but with 5 coaches adopting the organizational philosophical dimensions only 50% of the time.

In these practice sessions, no formal assessments were conducted. Objectives for each practice fell into three major categories: improving team offense, improving team defense, and improving one or two sport specific skills. All of these objectives align with the “Development” philosophical dimension. None of the remaining 6 philosophical dimensions were addressed in the objectives. Furthermore, none of the organizational or individual philosophical statements included the dimension of Coaching Behavior.

To better determine alignment between philosophical beliefs and instructional practices, coaching behavior was observed to capture the delivery of the learning activities. Coaching behavior ranged from 201 interactions in a 30 minute period to a single interaction in the same time period. Similarly, praise to scold ratios were observed as high as 8:1 while another subject demonstrated 20 scold behaviors and no praise interactions. The data set contains wide variances in behavior, objectives, and stated philosophies.

As a final survey of the data set, coaches were asked to identify the foundation or inspiration for their philosophy. The responses fell into three categories: Prior Experience, Religious Beliefs, and No Stated Foundation.
Behavior observation results were grouped and compared by philosophical dimension, philosophical foundation, and finally by age and sport. Each iteration of the data set was compared among the groups to determine if any specific combination of characteristics would produce a statistically significant behavior observation as compared to the rest of the subjects. Most results do not identify any significant differences. The largest outlier was among the coaches whose philosophical categories included Defining Success and had more than three dimensions with at least 80% agreement. These coaches were observed administering on average three times the number of interactions while the players were engaged in an activity (concurrent instruction) than they did before or after the activity (3:1). Other groups were observed with a much lower instances of concurrent instruction as compared to pre or post instruction on average, such as those which did not identify a philosophical statement (1:5), those whose statements only include life lessons (0.9:1), or those who only include life lessons, relationships, and development (1:3).

Since 5 of the 18 subjects surveyed did not have (at the time of the observation) a philosophical statement, and these 5 coaches demonstrated the same general statistical alignment and behavior as those subjects who did construct philosophical statements, it can be inferred that philosophy is not a major part of educator preparation. At the very least, philosophical beliefs are not a foundational part of educator preparation. With the significant lack of philosophical alignment among both the public and private organizations between the organizations and coaches, it can additionally be inferred that philosophical statements are not a meaningful part of educator hiring or training practices.

It should also be noted that none of the subjects identified education as a background for their individual philosophy. While this may very well be the crux of the alignment issues throughout the study, future research might benefit from including subjects who have developed philosophical beliefs specifically from educational experiences.

The procedure for collecting data allowed for the research to be precise, but probably not very accurate. The ASOI categories do not account for the impact that a behavior has on instruction, only that a behavior occurred. This is significant as behavior relates to philosophy. For example, a subject who values development might ask a question that allows the learners to authentically solve a problem and construct their own understanding. Alternatively, a coach might ask a question in rhetorical manner, intending to discipline the learner and attend to an affinity for setting expectations. The ASOI is not able to differentiate between these vastly different implementations of questioning, and unable to identify behavioral and philosophical alignment.

A second shortcoming of the ASOI in this instance is the inability to measure the educators influence on a large group of learners. “Concurrent Instruction”, for example, could be carried out by a subject roaming the facility and directing peer instruction. Thus, this subject would disseminate information and influence through fewer interactions than a subject who spoke individually with each learner, pulling learners out of the activity to talk one on one. The latter subject would not only be less efficient with their time, they would also be reducing the learner’s time on task. The ASOI only gives
us insight into how many interactions were observed, not the quality or impact of the behavior.

Similarly, “management” and “instruction” are very closely related in a complex tactical exercise. A subject who spends time coordinating this activity is doing both at the same time. A subject with poor classroom management skills will also perform many instances of both of these behaviors, but for different reasons and with a very different impact on instruction. Again, the ASOI is unable to differentiate between these very different forms of instruction. Adding subcategories for each behavior that divide interactions into “technical / philosophical” or “strategic / operational” might allow for differentiating between these behaviors, and producing a data set the gives more accurate insight into instructional practices.

A strong recommendation from this study is the development of an instrument that can measure influence and intent of these same coaching behaviors. Such an instrument could then match the delivery of learning activities to the seven philosophical dimensions to arrive at an estimation of how many behaviors a subject demonstrated that relate directly to their stated philosophical beliefs. An organization (school, college, or department) could use this same instrument to measure the tangible impact of a chosen philosophical approach on instruction.

The results draw two major conclusions. First, that further research is needed into how philosophical beliefs might positively impact all stakeholders at an educational institution, and an appropriate observation instrument needs to be developed.

Second, the subjects and organizations in this study have shown that without attention to the alignment between organizational and individual philosophies, and without attention to the alignment between outcomes and the delivery of learning activities, appropriate alignment is not naturally or automatically achieved.

References


Personal Interview with William Van Til, Miami Beach, Florida, March, 1976, by Larry L. Kraus.


Proposal for Research: A Move Towards Individualizing Assessment

Hannah Wulbert
Creighton University
The increased significance of standardized testing in the recent decades combined with the “No Child Left Behind” act of 2001 has caused many teachers in elementary classrooms across the country to develop a “teach to the test” attitude in their instruction and assessment methods. The goal of this research was to redesign instruction and assessment to create a more individualized learning experience for students, while still meeting the required standards of learning at both the state and national level.

Tests, papers, oral presentations, and other such projects are key components of any classroom, as they are the ultimate proof that students have internalized a lesson or skill. As countless studies have shown, formative and summative assessment methods serve to help students both in their present successes as well as in their future. The development of rubrics and other grading tools have helped to implement such strategies, but a system of instruction and assessment that is individualized to each student’s needs would be optimal. For teachers to truly aid in the academic development of students, this needs to be available for use in the classroom.

Review of Literature

Numerous studies within the field of assessment have proven the importance of formative and summative assessment within a curriculum. These methods help students prepare for the future, develop important social skills, and discover their individual passions and talents.

Paul Black and Dylan Wiliam in their article Inside the Black Box: Raising Standards through Classroom Assessment (2010) believe that the various educational reforms proposed throughout the years have not lead to an effective educational policy because there is something missing from the equation. They describe the classroom experience as a kind of “black box,” claiming that inputs are fed into this box with certain outcomes expected. There are numerous studies surrounding these inputs and outputs, but not many regarding what happens inside the box. The two also believe that not enough support or help is given to the teachers in the classroom. Black and Wiliam propose that this can be accomplished by improving formative assessment and studying its effect in an actual classroom. They have noted a few difficulties with the culture of success that has been prominent in the last decade. For example, there is a tendency for elementary teachers to emphasize the quantity of work that a student does rather than the quality in relation to learning. This results in a larger emphasis on grades results rather than on useful advice and learning function. Grades are seen more as a data set rather than a tool to determine a child’s future learning needs. By improving formative assessment, the focus of education should shift towards learning and application to real-life scenarios rather than its current focus on just grades and meeting standards (Black and Wiliam, 82).

Grant Wiggins is a nationally recognized expert in the field of educational assessments. He pushes for a move towards assessment rather than testing, and defines the relationship between the two as testing being a part of assessment. To implement this into the classroom, Wiggins calls for more authentic assessment, or realistic performance assessment as a summative measure. He acknowledges that authentic assessments such as projects and discussions can be difficult to assess in terms of learning, as they can become so elaborate as students explore their interests, learning gets lost. Learning does occur here, but teachers have difficulty assessing it.
Authentic assessment, then, cannot be properly executed in a classroom setting without the inclusion of detailed rubrics for each project (Wiggins, 2002).

To support his points, Wiggins looks to the research done by Fred M. Newmann and his colleagues on “intellectual works.” Their study concluded that students who received authentic assessment assignments in their curriculum achieved higher scores on the Iowa Tests of Basic Skills and the Illinois Goals Assessment program. Wiggins uses this information to conclude that the goal of teaching should not be to master state tests, but “to meet worthy intellectual standards” (Wiggins 2006).

Grant Wiggins is not the only one who advocates for authentic assessment. Roberta Furger, a writer for the site Edutopia, looked at a three year study of authentic learning in the classroom. The study was conducted in more than 400 third, sixth, and eighth grade classrooms in Chicago. It was concluded that students performed better on tests when they were given authentic assessments, and that authentic assessments benefit both low- and high-achieving students. Furger believes that this benefit occurs because authentic assignments allow students to make learning their own and allow for application of this knowledge and understanding (Furger 2002).

The idea of creating curricula around authentic assessments has met much criticism, but Grant Wiggins has successfully combated these. He says that authentic assessments are not very expensive to implement, and that standards cannot be met without the inclusion of performance-based assessments. This inclusion of authentic assessment in the classroom is the basis for his “Understanding by Design,” a framework for improving student achievement through opportunities for authentic assessment in the classroom (Wiggins 2002).

One of the big ways Wiggins proposes that authentic assessment be scored against standards is through a portfolio including evidence of the student’s success and improvements throughout the year. This does sound ideal, but would be very difficult to execute. Wiggins acknowledges this, stating “This can only be realized if the job of teaching requires various non-contact days given over explicitly to student-assessment, and if school schedules and policies are designed to make such work possible” (Wiggins 2002). The proposed research is formed by this statement, and attempts to carry out this idea by separating instruction and assessment and implementing it in a classroom.

Methods

Participants: The research was conducted on two fourth grade classrooms in a public school, consisting of 42 children, a teacher, and a student teacher. The students represented a range of academic ability, socio-economic backgrounds, and cultures.

Materials: The materials used for the formative assessment were part of the fourth-grade curriculum in the areas of math, science, and social studies. The regular fourth grade classroom teacher had created these with the aid of the Nebraska State Standards in these subject areas.

Teaching materials included hands-on activities such as white boards with markers, anchor charts, lessons which were on Study Island and Acuity computer programs owned by the school, and materials available on Teachers Pay Teachers website.

Procedure: Each week, in each subject, students were given formative evaluations. This information was then incorporated into lessons in Math, Science, and Social Studies.
Each student’s objectives were formulated with lessons designed to meet their individual needs. Thus, at times, students with the same objectives would work in a group, whereas others who had more individualized needs would be taught by the teacher individually to meet their unique learning needs.

Each unit included a formative assessment, instruction in groups and individually, and a summative assessment.

**Results:**

Results of the study are summarized in the tables below:

Motivation was determined by the number of homework assignments completed each week combined with observed behavior and participation during instruction time.

The average scores of the 42 students in the class indicate a one-point increase from the pre-test to the post-test as well as a two-point increase in motivation.
Motivation was determined by the number of homework assignments completed each week combined with observed behavior and participation during instruction time. The average scores of the 42 students in the class indicate a two-point increase from the pre-test to the post-test as well as a four-point increase in motivation.

![Math Class Averages](image)

Motivation was determined by the number of homework assignments completed each week combined with observed behavior and participation during instruction time. The average scores of the 42 students in the class indicate a one-point increase from the pre-test to the post-test as well as a two-point increase in motivation.

**Discussion**

Limitations of this study include the limited time period for the implementation (six weeks) and that it was conducted in a dual language classroom. The majority of the students were English Language Learners, which introduced some difficulties in dealing with a language barrier. Additionally, the instructor changed in the middle of the six weeks, disrupting the flow of learning. If the instructor had remained consistent, and the instruction had been for an academic school year, it is expected that the method would have had more of an impact.

Students will take the Nebraska Educational Standards Assessment test in May. At that time, data will be collected to determine if the students met the state standards with the help of this method.

**References**


Patterns of Governance and Transportation Infrastructure in China

Wenjie Du
March 22, 2016

Three Traits of Transportation Infrastructure

Transportation Infrastructures (TIs) are Semi-Public Goods. Like other public goods, TIs are usually non-competitive and non-exclusive. But when the amount of users exceeds the designed amount and therefore new road should be built, they are competitive, which denotes the margin producing cost of an extra user for the provider is above 0. When the road is equipped with fences, they are exclusive, which means it is impossible for the manager of a TI to exclude those who do not pay. In this sense, TIs are semi-public goods. This trait causes the Free-Ride problem that the users tend to conceal their real needs and the provider is difficult to collect tolls.

Besides, this TIs is the precondition of the survival and development. So necessary TIs are viewed as the basic right of citizens. TIs also bring about Matthew Effect, which means TIs influence considerably the development of a region. In turn, the later produces the needs for the TI. As a result, the regions where are invested heavily with TI projects develop faster than other regions and consequently continue to obtain more investment, like a cycle.

The situation stated above accompanies the fact that TI is usually designed and provided by the government, because the private sectors can neither figure out the rational scale of TIs nor collect tolls to compensate their cost. Besides, the private sector is supposed not to be a even judge to determine where the TIs should be built according to the principle of fairness.
Pattern of Governance Determines the TI construction largely

The prevalent pattern in China today involves prefectural cities that govern the counties. This pattern causes stronger agglomeration effects than that caused by free market. The political rank of a county of city can be translated into the priority in resource allocation. The higher a government ranks, the more resource it is allocated. In 2004, the central government acquires 55% of the total government revenue, while bearing 28% of the total government expenses. (Wu 2013). Governments in every level duplicate what the upper governments do, resulting in the fact that county county as the lowest level government is the most unprivileged local authority.

Evidence: Political Rank of Government Affect the Local Development

<table>
<thead>
<tr>
<th>Year</th>
<th>Nanking</th>
<th>Peking</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>1949</td>
<td>103.06</td>
<td>167.24</td>
<td>1.62</td>
</tr>
<tr>
<td>2000</td>
<td>741.30</td>
<td>1633.00</td>
<td>2.20</td>
</tr>
<tr>
<td>2014</td>
<td>821.61</td>
<td>2114.8</td>
<td>2.57</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Province</th>
<th>Hebei</th>
<th>Inner Mongolia</th>
<th>Jilin</th>
<th>Heilongjiang</th>
<th>He’nan</th>
<th>Guangxi</th>
</tr>
</thead>
<tbody>
<tr>
<td>P:F 2000</td>
<td>1.86</td>
<td>1.48</td>
<td>1.63</td>
<td>2.35</td>
<td>3.53</td>
<td>2.11</td>
</tr>
<tr>
<td>P:F 2010</td>
<td>2.07</td>
<td>2.18</td>
<td>2.82</td>
<td>3.96</td>
<td>6.55</td>
<td>3.02</td>
</tr>
</tbody>
</table>

The present national capital, Beijing, has been expanding faster than its former counterpart, Nanjing. As shown on the right table, the ratio of population between the present and the former national capitals were 1.62 at the year when the communist China was founded, which soared to 2.57 in 2014. (Wikipedia)

When it comes to subnational level, the gaps between the current provincial capitals and the former capitals have been widening. (Wei 2014)

These gaps illustrate the relation between the political rank of the cities and the momentum of expansion. In general, the higher the rank of a city, the more public resources, including TIIs, a city is located.

Motivation of the Political Leaders

The performance of political leaders of a region are evaluated by their superior leaders rather than the constituents. Besides, they all involve in a huge political tournament system where officials compete with their peers by their performance. The primary indicator to measure is the GDP (gross domestic production) and its growth rate. Therefore, the leaders prefer TIs with high investment to those producing little GDP, such as rural projects.

City attracts much more attention of the superior leaders, the media, and the tourists than the county does, driving the local leaders to focus on the city and overlook the county.

As a means to prevent the local leaders establishing close personal ties with local businessmen, which is likely to breed corruption, an official is not usually appointed to be the top local leader where he/she grew up and lives. In other words, the top leaders of a local are generally not residents of the region where they rule. Consequently, the top local leaders and the ordinary citizens have different interests in terms of some local issues. On top of this, all the local officials are subject to limited terms, usually 3 years, resulting in lots of short-term behaviors.

Contributed to by the above mentioned courses, the local leaders tend to concentrate in the urban area and neglect the countryside. Thus, TIs in rural area are less sufficient than that in urban area.

Prefectural City: Diversion of Financial Revenue

Tax-Sharing system has been enacted since 1994, in which some kinds of taxes are collected exclusively by the central government, like value-added tax, some by local government, and some are shared by central and local government. Generally, the central government obtains nearly half of the total fiscal revenue and the local governments at every level, resembling the central government’s arrangement, retain the government revenue as much as possible and undertake the public services as less as possible. The superior governments can assign the revenue and obligation in such an unequal way, because they have nearly absolute power to do that and the lower governments have little resource as bargaining chips to negotiate equally with them.

As a result, the higher rank a government is, the more taxes it obtains. On contrast, the lower rank a government is, the more obligations are assigned.

What is more, prefectural cities, who have to keep a whole bureaucratic system duplicated from the provincial system at a smaller scale, are sometimes the redundant level authorities that waste financial resource. Hence, county government, which is the lowest level government in the sense of tax in China, does not have enough financial resource to build TI by its own. As a result, the rate of hardened road is 100% in urban area, compared to 61.6% in rural area nationally.
Ways to Improve Fairness of Transportation Infrastructure

Flattening the authority structure would help to improve fairness of TIs. Actually, it is what China government is doing. By dismissing the layer of prefectural city, the new authority pattern involves provinces that govern counties directly, leading to less public servants, less governmental expenditure, and less procedures needed to construct infrastructure. The outcome is not only public funds saved to build TIs, but also equal opportunity for counties to contend with cities for TI projects.

Competition for TI projects among governments near the planned TI, which contains bidding, negotiation, and transaction, is hopefully to discover the real needs of TIs. The demand of semi-public goods like roads and railways is a combination of objective and subject demands, therefore it cannot be figured out only by experts, as what China government does now. On the contrary, the potential users of these TI are more likely to predict their future needs.

How to Compete fairly

The core purpose of competition for TI is to display the real and widely accepted demand for TI. According to conventional conception, public an semi-public goods should be only planned by the government on the ground that the market cannot calculate the real demand. However, in terms of TI, market is able to reveal the demand of this semi-public, because the individual demand can be measured by economic benefit and therefore is aggregable and countable.

In addition, participative procedure, which allow relevant governments or people take part in the process of decision, is more likely to form consensus than exclusive one conducted by the government. The acceptance of TI program is extremely important in that there is not a absolutely objective and widely accepted plan relating to the allocation of TI. So people have to resort to inclusive procedure to solve this problem, such as bond subscription and Demand Revelation Mechanism introduced by Gordon Tullock.
How to Compete fairly_Bond Subscription

As shown on the chart below, suppose there are two competing plan to build a corridor linking two major cities A and B, plan A-M-B and plan A-N-B. It is unreasonable to determine which one is more efficient simply based on the existing population and amount of vehicles, because the enhanced traffic condition might stimulate people to buy vehicles and boost the expansion of a city. So this issue can not be addressed by static study. Instead of traffic experts, bond subscription relies on every possible user of the corridor, citizens, organizations and companies, who are freely to subscribe by cash transportation bonds issued by city M or city N. The construction plan that appeals the larger amount of subscription wins, as the amount of money used to subscribe bond reflects the benefit a potential user expect he/she might gain from the future corridor.

People need to evaluate their real needs of the planning TI, so they are prudent and rational. In this sense, city with more wealthy citizens might not always win in this kind of competition. If the citizens think there have been enough TIs, they would not pay even a cent for bonds. Whereas, if a city or county wants a new road eagerly, they might, with the help of modern financial tools, spend more money on bonds than its larger or wealthier competitors do.

Funds raised by the bond is partly used to compensate the "loser", such as build the shortcut for the lost region (shown as the dotted line). Both winner and loser improve their traffic condition, it is a Pareto improvement.

How to Compete fairly_Gordon Tullock

Demand Revelation Mechanism, introduced by the famous scholar Gordon Tullock, is a method designed to push the participants express their real demand by leasing tax. The best strategy, or the best way to maximize one’s benefit, is to vote honestly, namely to utter their true value on bidding object. If one wants to under quote its real value, it would probably lose the chance for the access to the planned TI, which helps avoid free-ride problem.

Illustration: The green lines show the status quo of roads. Big cities A and G want to improve the corridor between them. Two plans, A-D-F-G and A-B-E-G, are taken into consideration. The table shows how much each county or city needs the new/enhanced road. The plan receives higher values will be implemented. If D county wants to take a free-ride and under quote its demand of the road, then it might lose the competition.

<table>
<thead>
<tr>
<th>County/City</th>
<th>Plan A-D-F-G</th>
<th>Plan A-B-E-G</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>50</td>
<td>55</td>
</tr>
<tr>
<td>D</td>
<td>5 (2)</td>
<td>0</td>
</tr>
<tr>
<td>F</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>G</td>
<td>50</td>
<td>55</td>
</tr>
<tr>
<td>E</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>B</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>125</strong></td>
<td><strong>123</strong></td>
</tr>
</tbody>
</table>
How to Compete fairly _ Gordon Tullock (Con’t)

The way to apply this method is described as follows. First, all the participants quote their value of the road, sum up the value of each plan. The plan with higher value will be chosen. Say, plan A-D-F-C is valued at 125, compared to 123 gained by plan A-B-E-G, so plan A-D-F-C wins.

Then, select a participant of the chosen plan, say D, calculate its tax. Sum up the values submitted by other parties who involve the winning plan except D. Compare the newly summed up figure (120) and the value of the previously eliminated plan (123). If the result remains the same, D need not to pay any tax (0). If not, D has to pay as much as it needs to make sure the originally chosen plan win again (123-120=3). The brackets show the situation when one party (D and F) under and over quoting their demands. If D quotes honestly, it would gain 2 (expected benefit 5 minus tax 3 equals 2). However, it would not gain anything (0) if it lies and under quotes its truly needs. On the contrary, if city F bids honestly, it gets nothing (0). But if it over quotes its needs, it suffers 8 units losses (tax 18 minus expected benefit 10 equals 8).

<table>
<thead>
<tr>
<th>County/City</th>
<th>Plan A-D-F-C</th>
<th>Plan A-B-E-G</th>
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<tr>
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<td>B</td>
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<td>5</td>
<td>0 (4)</td>
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<tr>
<td>Total</td>
<td>125 (122)</td>
<td>123</td>
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<table>
<thead>
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<th>County/City</th>
<th>Plan A-D-F-C</th>
<th>Plan A-B-E-G</th>
<th>Tax</th>
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<tr>
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<td>0 (7)</td>
</tr>
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<td>D</td>
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<td>F</td>
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<tr>
<td>G</td>
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</tr>
<tr>
<td>E</td>
<td>0</td>
<td>8</td>
<td>0 (8)</td>
</tr>
<tr>
<td>B</td>
<td>0</td>
<td>5</td>
<td>0 (5)</td>
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<tr>
<td>Total</td>
<td>115 (125)</td>
<td>123</td>
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</table>

Vote with Tax: Under-quoting

Vote with Tax: Over-quoting

Conclusion

The authority structure of the prefectural city ruling the county directly had become an obstacle to improve traffic condition in some rural area in China. With the dynamic of bureaucratic system and the implementation of tax-sharing system, it leads to the over invested transportation infrastructure of the city and under developed transportation infrastructure in the countryside. The best way to tackle the problems is to dismiss the prefectural city level according to the public opinion and the local conditions and let all the nearby local governments have the equal opportunity to compete for transportation infrastructure projects. As to the concrete method to competition, bond subscription and the demand revelation mechanism might be two feasible ways to allocate the public resource like roads and railways.
Analysis of the University of West Georgia’s Population regarding the Clothing Company Fayettechill

Samantha Fraime, Ian C. Voegtlin, Garrett Adams, Nicholas DiBattista, Beheruz N. Sethna

Richards College of Business, University of West Georgia
Introduction

New markets are essential to the ability of a company to grow. Companies can branch to different products or immerse themselves in other market areas. What remains most necessary is that the new market is favorable. Fayettechill, an Ozarks based clothing company, is very popular where it is based in Fayetteville, Arkansas. This town is not only in the heart of the Ozarks (area of land including the Ozark Mountains, various lakes, and miles of untouched forest), but also it is the location of the University of Arkansas. These conditions make Fayettechill very popular among the students of the university as well as the inhabitants of cities near the Ozarks (Kansas City, St. Louis, Springfield, Little Rock). The problem that is posed for the company is how immersion in a new market should be attempted. This study sought to find an answer to the following questions:

• How is the popularity of Fayettechill linked to the college student demographic?
• How is the popularity of Fayettechill linked to the geographic aspect of the branding?
• How do these two factors influence consumers in other parts of the country, who may have different tastes despite being of the same demographic?

It is from the answers to these inquiries that our team can develop a market immersion plan for Fayettechill in order to maximize profits and limit cost-inefficiency.

Methodology

The data in this project was collected using three computer workstations at a booth in the Technology Enhanced Learning Center (TLC) from a sample of 386 West Georgia students. Each workstation was running a custom software designed in two parts: a personality quiz that collected information about the potential client and returned a matching piece of Fayettechill clothing, and a survey that collected supplementary data to be compiled into a SQL database which recorded the user input. The objective of this approach was to make the process of data collection somewhat more enjoyable than a traditional questionnaire. This method enabled the team to achieve (and marginally exceed) our target sample size of 385 within a single day. The software was coded with a set of preprogrammed variables which were exported into an excel spreadsheet along with the data collected. This in turn was imported into the statistics processor SPSS (Statistical Package for the Social Sciences), which was used to perform the statistical analysis.

The Survey part of the software acted as a questionnaire to learn about the sample and
their preferences in topics pertaining to clothing and Fayettechill. It was divided into three parts: Demographics, Shopping Preferences, and Fayettechill. The Demographics section included Gender, Race, Age, Disposable Income, and Involvement in Greek Life. This section was primarily designed to gather information to compile the model Fayettechill customer. The Shopping Preferences section tested which aspects of common shopping the sample found most important. These included preferences for a selection size, promotional incentives (coupons, sales, promotional codes), and social media presence. This aspect was designed to contribute to the compilation of data to find the ideal customer, but also to learn where Fayettechill should focus their resources. The last section tested general information and opinions of Fayettechill. It included prior knowledge of Fayettechill, customer image compared to direct competitors, product image, interest in Fayettechill establishing itself closer to the University of West Georgia and distance one would be willing to travel to reach said establishment, and overall impression of Fayettechill and its products. This section was designed to ascertain if a market for Fayettechill exists in the population of the University of West Georgia, and if establishment of Fayettechill is sustainable if only considering the University’s population.

Analysis

We analyzed the 386 responses received from our survey using the Statistical Package for the Social Sciences (SPSS). This Analysis section is organized into the following sub-sections:

1. Hypothesis Tests or T-Tests of One Mean and Differences Between Means: Testing to indicate how strong the preference for each variable tested as well as testing to find significant segmentation among demographics in order to market effectively.
2. Bivariate Associations Between Variable Correlations: Testing to indicate a relationship between non-demographic variables in order to further understand nuances in UWG’s population for these variables in order to market effectively.
3. Multivariate Associations Between Variables: Regression Analysis: Testing to indicate the dependency of specific numerical variables on other variables and developing an equation to explain a specific percent of the fluctuation of responses in the sample tested.

In addition, a more detailed Data Summary of each variable is presented in Appendix 2. This includes a description of each variable using tables and pie charts, along with our comments on each variable, explaining what it means as well as hypothesis tests of one proportion with an alpha value of .01 for the demographic questions in order to conclude whether our sample was representative of the University of West Georgia’s population.
Hypothesis Tests of One Mean

We completed a Hypothesis Test of One Mean of our numerical Likert variables against a test value of 3. Our analysis is below.

<table>
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<tr>
<th>One-Sample Statistics</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
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<tr>
<td>Overall impression of Fayettechill</td>
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<td>3.70</td>
<td>.717</td>
<td>.037</td>
</tr>
<tr>
<td>Importance of Promotional Incentives</td>
<td>384</td>
<td>4.22</td>
<td>.795</td>
<td>.041</td>
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<tr>
<td>Interest in Fayettechill in the Campus Vicinity</td>
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<td>3.72</td>
<td>.784</td>
<td>.040</td>
</tr>
<tr>
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<td>2.42</td>
<td>.916</td>
<td>.047</td>
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<tr>
<td>Importance of a Large Selection within a Store</td>
<td>384</td>
<td>4.11</td>
<td>.829</td>
<td>.042</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Test Value = 3</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Importance of a Large Selection within a Store</td>
<td>t</td>
<td>df</td>
<td>Sig. (2-tailed)</td>
<td>Mean Difference</td>
</tr>
<tr>
<td>Preference for a large social media presence</td>
<td>26.359</td>
<td>383</td>
<td>.000</td>
<td>1.11458</td>
</tr>
<tr>
<td>Overall impression of Fayettechill</td>
<td>12.362</td>
<td>-</td>
<td>.000</td>
<td>-.57813</td>
</tr>
<tr>
<td>Interest in Fayettechill in the Campus Vicinity</td>
<td>19.095</td>
<td>382</td>
<td>.000</td>
<td>.69974</td>
</tr>
<tr>
<td>Importance of Promotional Incentives</td>
<td>17.957</td>
<td>383</td>
<td>.000</td>
<td>.71875</td>
</tr>
<tr>
<td>Importance of a Large Selection within a Store</td>
<td>30.098</td>
<td>383</td>
<td>.000</td>
<td>1.22135</td>
</tr>
</tbody>
</table>
- Of the variables tested, all were significant. We note that the “Preferences for Companies with a Large Selection” and “Importance of Promotional Incentives” is significantly above the test value of 3, meaning that these values represent a moderate preference, between “Neutral” and “Agree”, for a large selection of items and coupon codes. We recommend that Fayettechill use this information by advertising their large variety of products, as well as their free shipping offers.

- The “Importance of Social Media Presence” is significantly less than 3, suggesting it has very little influence on the Students at UWG. This means that Fayettechill should place less effort and capital in marketing through social media in the Carrollton Area, as it has little to no impact on sales. However, since social media tends to be a less expensive or free resource, we would also advise that Fayettechill maintain their accounts, but to invest in other forms of advertisement such as television or billboard ads.

- The “Overall Impression of Fayettechill” and the “Preference for a Store Closer to Carrollton” are significantly greater than the test value of 3, but must be tested further to understand how significantly the values influence the consumer. Despite the need for further testing, we can assume a positive outlook for bringing Fayettechill to the market in Carrollton.

We completed a Hypothesis Test of One Mean of our numerical Likert variables against a test value of 4; Our analysis is below.

<table>
<thead>
<tr>
<th></th>
<th>Test Value = 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>t</td>
</tr>
<tr>
<td>Importance of a Large Selection within a Store</td>
<td>2.710</td>
</tr>
<tr>
<td>Importance of Social Media Presence</td>
<td>-</td>
</tr>
<tr>
<td>Overall impression of Fayettechill</td>
<td>-8.194</td>
</tr>
<tr>
<td>Interest in Fayettechill in the Campus Vicinity</td>
<td>-7.027</td>
</tr>
<tr>
<td>Importance of Promotional Incentives</td>
<td>5.455</td>
</tr>
</tbody>
</table>

116
- Of the above variables, all are significant. The “Importance of a Large Selection within a Store” is significantly greater than 4 on a 5 point Likert scale. This means that overall students “Agree” or “Strongly Agree” that they prefer a company with a large product-line assortment. Fayettechill should use this accordingly when advertising. Data suggests that students would be more likely to purchase from a company with a large selection, and Fayettechill should advertise their large selection of clothing in order to bring in and satisfy more customers.

- The “Importance of Promotional Incentives” is also significantly greater than 4 on a 5 point Likert scale. We conclude that student overall “Agree” or “Strongly Agree” that they are more likely to buy from a company that offers coupons or other promotional discounts such as “Buy One Get One Free” and different seasonal sales. Fayettechill should use this data accordingly when advertising. Because customers are more likely to buy when there are discount available, Fayettechill should make consumers aware of any discounts provided, including the current offers of “free shipping for purchases over $50” and “Steal of the Week.”

- “Importance of Social Media Presence”, “Overall Impression of Fayettechill” and “Interest in Fayettechill in the Campus Vicinity” are all significantly lower than 4 on a 5 point Likert scale. See above for further analysis on these variables with a test value of 3.

**Hypothesis Tests of Differences Between Means**

We then tested all the numerical variables to see if any Gender segments exist among the UWG population. We found that there was no significant difference between males and females for the following variables:
- “Preference for Companies with a Large Selection of Products”
- “Overall Impression of Fayettechill”
- “Interest in Fayettechill in the Campus Vicinity”
- “Importance of Promotional Incentives”

There was a significant difference between males and females in their ratings of the “Preference for a Company with a Large Social Media Presence”, in which males were significantly higher than females (see the following tables below).

<table>
<thead>
<tr>
<th></th>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Importance of a Large Selection within a Store</td>
<td>Male</td>
<td>157</td>
<td>4.0764</td>
<td>.80496</td>
<td>.06424</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>221</td>
<td>4.1674</td>
<td>.80002</td>
<td>.05381</td>
</tr>
<tr>
<td>Importance of Social Media Presence</td>
<td>Male</td>
<td>158</td>
<td>2.5949</td>
<td>.88179</td>
<td>.07015</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>220</td>
<td>2.2773</td>
<td>.92180</td>
<td>.06215</td>
</tr>
<tr>
<td>Overall impression of Fayettechill</td>
<td>Male</td>
<td>158</td>
<td>3.7278</td>
<td>.69253</td>
<td>.05509</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>219</td>
<td>3.7078</td>
<td>.71452</td>
<td>.04828</td>
</tr>
<tr>
<td>Interest in Fayettechill in the Campus Vicinity</td>
<td>Male</td>
<td>157</td>
<td>3.6624</td>
<td>.73862</td>
<td>.05895</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>221</td>
<td>3.7828</td>
<td>.79078</td>
<td>.05319</td>
</tr>
<tr>
<td>Importance of Promotional Incentives</td>
<td>Male</td>
<td>158</td>
<td>4.1646</td>
<td>.81280</td>
<td>.06466</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>221</td>
<td>4.2670</td>
<td>.75453</td>
<td>C</td>
</tr>
</tbody>
</table>
- We can conclude from this test (see table below) that there is little gender Importance of a Large Selection within a Store of products. Since both of these values are significantly above 4, we suggest that Fayettechill develop and market an equal amount of products for both genders to produce a varied product-line assortment in order to attract more customers. In addition to this, there is no significant gender segmentation for coupons or other promotional discounts, however this value is also significantly above 4, thus we would suggest that Fayettechill market promotional discounts towards both genders and their respective lines of clothing in order to attract customers.

- There is not a significant gender segmentation among the preference for Fayettechill and the desire to bring a Fayettechill store to Carrollton. We would then suggest that if Fayettechill were to bring a store closer to UWG, they would equally tailor to each gender in order to satisfy the population.

- On the other hand, there is significant gender segmentation for the “Importance of Social Media Presence”. This would indicate that Fayettechill should focus its social media resources into advertising towards males rather than females, however as indicated above this variable’s mean is significantly less than 3, and as such Fayettechill should not heavily invest resources into this method of advertising as the mean is between “Disagree” and “Neutral” for the desire for a social media presence.
Correlation Analysis

We conducted a Correlation Analysis to test if there was a significant relationship between the following numerical variables to find the strength and directionality of this relationship.

<table>
<thead>
<tr>
<th>Importance of a Large Selection within a Store</th>
<th>Importance of a Large Social Media Presence</th>
<th>Overall Impression of Fayettechill</th>
<th>Interest in Fayettechill in the Campus Vicinity</th>
<th>Importance of Promotional Incentives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>Pearson Correlation</td>
<td>Pearson Correlation</td>
<td>Pearson Correlation</td>
<td>Pearson Correlation</td>
</tr>
<tr>
<td>1</td>
<td>-.367</td>
<td>.173</td>
<td>.265</td>
<td>.297</td>
</tr>
<tr>
<td>-.367</td>
<td>1</td>
<td>-.209</td>
<td>-.285</td>
<td>-.197</td>
</tr>
<tr>
<td>.173</td>
<td>-.209</td>
<td>1</td>
<td>.551</td>
<td>.342</td>
</tr>
<tr>
<td>.265</td>
<td>-.285</td>
<td>.551</td>
<td>1</td>
<td>.342</td>
</tr>
<tr>
<td>.297</td>
<td>-.197</td>
<td>.214</td>
<td>.342</td>
<td>1</td>
</tr>
</tbody>
</table>

We found there is a significant relationship among the following variables:
- “Preference for Companies with a Large Selection of Products”
- “Overall Impression of Fayettechill”
- “Interest in Fayettechill in the Campus Vicinity”
- “Importance of Promotional Incentives”
- “Preference for a Company with a Large Social Media Presence”

We conclude the following:
- There is a strong negative relationship between “Importance of a Large Selection within a Store” and “Importance of Social Media Presence”, which indicated that any social media advertisement should not focus on a large product-line assortment but instead on other aspects of Fayettechill, including quality, price, friendly customer service, and so on.
- There is a weak positive relationship between “Importance of a Large Selection within a Store” and “Overall Impression of Fayettechill”, indicating that Fayettechill should provide a large selection in order to satisfy its customers, however this is not as important as other aspects and mentioned before.

- There is a weak positive relationship between “Importance of a Large Selection within a Store” and “Interest in Fayettechill in the Campus Vicinity”, indicating that once again while Fayettechill should provide a large selection in order to satisfy its customers, it is not the most important factor to provide and advertise. This correlates to the previous answer, which is logical considering the strong relationship between “Impression of Fayettechill” and “Preference for a Fayettechill Store Closer to Carrollton.”

- There is a positive and weak relationship between “Importance of a Large Selection within a Store” and “Importance of Promotional Incentives”, indicating that Fayettechill should provide coupons that highlight their large selection such as “Buy One Get One Free” or seasonal discounts.

- There is a weak negative relationship between “Preference for a Company with a Large Social Media Presence” and “Overall Impression of Fayettechill”, indicating Fayettechill should not focus capital and resources into social media advertisement, and should instead focus on other methods such as billboard, television, and other internet advertisements instead of social media, but should maintain their accounts as social media is a free resource.

- There is a weak negative relationship between “Preference for a Company with a Large Social Media Presence” and “Interest in Fayettechill in the Campus Vicinity”, indicating that Fayettechill should not use social media as its main source of advertising, and should instead focus on other advertisements as shown above.

- There is a weak negative relationship between “Preference for a Company with a Large Social Media Presence” and “Importance of Promotional Incentives”, indicating that Fayettechill should not invest in social media advertisements, including those promoting coupons and other discounts, as it will not attract customers. Fayettechill should instead use other forms of advertisement as listed to promote these deals.

- There is a strong positive relationship between “Overall Impression of Fayettechill” and the “Interest in Fayettechill in the Campus Vicinity”, which is a logical correlation as a person who wants a store closer to UWG should have a positive impression of Fayettechill. This indicates that students who have a positive impression of Fayettechill want a store closer to Carrollton, which is beneficial and Fayettechill should consider this when choosing the location of their next store.

- There is a weak positive relationship between “Overall Impression of Fayettechill” and “Importance of Promotional Incentives”, indicating that those who prefer Fayettechill consider coupons important when purchasing an item. Fayettechill should take this into consideration when advertising, as more discounts will attract more customers and revenue to the company.

- There is a strong positive relationship between “Interest in Fayettechill in the Campus Vicinity” and “Importance of Promotional Incentives”, indicating that customers who want a Fayettechill nearby would be more likely to shop at Fayettechill if they received discounts or other coupons. We suggest that Fayettechill should provide coupons and promotional discounts such as membership benefits that would attract and maintain customers.
Regression Analysis

*Importance of a Large Selection within a Store*

Using a Regression Analysis, we tested the dependence of “Importance of a Large Selection within a Store” against the variables and found that the Importance of a Large Selection within a Store depends on the following variables.

- Importance of Coupons or Other Promotional Incentives
- Interest in Fayettechill in the Campus Vicinity
- Importance of Social Media Presence

Regression Equation:

\[
\text{Importance of a Large Selection within a Store} = 0.213 \times \text{Importance of Promotional Incentives} + 0.117 \times \text{Interest in Fayettechill in the Campus Vicinity} - 0.292 \times \text{Importance of Social Media Presence}
\]

This regression equation explains 20 percent of the overall fluctuation in this dependent variable, as indicated by the adjusted R-Squared value. Despite the existence of a positive relationship between the Importance of a Large Selection within a Store and the desire for a Fayettechill store closer to Carrollton, it leaves a considerable portion of the variance in the dependent variable yet to be explained. This information suggests that of the sample, the participants that would prefer the Fayettechill closer to campus want a variety of products. Therefore, we recommend that Fayettechill emphasize their product variety when opening a store near Carrollton.

A correlation between a Importance of a Large Selection within a Store and the desire for promotional incentives is evident, suggesting Fayettechill appealed greatly to bargain shoppers. With this data, we hypothesize that Fayettechill also appeals to lower income segments of the UWG population, and the results of the Chi Squared test are in the corresponding section. However, with this data we recommend Fayettechill market its consumer friendly prices and discount offers when immersing into this new market.

Also, a weak but negative correlation between the Importance of Social Media Presence and the Importance of a Large Selection within a Store exists. Therefore, we suggest Fayettechill to not invest as much time or resources in marketing through social media to UWG students.

*Overall Impression of Fayettechill*

Using a Regression Analysis, we tested the dependence of “Overall Impression of Fayettechill” against the variables and found that this variable depends on the following:

- Interest in Fayettechill in the Campus Vicinity

Regression Equation:

\[
\text{Overall Impression of Fayettechill} = 0.562 \times \text{Interest in Fayettechill in the Campus Vicinity}
\]

This equation can account for 31.3 percent of the overall fluctuation in the dependent variable, as indicated by the adjusted R-Squared value. According to the results, it can be concluded that there is a significant and positive relationship between Interest in Fayettechill in the Campus Vicinity and Overall Impression of Fayettechill.
This information suggests that of the population, the participants who have a positive impression of Fayettechill would prefer the Fayettechill closer to campus.

### Importance of Promotional Incentives

Using a Regression Analysis, we tested the dependency of “Importance of Promotional Incentives” against our variables and found that this variable depends on the following:

- Interest in Fayettechill in the Campus Vicinity
- Importance of a Large Selection within a Store

Regression Equation:

\[ \text{Preference for Coupons or Other Promotional Discounts} = 0.276 \times \text{Preference for a Fayettechill Closer} + 0.237 \times \text{Importance of a Large Selection within a Store} \]

Students who prefer companies that offer Promotional Incentives also prefer to have a Fayettechill closer to Carrollton. Therefore, Fayettechill should focus on marketing their promotional deals and discounts towards UWG students in order to draw more customers. However, the adjusted R squared value (0.164) indicates that while these variables correlate, the relationship is weak because this equation only accounts for 16.4 percent of the overall fluctuation of the dependent variable. As such, these variable do not largely affect the preference for coupons, and thus should not largely affect decisions made at Fayettechill.

In addition, students who prefer coupons also prefer a large product selection available. Therefore, it would be beneficial for Fayettechill to market discounts that highlight their large product-line assortment, such as “Buy One Get One Free” in seasonal collections, etc. This also indicates that advertising focused on a large selection of products would be attractive to a larger population of potential customers, and Fayettechill should act accordingly. However, the adjusted R squared value for this variable (0.164) indicates only a weak correlation among these variables as indicated before. Thus, Fayettechill should not be largely affected by these results when making decisions.

### Interest in Fayettechill in the Campus Vicinity

Using a Regression Analysis, we tested the dependence of “Interest in Fayettechill in the Campus Vicinity” against our numerical variables and found that this variable depends on the following:

- Overall Impression of Fayettechill
- Importance of Promotional Incentives
- Importance of a Large Selection within a Store
- Importance of Social Media Presence

Regression Equation:

\[ \text{Interest in Fayettechill in the Campus Vicinity} = 0.482 \times \text{Overall Impression of Fayettechill} + 1.85 \times \text{Importance of Promotional Incentives} + 0.089 \times \text{Importance of a Large Selection within a Store} - 0.117 \times \text{Importance of Social Media Presence} \]

The variables “Overall Impression of Fayettechill”, “Importance of Promotional Incentives”, and “Importance of a Large Selection within a Store” showed a positive correlation with the variable “Interest in Fayettechill in the Campus Vicinity”. Therefore, Students who prefer companies that offer Promotional Incentives, offer a large selection
of items within their stores, and have a positive impression of Fayettechill also prefer to have a Fayettechill store closer to Carrollton. Therefore, Fayettechill should focus on marketing their promotional deals and discounts, as well as their wide variety of products towards UWG students in order to draw more customers.

There is a significant negative relationship between preference for companies who use social media, and as such Fayettechill should not focus capital into advertising on these social media sites, as as consumer interested in Fayettechill would not be affected. The adjusted R squared value indicates that this equation only explains 38.5 percent of the overall fluctuation of the dependent variable, and thus these independent variables are not significantly influential on the interest in having a Fayettechill store nearby. However, an explanation for these results could be that the population would prefer a Fayettechill store nearby because of a good impression of Fayettechill, due to its use of coupons and product-line assortment. However, the client who would prefer a nearby Fayettechill location may feel so because they do not feel inclined to access Fayettechill on social media.

**Importance of Social Media Presence**

Using a Regression Analysis, we tested the dependency of “Importance of Social Media Presence” against our variables and found that the preference for coupons significantly depends on the following variables.

- Importance of a Large Selection within a Store
- Interest in Fayettechill in the Campus Vicinity

Regression Equation:

\[
\text{Importance of Social Media Presence} = -0.314 \times \text{Importance of a Large Selection within a Store} - 0.201 \times \text{Interest in Fayettechill in the Campus Vicinity}
\]

Because the values above are negative, students who prefer a large social media presence do not prefer a large selection of products. This would indicate that Fayettechill need not focus on its large product selection on its social media advertisements, and should rather focus instead on other factors, such as the quality of products, efficient customer service, etc. The adjusted R squared value indicates that this equation only explains 16.9 percent of the overall fluctuation of the dependent variable, which translates to a significantly weak relationship with the independent variables. This indicates that Fayettechill should not make any large decisions based on this data, and further testing is suggested.

In addition, students who prefer a large social media presence do not express interest in a Fayettechill store closer to Carrollton. This means that Fayettechill should not invest resources into social media advertisement and instead should invest in other forms, such as television, billboard, or other forms of internet advertisement. Since social media is a free resource, we suggest Fayettechill should maintain their accounts, but should not heavily rely on this method for advertising.
Conclusions

From tests of one mean, we found that of the participants tested, a large majority of them agree on two things: the need for coupons and a large selection. This conclusion is easily derived from the tests against the Likert variable of 4. This test indicates a strong preference for the two previously mentioned attributes of a company. In terms of gender segmentation, our team has concluded that there are no values that greatly affect sales for the company that contain significant gender segmentation. The conclusion is that gender has no effect on the preference for a large selection or coupons, meaning that Fayettechill should emphasize these two qualities above all else. On correlation analysis, we drew several conclusions. Of the variables tested, the following had a weak positive relationship:

- Relationship between “Importance of a Large Selection within a Store” and “Overall Impression of Fayettechill”, indicating that Fayettechill should provide a large selection in order to satisfy its customers
- Relationship between “Importance of a Large Selection within a Store” and “Interest in Fayettechill in the Campus Vicinity”, indicating that once again while Fayettechill should provide a large selection in order to satisfy its customers
- Relationship between “Importance of a Large Selection within a Store” and “Importance of Promotional Incentives”, indicating that Fayettechill should provide coupons that highlight their large selection such as “Buy One Get One Free” or seasonal discounts
- Relationship between “Overall Impression of Fayettechill” and “Importance of Promotional Incentives”, indicating that those who prefer Fayettechill consider coupons important when purchasing an item

These conclusions, although important, are less vital to the company than the two variables with a strong positive relationship. These were the following:

- Relationship between “Overall Impression of Fayettechill” and the “Interest in Fayettechill in the Campus Vicinity”, which is a logical correlation as a person who wants a store closer to UWG should have a positive impression of Fayettechill. This indicates that students who have a positive impression of Fayettechill want a store closer to Carrollton, which is beneficial and Fayettechill should consider this when choosing the location of their next store
- Relationship between “Interest in Fayettechill in the Campus Vicinity” and “Importance of Promotional Incentives”, indicating that customers who want a Fayettechill nearby would be more likely to shop at Fayettechill if they received discounts or other coupons. We suggest that Fayettechill should provide coupons and promotional discounts such as membership benefits that would attract and maintain customers.

Through our regression analyses, we found significant dependencies between our variables. Overall impression of Fayettechill, importance of promotional incentives, interest in a Fayettechill store in the campus vicinity, importance of social media presence, and Importance of a Large Selection within a Store were all variables that we analyzed through this test. We found the following regression equations:

- \[ \text{Importance of a Large Selection within a Store} = 0.213 \times \text{Importance of Promotional Incentives} + 0.117 \times \text{Interest in Fayettechill in the Campus Vicinity} \]
- \[ \text{P.292} \times \text{Importance of Social Media Presence} \]
Overall Impression of Fayettechill = 0.562 * Interest in Fayettechill in the Campus Vicinity

Preference for Coupons or Other Promotional Discounts = .276*Preference for a Fayettechill Closer + .237*Importance of a Large Selection within a Store of Products

Interest in Fayettechill in the Campus Vicinity = 0.482 * Overall Impression of Fayettechill + 1.85 Importance of Promotional Incentives + 0.089 * Importance of a Large Selection within a Store P 0.117 * Importance of Social Media Presence

Importance of Social Media Presence = P0.314 * Importance of a Large Selection within a Store + P0.201 * Interest in Fayettechill in the Campus Vicinity

We can see with the regression analysis that most of the variables depend on each other with a positive relationship, with the notable exception being importance of social media presence, which had a negative dependency on most other variables tested. We ran crosstab (Chi Squared) analyses on our variables and were able to reject the null hypothesis that there was no relationship (and therefore were able to find a relationship) with 95 percent or greater certainty with the following variables: Greek life participation and overall impression of Fayettechill. Students who participate in Greek life overall had a better impression of Fayettechill students who do not participate in Greek life. Greek life participation and importance of coupons and other promotional discounts. Students who did not participate in Greek life viewed promotional offers as more important than students who do participate in Greek life. Grade level and Interest in Fayettechill in the Campus Vicinity. Upperclassmen typically preferred a store closer to Carrolton more than underclassmen did. Race and Interest in Fayettechill in the Campus Vicinity. Caucasians typically preferred a store closer to Carrolton more than African Americans preferred a store closer to Carrolton. Race and overall impression of Fayettechill. Caucasians typically had an overall better impression of Fayettechill than African Americans.

Recommendations

Based on the data collected, and the subsequent statistical tests conducted, we recommend the following to Fayettechill: Firstly, we recommend Fayettechill to consider establishing a retail location in the vicinity of the University of West Georgia, due to a majority interest. However, the desire for a large selection within a store significantly outweighs the desire for an establishment in walking distance from the University. We therefore conclude it would be wisest for Fayettechill to focus on obtaining a store space large enough to hold the majority of the product line, rather than having the store be located in or next to the University. Secondly, according to multiple Chi Squared analyses, it is reasonable to advise Fayettechill to focus it’s advertisement on Caucasians, rather than the other predominant race at the University of West Georgia, African Americans or Blacks.
Thirdly, Students involved in Greek Life displayed a greater interest and more positive opinion of Fayettechill. It should therefore be recommended that advertising should heavily include Greek life, but not be focused only on it. Possible ideas to nurture the Greek segment of the clientele include, but are not limited to: Fraternity and Sorority specific clothing items, such as tee-shirts with Fraternity or Sorority logo, hoodies with slogan, etc. Advertising specific promotional incentives to members of Greek-Life is not required, due to a lesser displayed importance of such incentives. Lastly, we urge Fayettechill to offer extensive promotional Incentives highlighting the large selection offered in the store, such as but not limited to “Buy one get one free”, “Buy one get one half off”, or “$XX.00 off of any purchase above $XX.00” offers. When asked about the importance of such incentives, 81.78 percent indicated a preference or strong preference of stores that offer Promotional Incentives, and the results of a correlation analysis showed a positive relation between importance of a large selection and importance of promotional incentives.

Limitations

As with any survey, this study had inherent limitations that affected the results and conclusions. One limitation affecting the accuracy of our results is that we used a convenience sample instead of a true random sample. We conducted this study by asking students who happened to walk through the main lobby of the campus Technology-enhanced Learning Center if they would like to take our survey. The students that would typically attend class at the Technology-enhanced Learning Center tend to be undergraduate students, specifically freshman and sophomores, with a disproportionate amount of Greek Life participants. This bias was discussed both in our Data Summary section and our results, however the disparity was not enough to discredit our conclusions.

Another limitation resulted from the amount of resources we had available. Our survey was conducted on a set of three computers set up inside the Technology-enhanced Learning Center. This method made data compilation very efficient, but also restricted us to a maximum of three participants taking the survey at once. This restriction increased the difficulty of reaching our target of 385 participants, yet also forced us to turn away students who wanted to take the survey during busy time periods, such as class changes. Should we have had the ability, we would have increased the number of computers as well as the amount of questions we asked, in order to collect more information about the participants. Following the plan to include more questions about product-line assortment would have made analysis on product-line assortment much easier.
A National Crisis and Call to Action: Preparing Teachers to Work With Children of Poverty

H. Carol Greene and Jane C. Manner
East Carolina University
Introduction and Objective

Well over 16,000,000 children live in poverty in the United States and this number is continually rising. Nationally, this represents approximately 23% of all school-aged children from 5-17 years old who struggle to survive in poverty. Much higher rates of poverty can be found in local areas or counties across the country. It is not uncommon to find counties with poverty rates over 30% and some even approaching 50%. When these numbers are drilled down even further to a school level, there are some schools across our country that are faced with a nearly 100% poverty rate.

Adding to the problem, research has shown that schools and teachers have not historically worked well with children from poverty (Barr & Parrett, 2007). This could be due in large part to the fact that institutions of teacher education have not prepared them to do so. Training on working with children of poverty is largely absent in most teacher training programs (Jennings, 2007). Professional development for in-service teachers is also sorely lacking in this area. Our nation’s teachers are woefully unprepared to work with children from poverty and the current soaring poverty rate is serving to exacerbate an already bad situation into a major educational crisis.

Not only is very little time devoted in teacher preparation programs across the country to understanding the unique needs of children in poverty, even less time is devoted on teaching future teachers how to teach children of poverty. While understanding and empathy of the needs and struggles of students are an important piece of the puzzle, it is only the first piece, yet this is where what little training teachers get ends. Teachers need concrete methods and strategies that will work to support these students in their enterprise of learning. We know more than ever before about the needs of these children and ways in which they could be encouraged and supported, but that information is not making it into the field of practice. Our country’s schools need a plan of action to address this crisis. It is a moral, professional, and educational imperative that both universities and teacher professional development programs do a better job of preparing our future teachers to meet this demand and prepare teachers who can help these children succeed and break through the struggles of poverty.

Therefore, the intent of this paper and presentation is twofold. First, the authors offer a new perspective on how we understand children of poverty. This perspective is offered as a framework for teacher preparation programs and for professional development opportunities. The literature is largely opposing in its views of children and families of poverty, advocating either a deficit perspective or an asset perspective. The authors share a more inclusive and realistic, yet complex, view that incorporates the challenges, as well as the strengths, that children of poverty may experience. This model seeks to capture the complexities of what poverty really means and the different ways in which it may be experienced, thus creating unique needs, challenges, and assets depending
on each child’s unique situation. The second goal of this paper is to synthesize and share what is known about the academic effects of poverty and the ways research has shown that children of poverty may be supported and encouraged to achieve academically. To those ends, this paper culminates in a description of an educational and informational program for teachers that could be adapted for use in both pre-service programs and in professional development opportunities for practicing teachers.

**Perspective and Modes of Inquiry**

The authors conducted a thorough and critical analysis of the current approaches, both theoretical and practical, to understanding and working with children of poverty. A limited description of the literature analyzed is offered here, but a detailed discussion and overview will be shared in the complete paper and at the presentation. One of the challenges associated with examining current views about children in poverty is that of distilling elements from a very diverse matrix. Much of the classic and contemporary literature on this subject relates to what is commonly known as the deficit theory in which those in poverty are appraised with what Dudley-Marling (2007) refers to as a deficit gaze. This orientation considers low-income students as suffering from a lack of experience resulting in a problematic position for school success. At the opposite and more positive end of that scale is a position that describes poor children as having experiences that are different, but not deficient. Referred to as the “funds of knowledge” position (Moll, Amanti, Neff, & Gonzalez, 1992), this view asserts that there is richness in the experiences of poor children that can be used to educational advantage if curriculum, instruction, and assessment are designed to engage rather than ignore them. Between the polar orientations of deficit theories and the funds of knowledge positions are a number of additional theories that espouse more intermediate interpretations and positions on the continuum.

One such theoretical orientation takes a more comprehensive view of how experiences interact with development, Bronfenbrenner’s Ecological Systems Theory (1994), in which he argued that accounting for the entire context of a child was necessary in order to understand development, and that economic deprivation could hold a prominent place in affecting socio-emotional development in a negative way. Recent research in neuroscience is proving him correct.

There has never been a disagreement in the literature that high poverty rates drastically impact school achievement, which, in turn, perpetuates the problem of persistent poverty. In fact, poverty accounts for one of the widest achievement gaps in education today. What is less understood is the reason why poverty has this effect. Researchers have tried over the years to uncover the challenges faced by children living in poverty and to suggest ways in which to mediate their harmful influence. One area that has received less attention is the role of trauma and/or chronic stress often experienced by poor children and the effect it has on
a child's brain. Poverty, especially when experienced early in life, has long been known to be indicative of behavioral and academic problems, but neuroscientists are working to explain the reasons behind these observations. They are learning more about the connection between poverty and chronic stress and their impact on executive function as well as describing classroom supports that may help these children be more successful. This, along with a critical analysis of the various theories along the continuum in the literature, will be discussed in significant detail in the completed paper.

Point of View: A New Paradigm for Understanding and Instruction

The authors of this paper are concerned with the current polar extremes described in the research literature concerning the needs of children of poverty. Buying into a culture of poverty at the least smacks of stereotyping and deficit thinking; at the worst it may unwittingly create a destiny for poor children. As we know, high expectations are important to students' success. Can we have high expectations if we truly believe our students live in a culture that will not allow them to be educated?

On the other hand, while the authors do believe that all children can learn and that there is no singular “culture” of poverty, it would be irresponsible not to realize that children from low-income homes do face challenges and difficulties that middle and higher-level income children do not have to face. It would, furthermore, be unethical to ignore those challenges and not attempt to support those students who need the most support of all. The authors of this work concur with Moll et. al (1992) concerning the concept of funds of knowledge, but must also assert that there are challenges that also need to be addressed.

Scholarly Significance: A Fresh Look at Teaching Children in Poverty

This paper situates the authors' perspective on understanding the needs and strengths of children in poverty within the landscape of the current literature and also describes a model for classroom instruction to enhance the education of children from low-income homes. The model described here, The CESPR Model for a New Generation of Teachers and Students, offers a new perspective for preparing teachers to work with children of poverty and can be replicated nationally for use with preservice or inservice teacher training. See Figure 1. This model supports the funds of knowledge position in recognizing that all children have learning experiences that can provide the foundation for further education and academic achievement. At the same time, this model recognizes that children in poverty often have limited experience with the behaviors and language that align with success in school. The school must adjust its strategies to include and build on the existing knowledge and culture of poor children; at the same time, they must help those children become conversant in the language, knowledge and culture of a wider world.
The acronym, CESPR, reflects the four basic components this model asserts is necessary to effectively teach and support children from poverty. Those components are Cognitive Support, Emotional Engagement, Social Learning, and Positive Relationships. These will be described in detail in the complete paper and at the presentation. The CESPR model builds on known recommendations for working with children from poverty and also offers new insights. It brings together what is depicted in the literature concerning both assets and deficiencies of children and families living in poverty with a more complex acknowledgment that the lived experience of poverty is not comprised of one “culture” applicable to all children in all classrooms and is, in fact, impacted by each child’s specific situation that led them into poverty, along with such things as the child’s environment, support systems, and educational needs.

This paper also offers a description for a program of professional development, based on the CESPR model, which can be used in public schools as well as in teacher preparation programs to prepare teachers to work with children of poverty. See Figure 2. This professional development program: a) helps the teacher determine their own personal lens through which they view children of poverty, b) describes the specific academic, social, and emotional needs of low-income children; c) helps increase the academic gains it is possible for low-income children to achieve by describing tangible ways to address these needs in the classroom; and, d) focuses on the importance of practical experiences to solidify the learning experienced in the program.

This program involves a cyclic approach with self-assessment as the initiation point, and a reprise of self-assessment as the termination point. It consists of a seven-phase process in which teacher attitudes and beliefs are examined, commonly believed myths about poverty are exposed, factual information is shared, types of poverty are analyzed, socio-emotional aspects of effective teaching are considered, effective teaching strategies are studied, and participants are given an opportunity to practice new attitudes and methods in a virtual practicum. Finally, the self-assessment is repeated as a means of measuring attitudinal changes and as a basis for professional reflection. Through a series of guiding documents, participants create a mini-portfolio they can refer to in future practice.

**Conclusion**

It is time for a perspective that offers a realistic view of the challenges children in poverty face, yet also breaks down deficit view stereotypes. The authors believe this new model offers such a perspective. In summary, this presentation focused on what is known and has been shared to date about teaching children from poverty with the intent of describing a professional development program that will begin to undo the decades of harm done by deficit views of children and families of poverty and that will offer teachers accurate factual information about poverty
and its effects on students while also providing them concrete, tangible ways of increasing the academic achievement of their students living in poverty.

References
Figure 1: The CESPR Model

IMPLICATIONS

Cognitive Supports

Deficits

Assets

Environmental Influences

Environmental Influences

Situational

Generational

Working Class

Immigrant

Deficits

Assets

Deficits

Assets

Social Learning

Positive Relationships
Figure 2: Cycle of Professional Development

1. Attitudinal Self-Assessment
2. Quiz: Fact or Fiction?
3. Straight Talk about Poverty
4. Establishing Effective Relationships with Children and Families in Poverty
5. Crafting Effective Instruction
6. Practical Experience
7. Attitudinal Self-Assessment (summative)
Las Vegas National Technology & Social Science Conference

Dr. Steven Grubaugh, Professor, UNLV
Dr. Greg Levitt, Professor, UNLV
Mr. Donald Allen Deever, Ph.D. Candidate
Mr. Gabe Gonzalez, Assistant Principal, Nevada Virtual Academy

Las Vegas, NV
March 21, 2016

Research-based Online Social Science Content For Flipped Learning and Assessment
Abstract

- Research on flipped learning is briefly presented, followed by efficient research-based methods to locate, and assign high quality online social science common core content sites to efficiently make high quality assignments, with assessments, for flipped learning lessons.

Flipped Learning Briefly

- Teacher makes short video lessons viewed online prior to class.
- Students watch video & other material at home.
- Teacher follows up the next day by arranging individual and group work in class including having students critically involved in discussing and writing about the video lessons they created or viewed prior to class.
Problem with Flipping

• Many teachers do not have the time, the technology, nor the tech know-how to prepare their own screencasts.

Solution

• But for those who wish to supplement their flipped learning lessons with high quality pre-prepared standards-based lessons, we here recommend promising practices for finding and/or curating online resources like YouTube, Khan Academy, etc.
Results

• Results are that teachers can assign students top quality online lessons in various formats (video, infographic, text, interactive, games) as well as making fast effective flipped lessons, with assessments, for their students.

Curated Sources for Teaching Social Sciences: Economics Example

Online Social Science Resources

Economics For Teachers And Students

• Economics : 11 Crash Course videos
• TED Talks: Economics Over 100 videos
• How equal do we want the world to be? You’d be surprised
• Council for Economic Education Resource: Classroom Resources
• Study.com Resources: Videos
• We the Economy: 20 Short Films Teaching Economics 101
• Playeconomics: Game for Teaching Economics
• Cha-Ching: Saving For Success: 16 Videos
World History Examples

World History For Teachers And Students

- Crash Course in World History with John Green on Khan Academy - 42 videos
- Crash Course Course World History with John Green
- Civilization: World History 201 with John Green
- TED TALKS World History 29 videos
  - David Christian: The history of the world in 18 minutes
  - Neil MacGregor: 2600 years of history in one object
- TED-Ed Lessons Worth Sharing: Samples
  - History vs. Vladimir Lenin (TED-Ed)
- History Channel Documentary Channel
- History of the Middle East: 5 videos
- BBC documentaries: world history videos
  - BBC Military Films
  - BBC Documentaries

Research on Flipped Classrooms Benefits

- In general, teachers who are flipping their classroom report
  - More instructional time
  - Higher student achievement
  - Increased student engagement
  - And better attitudes toward learning and school
  - Increased teacher satisfaction and re-energization by their heightened interaction with students
BUT, Do Students Engage?

- Will they click into the website or QR Code link in your assignment email?
- Students habituate quickly and become bored – even with videos.
Flipped Classrooms Accountability

- Zaption
  - Students log in and watch video
  - Video pauses and students must answer embedded questions
  - Responses are recorded
  - Teacher downloads responses into an Excel sheet
  - Responses are computed into overall grade

Digital BYOD Assessments

- Canvas, BlackBoard, D2L, Jigsaw, Zaption, Khan, etc...
Digital Assessment Data Collection

• From Online Schools

Use Traditional Assessments After Flipping

• Group Work
  – Discussions
  – Jigsaw
• Graphic Organizers
• Semantic Maps
• Images or Art
• Further Research
• Portfolios
The Search for the Best Content Teachers in the World

• Neil Degrasse Tyson

How to Search for the Best Teachers in the World

• Searching is much easier now!
  – Not relying heavily on key words
  – Search engines search the entire document

• The more specific you are, the better.

• Start small and then go big if you do not find the results you want – be as specific as possible.
How Search Engines Work: Google & Bing

• Is it worthwhile to know how the popular search engines search and deliver your results!
• Search engines learn about you as you use them and develop individual user profiles.
  • Example: To search for an exact phrase, with the same words in the same order, Place quotation marks (”) around the phrase you’d like to search for. Example: “to be, or not to be”
  • To search for results from certain sites and domains
    Place “site:” in front of the site or domain from which you want to pull results. Example: apple watch site:digitaltrends.com

Download Your Own Videos

• YouTube is a never-ending resource for finding social science videos for the flipped classroom at all levels of education.
End
Developing China’s Rural Markets: Supply and Marketing Cooperatives (CO-OP)

LZ CO-OP
柳州市供销合作联社

Liu Zhou Cohort 6: JING HUANG (Jane)
Professor: Rex Wirth

Part I China CO-OP
**Definition**

**Definition of a Cooperative:**
"an autonomous association of persons united voluntarily to meet their common economic, social, and cultural needs and aspirations through a jointly owned and democratically controlled enterprise."

---

**Guide the Cooperatives**

- Voluntary and Open Membership
- Democratic Member Control
- Member Economic Participation
- Autonomy and Independence
- Education, Training, and Information
- Cooperation among Cooperatives
- Concern for Community

---

**Introduction**

- China CO-OP
- 32 provincial federations of SMCs
- 342 prefecture federations of SMCs
- 2377 county federations of SMCs
- 20050 primary cooperatives
- 19431 cooperative enterprises
- 312 institutes

At different levels
Mission

Three Elements
- To Improve the Agriculture Industry
- To Construct the Countryside
- To Maintain the Economic Viability of Individual Farmers

Non-agriculture sector
Liberal market economy
Organize the scattered small farmers
Agricultural sector

Bargaining Position
- Sales
- Ordering
- Shipping
- Purchasing
- Processing
- Agricultural production
- Storage
- Machinery
- Pest control
- Quality control

Status quo
- Decentralized household management
- Collective unified management

A double-layer management system

Decentralized household management

The ability and the awareness of village collective organizing the farmers to weekly business is greatly insufficient, it is not good for cooperative development.
Progress

➢ Deepen reforms in China
  ➢ actively explore forms of farmers’ organization which would be adapting the characteristics of agriculture and rural development;
  ➢ vigorously support the progress of specialized cooperative economic organizations;
  ➢ strengthen the construction of agricultural sci-tech popularization system and social service system.

➢ Achieve the goals
  ➢ improve the competitiveness and economic efficiency in the ever-changing big market;
  ➢ protect the interest of farmers;
  ➢ promote the modernization of agriculture.

Part II Liuzhou CO-OP
Local Policy

- Decentralize Management
- Free Up Employment
- Relax Distribution Controls
- Decontrol Prices

better adapt to market-oriented economic system through the application of democratic and free enterprise principles

Threat

Plan-oriented economic system
3 decades of reform

Four Fold

“Four Fold”

Where is qualified successors?
Problem

- actual needs
- managerial demands

Personnel Aging

Innovation Power

Analysis

Personnel Reform

Figure 1: Analysis of Age

Figure 2: Age Structure in 2020
Solution

1. To improve crew comprehensive qualities and update their knowledge
   - Improving the internal performance appraisal system - HOW TO FORM THE STANDARDS?
   - Carrying out the staff incentive policies - HOW MUCH WILL IT COST?
   - “Brain Exchange” - WITH WHO?

2. To attract, retain and develop critical talent
   - Offering good career prospects - HOW TO GET SUPPORT FROM SUPERIOR?
   - Talent Pool - HOW TO GET PEOPLE INTO THE POOL?

3. To establish a high-class vocational training program
   - Making a routine of vocational training for current employees - HOW TO GET FINANCIAL SUPPORT?

THANK YOU!
The Fantastic Stones of Liuzhou City
Weiwen Huang and Mei Zhang
W/Rex Wirth
Central Washington University
The Soul of China

The natural beauty of its landscapes and rivers underpin China’s culture. For thousands of years the rivers along with other geological forces have fashioned natural artifacts that capture this cultural history. The Hongshuihe is a magical river that flows across northern Guangxi Province into the Liujiang River just south of Liuzhou City. The unique physics of this River produce natural art in the form of ornamental stones. Because these stones served traditionally as tribute, they became part of the context of Chinese history and cultural development. Interest in these natural treasures rekindled in Liuzhou in the wake of the “Cultural Revolution” and since then the city has been dedicated to finding, preserving and making these natural cultural treasures available to its people, and the people of China and the world.
The Hongshuihe: A Magic River, Its Famous Places and Their Beautiful Stones

My hometown is Liuzhou, Guangxi Province, a city in southern China. Liuzhou is a beautiful city, where ancient wisdom meets modernity as a magical river produces rare and beautiful stones.
The Stones of Liuzhou and the Culture of China

Poets, Artists and great men of letters have always been drawn to the magic river and its rear stones. This brief history of Liu Zongyuan (Zihou), one of eight prose masters of Tang and Song dynasties in 773-819 AD gives a glimpse of the human side the interaction with nature that produced the culture. Zihou was of Han nationality, from Hedong (now Yongji, Yuncheng, Shanxi Province). As great man of letters, philosopher, essayist and thinker he was called “Liuhedong”. After Mr. Hedong served as a prefectural governor in Liuzhou in 815 AD he was called “Liuliuzhou”. Liu Zongyuan and one of the other masters Han Yu were called the combined name “Han Liu”; he and Liu Yuxi were called the joint name “Liu Liu”; and finally he and Wang Wei, Meng Haoran and Wei Yingwu, himself, came to be called “Wang Meng Wei Liu” (a name that may not ever be used again). Liu Zongyuan enjoys such great popularity in Chinese prose that it is said, “His literary talent and essays are revered by a hundred generations”.

The poets and artists of ancient China set forth standards for ornamental stones.

Ancient Qualities: thin, wrinkle, leak, transparent which are represented by The Four Famous Stones of China: "Lingbi Anhui, Jiangsu Taihu, Kun Shi, Guangdong Yingde stone."

Ancient Interpretation:
Thin is the bone, the bone is faithful;
Visible wrinkle pattern, convex;
Drain visible deep, deep ancient Olympics;
Through visible light, suddenly.

Ancient Moral: Qing, ugly, stubborn, humble
(Kistler is the text to a play: Wenqi)
Cleared to righteousness, elegant therein;
Extremely ugly beauty, stone very different;
They are stubborn integrity, not pro impressive;
Zhuopu true, knowing too much.
The Stones of Liuzhou are described by 12-characters that mean odd-shape, color beauty and good quality; Wen Li and Ya-seat were cut from Kistler by the thousands. They are as unique as human beings so that an infinite variety of an original image appears in the stones. This stroke of genius is beautiful enough; but there is more, it seems beyond human imagery, it "seems like non-like" the rock is "the invisible elephant" the highest level.
In 2006, Liuzhou was designated “A Famous Cultural City: The City of Rare Stones” by The China Collectors Association and The China Association of Liuzhou Decoration Stones.

Liuzhou Fantastic Stones Museum
International Exhibition Center and Stone Collection @ Mulushan
A “rare stone” is a naturally formed stone that has specific artistic content. Ornamental stones are also referred to as stones for playing, stones paid in tribute, elegant stones and fantastic stones.

Today the notion of a single standard in the field of ornamental rocks has been rejected. Still it is important keep in mind the basic internal and external characteristics of any stone. On the outside think of shape, color, pattern and composition; on the inside look for God, likeness, the ephemeral, rhyme, potential, mood and propositions.
Pay attention to "Heaven", the essence of Chinese traditional culture, as reflected in stone art of the rock; a natural masterpiece that provides a window on the universe to be appreciated and pondered like a painting or a bonsai and other kinds of art. Here meaning is found in the aesthetic experience “in the eyes of the beholder, the wise see wisdom”. In this sense, beauty is the only standard.

What is beauty? For a farming nation like China “Beauty” is an objective social phenomenon, it is the emotional manifestation of human creativity and practical results, the essence of beauty is the objective reality of people in a place.

*Kistler* to our good fortune has for six or seven billion years worked on the great product we call nature which is the Earth. So, enjoy *Kistler! Kistler* itself is a cross between the natural beauty and the human eye projected onto and from the community. It is natural beauty, social beauty and aesthetic beauty: the three objects of the art realm.

*Kistler* color: colorful, *Dan*, is wonderful natural color that cannot be copied: a combination of different colors and the color that has a strong visual impact.

*Kistler* pattern: Magic infinite, three-dimensional painting on multiple planes that rivals today’s painting masters.

*Kistler* quality: The stone brings tactile pleasure. The texture of the stones varies and without any artificial polishing they are very pleasant to touch. It is said that this comes from the “water of the Good”

*Kistler’s* name: a man sees a stone and names it; the name is accurate for him, but the real identity of the stone remains to be discovered. As others interact with the Stone each gives it a more accurate name so the stone has many names because it has known many people. *Chuan Yun*, depends on each viewer’s background experience, aesthetic orientation, perception of art, literature and other attainments; it is harder to name a stone than it is to name a child.

**Ornamental Stones: Museum Classification**

To organize Ornamental Stones at the museums two criteria are used to divide them into nine categories with a total of 24 varieties. The categories are: Hill stones, Water stones, Soil stones, Travertine, Fossils, Weathered stones, Meteorites and Composite Stones.

All categories of stones can be found around Liuzhou except for weathered stone and meteorites.

**Ornamental Stones: Appreciation**
Since the approach to appreciation of natural stone art varies with the nature of the stones, displays are built around four principal categories:

**Mountains and river-shaped category**

- Dahua stone 102*33*30
- Laibin stone The Chinese soul 100*49*37
- Sanjiang stone wrinkle method 220*120*100

**Pictographic category**

- Pear skin stone Seal lions 30*70*17
- Ya dan stone The word cup 40*63*30
- Stalactite Sleeping beauty 45*12*26
Category of pattern on the surface

Abstract exquisite category.

3. Ornamental stone is micro-view art. Through appreciating these stones, people can see the little in the large, and wander wonderful places in the world.
Liuzhou Fantastic Stones Museum indoor scene
Rock Play: The Perception of Life.

Chinese traditional culture through figurative objects has infused our blood with an entertaining way of thinking. Through specific kinds of interactions with rocks, "Heaven" is personified and becomes a Mentor in the stone. This very high spiritual content, can be understood on three levels: the ornamental body of the stone which is not limited to a single incarnation, but can be any natural stone or manifestation; the stone’s pursuit of
the synthesis of "man and stone" encompasses the entire realm of stones; and the merging of the stone with Chinese traditional culture that brings sublimation and sustains of all virtue. It is the rocks and the people doing life, longing for a better understanding and enjoying their magnificent imaginations—the thought quest for quiet Zhiyuan worlds.

It is said that human nature is the teacher who uses the stone and the "Three Friends of Winter", Songjukmae, to teach us to be strong like Merlin, bamboo and chrysanthemum. The "four gentlemen", though gentle, stand between heaven and earth like a stone and with stone like dedication to ideals, fight "for the world heart, for the destiny of the people. They go to San and following his secrets for eternal peace “as a true gentleman/stones, give to us his inexhaustible spiritual food.

Benevolent, wise water music, with different views is rock music.

(Be tolerant of diversity, tolerance is a virtue; rise steeply Chihiro, desire is just.)

"Heaven and earth have great beauty without words, four seasons have clear laws without discussion, all is successful treatment rather than"

Day cover is selfless, a selfless carrier, selfless according to the sun and moon.
Just Keep Breathing:
Research on Tai Chi and Longevity

William M. Kirtley
Central Texas College
Patricia M. Kirtley
Independent Scholar
Authors’ Note
The authors acknowledge their commitment to Tai Chi/Qi Gong. Both graduated from training sessions sponsored by the Institute of Integral Qi Gong and Tai Chi (IIQTC) founded by Roger Jahnke. Both practice Tai Chi/Qi Gong at the Pond House Dojo of Sifu Estin Kiger. The two primary reviews of studies used in this paper are by Carol Rogers (2010) and a companion study by Roger Jahnke. Rogers also studied Tai Chi with Jahnke at the IIQTC. Therein lies the fundamental bias of most Tai Chi/Qi Gong studies. Writers and researchers share similar training and positive feelings about the benefits of Tai Chi and Qi Gong. Social scientists call this the halo effect.

Abstract
The authors reviewed a wide variety of random controlled trials and surveys of studies to provide evidence for this hypothesis. Some studies were state of the art randomized controlled trials. Others were anecdotal, lacking control groups and adequate statistical analysis. The authors focused on studies on the leading killers of the elderly. Random controlled trials indicated Tai Chi/Qi Gong improved biomarkers of heart health. Studies reputedly showing Qi Gong cured cancer failed to meet Western standards. Those measuring Tai Chi/Qi Gong as supportive treatment for cancer proved inconclusive. Random controlled trials conducted by Stephen Wolf of Emory University indicated Tai Chi training resulted in a 47.5 percent decrease in the rate of falls. Lastly, the authors examined quality of life issues. Random controlled trials revealed mixed results on the benefits of Tai Chi/Qi Gong to ameliorate a number of chronic illnesses. Studies showed Tai Chi/Qi Gong improved seniors’ mental health slightly more than active interventions such as yoga. Random controlled clinical trials indicated Tai Chi/Qi Gong improved measurable daily living skills such as chair rise and stair climb. Human subjects vary. The conditions besetting the elderly are complex. What is most important is to acknowledge the results of scientific surveys and trials proving mind-body exercises increase longevity and quality of life for the elderly in specific and measurable ways.
Introduction

A Tai Chi student asked the master, “What is the secret of a long life?” The master replied, “Keep breathing as long as you can” (Wayne and Fuerst, 2013, p. 65). This story reminds us the way to live a long and happy life is to avoid the causes of death. There are thousands of studies on the health benefits of Tai Chi and Qi Gong. The National Qigong Association maintains a database of 2000 studies (Lynch, 2014). The Qigong Institute database contains 1600 studies (Chen and Yeung, 2002, p. 532). This paper relies on comprehensive reviews of the best research by Jahnke et al. (2010), Carol Rogers et al. (2010) reviews research in specific areas, and individual studies of note. It focuses on areas of special importance for seniors: heart health, recovering from cancer, fall prevention, living with chronic illness, mental health, and physical function/efficacy. This paper indicates Tai Chi and Qi Gong improve the health of the elderly and increases their longevity.

Overview of Tai Chi and Qi Gong

Roger Jahnke (2010) observed Tai Chi, Qi Gong, and yoga focus on the "three regulations:" mind, movement, and breath." Most published research of Tai Chi/Qi Gong deal with these two practices as equivalent. The principal difference between them is intent. Qi Gong focuses on energy. Tai Chi concentrates on form, style, and balance. In ancient times, Chinese soldiers used Tai Chi to defend themselves from attack. In the course of their training, the soldiers sometimes suffered injuries. Qi Gong was a type of physical therapy.

Over 500,000 Americans practice Qi Gong (Scutti, 2013, p. 1). Although this term is of fairly modern origin, its roots go back 5000 years. This ancient practice was “breathing exercise” (IQ&IM, 2016). Chinese consider Qi Gong the grandparent of Tai Chi. The Chinese words Qi Gong mean energy work. Qi Gong features physical exercises done singly or in a pattern. Practitioners of traditional Chinese medicine assign energy work for specific problem areas. Modern Tai Chi practitioners typically do Qi Gong exercises as part of their warm-up. Their instructors do not always identify it as Qi Gong because of the esoteric connotations of the practice.

Approximately 2.5 million Americans practice Tai Chi (Scutti, 2013, p. 1). Tai Chi in Chinese means supreme fist. Shamans may have developed the first forms in imitation of birds and other animals over 800 years ago. Poetic names of individual movements like “Ride the Tiger” and “White Crane Spreads Wings” are reminders of this early practice. The modern version of meditation in motion features forms, a series of distinct, standard movements. The body remains in constant motion. Each slow, graceful action flows into the next. The soft nature of Tai Chi is deceptive. Based on measurements of oxygen intake and blood lactate levels, researchers Lan et al. (2001) classified Tai Chi as a moderate intensity aerobic exercise (p. 403). The Mayo Clinic declared this internal martial art safe for practitioners of all ages (2015).

Westerners recognize and utilize traditional Chinese medicine including Qi Gong, acupuncture, and herbal preparations. These practices share common principles based on a tradition. The key concept is energy (qi), a life force flowing through meridians in the human body. In contrast, the cornerstone of Western medicine is the scientific method and facts derived from observable measurable phenomenon.
Jwing Ming Yang, founder of Yang’s Martial Arts Association and a Ph.D. in Mechanical Engineering, argued qi was bioelectrical energy. However, Yang could not measure qi or identify specialized organs generating or receiving such energy (1999, p. 63). There is no physically verifiable anatomical or histological scientific proof of qi energy. When measuring this natural force or life energy using the tools of Western science, it is important to note Eastern medicine has its own ancient philosophy, and characteristics. Dr. Michael Irwin, a psychiatrist at UCLA, reasoned, “We do not understand lots of things because we do not yet have a way to measure them” (cited by Mundell, 2015, p. 1). It is important to note this paper is not concerned with what qi is or how it works. Rather, it is an inquiry on the effect of Tai Chi/Qi Gong on human aggregates.

Review of the Literature

This analysis of the literature analyzes reviews, studies, and random controlled trials on the benefits of Tai Chi/Qi Gong for the elderly. The section on heart health deals with heart attack and stroke, the first and third leading causes of death among seniors. The next part discusses cancer, the second most prevalent killer of those over 65. The segment on falls explains how to reduce the leading cause of injury for the aged. The last three areas, living with chronic illness, psychological well-being, and functionality/efficacy provide the results of studies on quality of life issues for the elderly.

A study conducted by Na Wang et al. (2013) of Vanderbilt University Department of Epidemiology indicated problems common to many studies. Wang and associates studied data collected from 61,477 middle-aged and elderly men in Shanghai, China. Their study was longitudinal, taking place over 5.48 years. Researchers placed healthy men who walked, jogged, or practiced Tai Chi into three intervention groups. Wang et al. selected men who smoked, were sedentary, or exhibited other unhealthy lifestyles for the control group. Wang and his fellow researchers counted the number of men who died in each group and concluded men who practiced Tai Chi were 20% less likely to die than men assigned to the control group. The percentage of longevity for those who walked was 23%, and those who jogged 27% (Grens, 2013). There is some doubt as to whether these three active interventions increased longevity or the results were a reflection of the method of selecting the intervention and control groups. Yet, this study received wide circulation as proof Tai Chi enhanced longevity among the elderly.

Strengthen the Heart

The heart is an integrating hub for health and wellness. It beats 100,000 times a day and moves blood through the 60,000 miles of circulatory system. “When the heart is at ease, the whole body is healthy,” observes an old Chinese proverb (cited by Wayne, P. & Fuerst. (2013). As people age, risk factors like high blood pressure and high cholesterol increase the chances of having a stroke or developing heart disease.

Tsung Cheng, a cardiologist (2007), in an editorial for the International Journal of Cardiology, “Tai Chi: The Chinese Wisdom of an Ideal Exercise for Cardiac Patients,” argued Tai Chi/Qi Gong effectively treats hypertension; has a salutatory effect on lipid profiles; improves microcirculatory function; enhances endothelium-dependent vasodilation in vasculature; increases heart rate variability; helps patients recovering from stroke; has a positive effect on the psychological status of people with
cardiovascular disease; and helped patients recover from coronary bypass surgery (p. 294). A study by Lan et al. (2009) demonstrated a one-year Tai Chi program for twenty low-risk patients following coronary artery bypass surgery favorably enhanced cardiorespiratory function.

Carol Rogers (2010) reviewed randomized controlled trials on the effects of Tai Chi and Qi Gong on the heart health of older adults. She reported four studies noted statistically significant decreases in systolic and diastolic blood pressure. A fifth study did not report a significant decrease in blood pressure or heart rate. A sixth study found heart rate variability significantly improved compared to brisk walking. Obesity increases the risk of heart disease. Other studies reviewed by Rogers showed contradictory evidence on the effect of Tai Chi on body composition measured by the Body Mass Index (BMI). A 16 week and 12 month intervention reported no changes in BMI for Tai Chi players. Another study showed a 2.3% decrease in BMI compared to an increase among the sedentary control group.

Roger Jahnke et al. (2010) cited nineteen studies of Tai Chi and Qi Gong participants reporting favorable cardiovascular outcomes among older adults. These studies measured blood pressure, heart rate, how well the heart pumps blood with each beat (ejection fraction), blood lipids, 6-minute walk distance, ventilatory function (lung capacity), and body mass index (BMI). Studies consistently found significant reduction in blood pressure especially when they compared Qi Gong and Tai Chi intervention groups to inactive control groups. Jahnke also cited two studies indicating non-significant reduction in BMI, three showing no change in body mass or weight loss, and one showing a non-significant reduction in waist circumference.

Lu Xi of The Hong Kong Polytechnic University, Christina Hui-Chan of the University of Illinois, and William Tsang of Hong Kong Polytechnic University (2011) published an article in Preventive Cardiology. Twenty-nine older Tai Chi practitioners and 36 healthy control subjects participated in this cross-sectional study. The subjects in the Tai Chi group showed significant improvements in arterial compliance and knee extensor strength. The subjects in the control group showed no significant improvement.

The National Health Service in an article, “Tai Chi and Heart Health in Older People” (2014) noted the results of the Xi trial, but cautioned arterial elasticity, although a sign of cardiovascular health, does not give an overall picture of a person’s heart health. They observed the researchers might have showed significant differences in specific measures simply because they lived healthier life styles. They concluded the Xi trial was a small study and did not follow people over an extended time (Tai Chi and Heart Health, 2012).

Newspaper reports in the Daily News and Daily Telegraph misrepresented the findings of the Xi trial. Stories in both newspapers reported the study indicated Tai Chi reduced blood pressure. The researchers measured the blood pressure of the participants, but it was not a part of the methodology or conclusions of the study. However, the story quoted principal researcher William Tsang’s cautionary statement, “The improvement in arterial compliance could have resulted from a combination of aerobic training, stretching, mental concentration and calm meditation during Tai Chi movement” (Daily News, 2012).

The reviews of cardiology studies by Cheung, Rogers, Jahnke, and two individual studies by Xi indicated Tai Chi/Qi Gong improved cardiovascular health as
demonstrated by common measures including blood pressure, BMI, and VO2 Max (Maximum Aerobic Capacity). Mind body practices reduced blood pressure among people with mild hypertension. However, several studies reported contradictory findings. Such findings are commonplace when one examines the results of Tai Chi and Qi Gong practice on cancer patients.

**Recovering from Cancer**

The Chinese Government claims Qi Gong can cure cancer. A number of Chinese tumor hospitals utilize two forms, Guo Lin and Taiji Five Element. Kevin Chen and Raphael Yeung (2002) in their “Review of Qigong Therapy for Cancer Treatment,” reviewed fifty research reports from China. These reports fell into three categories: clinical study of cancer patients, in vitro study of cancer cells, and in vivo study of cancer. Chen and Yeung argued a significant amount of evidence proved “Qi Gong therapy has an inhibitory effect on cancer growth” and concluded Qi Gong therapy “may actually stop and prevent cancer growth” (p. 541).

“Cancer and chronic degenerative diseases can be cured by practicing Qigong,” lectured Grandmaster Kiew Kit Wong at the Second World Congress on Qi Gong in San Francisco (1997, p. 1). Wong insisted Chinese scientists had conducted numerous experiments under strict scientific conditions proving conclusively qi is real and qigong is a genuine healing art. However, these studies cannot prove to Western scientific standards that Qi Gong can cure cancer. Most of these studies are observational or anecdotal studies with no control groups. Researchers cannot reproduce or replicate results. Every Qi Gong master directs his attention or emits his Qi energy, a process called external Qi Gong therapy (EQT), in varying degrees. In addition, there is no physical or biological measurement of Qi.

These authors testify from personal experience that Tai Chi/Qi Gong helps patients recover from cancer surgery. *WebMd* reported a random controlled trial by Gloria Yeh, “Tai Chi Lifts Mood, Helps Heart Failure Patients” indicating Tai Chi improves symptoms and quality of life for patients with chronic obstructive pulmonary disease (COPD), breast cancer, heart failure, and osteoarthritis (Hendricks, 2015). Myeong Lee, Max Pittler, and Edzard Ernst (2007) analyzed 27 controlled clinical trials and concluded the evidence was not convincing enough to suggest Tai Chi is an effective supportive treatment for cancer. An investigation into the beneficial effects of Tai Chi/Qi Gong led to more robust results.

**Fall Prevention**

Injuries from falls hospitalized 473 per 10,000 men and 767.2 per 10,000 women in 2013 (Venn, 2015). One third of people who go to the emergency department for a fall, return in one year and have a 40% greater risk of having an automobile accident (Halsey, 2016, p. 1). The evidence, especially in studies with a sedentary control group, indicates Tai Chi practice reduces the incidence of falls by 44 and 47.5 percent. Researchers from the Center for Complementary and Integrative Health found Tai Chi training was less effective for at risk elderly, but did not increase their falling rate (Jahnke et al., 2010). Several studies established Tai Chi reduced the fear of falling.

Dr. Ge Wu (2002), of the Department of Rehab and Movement Science at the University of Vermont surveyed 73 articles and studies on the effects of Tai Chi on fall
reduction in an article in The American Journal of Geriatrics, “Evaluation of the Effectiveness of Tai chi for Improving Balance and Preventing Falls in the Older Population.” Wu found the results “scattered and inconsistent” (p. 753). He suggested future studies focus not only on fall rates, but also on specific factors related to fall prevention like balance, lateral stability, and strength of hips and legs. He noted the difficulties of comparing different types of Tai Chi and Qi Gong.

Carol Rogers et al. (2010) reviewed 36 random controlled trials of Tai Chi and Qi Gong for older adults i.e. the researchers picked the members of the control group and the intervention group by random. The majority of these trials indicated Tai Chi/Qi Gong significantly reduced fall rates. Notable among the studies Rogers reviewed are those by Wolf, Choi, and Voukelatos.

A study by Steven Wolf and associates from the Emory University School of Medicine (2003a), “Reducing Frailty and Falls in Older Persons: an Investigation of Tai Chi and Computerized Balance Training,” reported a reduction of the risk rate of falls by 47.5%. The Number of subjects was 200 with mean age of 76.2. A subsequent trial by Wolf (2003b), “Tai Chi Exercise Training and Fall Occurrences in Older, Transitionally Frail Adults: a Randomized Controlled Trial,” showed no difference in fall rate between the Tai Chi group and a wellness education group. The number of subjects was 321, aged from 70 to 97. However, the direction of effect observed in this study suggests researchers should further evaluate the use of Tai Chi in this high-risk population.

A study by Choi and associates from the Department of Nursing, Daewon Science College, Chungbuk, South Korea. (2005), "The Effects of Sun-Style Tai Chi Exercise on Physical Fitness and Fall Prevention in Fall-Prone Adults," indicated improvement in leg strength, less fear of falls, and the promise of reducing fall rates. The number of subjects was 78 with a mean age of 77.8. A subsequent clinical trial by Alexander Voukelatos et al. (2007), “Central Sydney: Tai Chi Trial,” concluded participation in once a week Tai Chi classes for 16 weeks prevented falls in relatively healthy community-dwelling older people.

Roger Jahnke et al. (2010) in “A Review of Health Benefits of Qi Gong and Tai Chi” in the American Journal of Health cited 24 articles related to balance, fall rates, and improved strength and flexibility. Sixteen of these studies used control groups made up of sedentary individuals or those at risk for falls. Four studied gait performance, an important mechanism in understanding how Tai Chi affects balance. Four studies found significant improvements in strength and flexibility for the intervention group when compared to a control group practicing brisk walking.

Dr. Fuzhong Li of the Oregon Research Institute conducted some of the best and most reliable research on Tai Chi and the reduction of falls. His 2005 study, “Tai Chi and Fall Reductions in Older Adults: A Randomized Controlled Trial,” appeared in the Journal of Gerontology. The number of subjects was 256 with an age range from 72 to 90. His follow-up program, “Moving For Better Balance,” a randomized controlled trial, reduced falls by 45 per cent. The number of subjects in this second study was 20 with a median age of 74 (Wayne, 2013, p. 116).

Researchers categorize the over 400 risk factors for falls as intrinsic or extrinsic. They consider individual susceptibilities increasing fall risk such as reduced balance, vision loss, and acute illnesses as intrinsic. These factors account for half the falls. Extrinsic risk factors include unsafe walking surfaces, obstacles in path, inappropriate
footwear, and poor lighting. Most falls occur at the home in the bathroom, as a result of tripping hazards and slippery floors. Falls are associated with premature mortality, loss of independence, and nursing home placement. Fear of falling may lead to loss of mobility and avoidance of social activities resulting in social isolation and depression (Rosen et al. 2013). The evidence is clear; Tai Chi/Qi Gong along with home risk evaluations reduces falls.

Living With Chronic illness

Qi Gong and Tai Chi alleviate the symptoms of chronic illnesses, those persisting for three months or more. Eighty-eight percent of Americans over 65 years of age have at least one chronic health condition. Roger Jahnke argued that the utilization of Qi Gong and Tai Chi for the prevention and treatment of chronic disease was safe, inexpensive, and had “nearly unlimited application” (Jahnke, n.d.).

A clinical trial conducted by H. Tsang et al., (2003) “The Effect of Qigong on General and Psychosocial Health of Elderly with Chronic Physical Illnesses: a Randomized Clinical Trial,” published in The International Journal of Geriatric Psychiatry, recruited 50 geriatric patients with sub-acute chronic illnesses. The intervention group practiced a seated form of an ancient Qigong practice known as the Eight Section Brocades for 12 weeks. The control group received traditional remedial rehabilitation activities. The intervention group participants expressed improvement in physical health, active daily living skills (ADL), psychological health, social relationship, and health in general. The small sample size and limited duration of the intervention limited the applicability of this approach, but it does seem a promising alternative for improving the mental health of seniors with chronic illnesses.

Fuzhong Li (2004) of the Oregon Research Institute in “Tai Chi and Self-rated Quality of Sleep and Daytime Sleepiness in Older Adults: a Randomized Controlled Trial” found adults with moderate sleep complaints improved self-rated sleep quality through a 6-month, low to moderate intensity tai chi program. The number of subjects was 1116, aged 60 to 92. Li concluded Tai Chi is effective as a nonpharmacological approach to sleep enhancement for sleep-disturbed elderly individuals. Alice Kuramoto (2006) in her review of the literature from 1996 to 2004 listed studies proving Tai Chi/Qi Gong training increased strength, mobility, self-esteem, sleep, and cardio functioning.

Carol Rogers et al. (2010) in a review of clinical trials confirmed the benefits of Tai Chi/Qi Gong for patients with chronic diseases including arthritis, Parkinson’s disease, immune system strength, response to vaccination, changes in bone mineral density, and sleep quality. A study by Marlene Fransen et al. (2007), “Physical Activity for Osteoarthritis Management: a Randomized Controlled Clinical Trial Evaluating Hydrotherapy or Tai Chi Classes,” indicated hydrotherapy or Tai Chi classes provided large and sustained improvements in physical function for older, sedentary individuals with chronic hip or knee osteoarthritis. The number of subjects in her trial was 152.

Irwin et al. (2007) reported increased immunity from the varicella zoster vaccine among healthy Tai Chi practitioners. Measures included significantly improved symptoms related to the disease and quality of life. A measure of shingles immunity, VZV-RCF, increased significantly for Tai Chi practitioners over those receiving health education. Yang et al. (2007) noted a significantly higher response to the 2003-2004 influenza vaccinations among participants who practiced a combination of Qi Gong and
Tai Chi compared to a sedentary control group. The benefits of Tai Chi/Qi Gong in treating chronic illness are promising. However, an analysis of the effects of these two moving meditations on mental health encounters a new level of complexity.

**Enhancement of Psychological Well-being**

Modern Western medicine depends heavily on a plethora of stringent, repetitive, reproducible testing on human beings to determine ample evidence of the success rate of medical procedures and medications. The goal is an objective recommendation for common usage. Psychological wellness is a complex subject with a myriad of affects on the elderly. Seniors are well acquainted with the quarrelsome quartet of distress: depression, worry, anxiety, and fear. According to the American Psychological Association, 15 to 20 percent of Americans over 65 experience debilitating mood disorders (Vann, 2015, p. 1). The aged are more likely to experience persistent pain, life-threatening diseases, changes in brain chemistry, and a sense of isolation; all factors causing distress. These debilitating mental states lower immunity and compromise a person’s ability to fight infections. Distress often goes undiagnosed and overlooked by health care professionals.

Depression is one aspect of distress. There are various types of depression such as major, minor, atypical, and psychotic. Twenty-five percent of cancer patients suffer from depression. Almost every person over 55 has experienced moodiness or a general sense of weltersmerz. Depression can lead to suicide, a leading cause of death for men over 65. No wonder studies on the effects of Tai Chi/Qi Gong on depression show mixed results. Researchers have no common definition of what they are studying, how to study it, or a way to measure the results.

Carol Rogers et al. (2010) reviewed studies on the effect of Tai Chi and Qi Gong on the biomarkers of mental health. Four studies reported significant reductions in depression. One by Burini et al. (2006) did not. One study group practiced Qi Gong and used the Center for Epidemiological Studies Depression Scale to measure depression. One study practiced Tai Chi and measured participants’ depression with the Geriatric Depression Scale compared to a control group that read newspapers. Two studies used the Beck Depression Inventory. Another study showed significant improvements over time for a Tai Chi intervention group and a health education control group.

Jahnke et al. (2010) reported on several studies testing how Tai Chi and Qi Gong improved participants’ anxiety, depression, stress, and self-esteem. Three studies demonstrated anxiety decreased significantly for participants practicing Qigong compared to an active group. One study revealed depression improved significantly when researchers compared a Qigong intervention group to a control group reading newspapers. Three studies showed Tai Chi practice improved depression compared to psychosocial support, or stretching and education controls. Four studies demonstrated general measures of mood improved significantly for participants practicing Tai Chi compared to usual care controls. Two studies confirmed self-esteem improved significantly for Tai Chi practitioners compared to normally prescribed treatment and psychosocial support. Seven studies showed Tai Chi and Qi Gong practice did not significantly improve depression.

Putai Jin, an Australian psychologist in his 1992 study “Efficacy of Tai Chi, Brisk Walking, Meditation, and Reading in Reducing Mental and Emotional Stress” in the
*Journal of Psychosomatic Research* used a methodology modern researchers are increasingly emulating. He created stressful situations and measured the response in mood, self-reported stress levels, and blood pressure. He conducted these tests across four interventions: Tai Chi, meditation, brisk walking, and neutral reading. He found significant improvements in biomarkers for adrenaline, heart rate, and noradrenalin in the people who did Tai Chi. His number of subjects was 96.

A more recent review by Fang Wang (2014) a rheumatologist from Plano Texas, “The Effects of Tai Chi on Depression, Anxiety, and Well-being: a Systematic Review and Meta-analysis,” analyzed 37 randomized controlled trials, and 5 quasi-experimental trials studying the effects of Tai Chi on psychological well-being. The studies in this review demonstrated Tai Chi interventions had beneficial effects on a range of psychological well-being measures, including depression, anxiety, general stress management, and exercise self-efficacy.

There is need for further research on the effect of Tai Chi and Qi Gong in the area of depression, but also in the other sub-sets of mental distress. Many existing studies lack proper methodology and have produced mixed results. Proof of the efficacy of mind body exercises would help consumers determine if Tai Chi/Qi Gong will help them and which method works the best. A number of individuals market Qi Gong practices designed to reduce depression and anxiety. Yang’s Martial Arts Association features meditations in a DVD entitled “Tai Chi and Qi Gong for Depression.” Master Kam Chuen Lam (2014) published *The Qigong Workbook for Anxiety*.

Studies show Tai Chi and Qi Gong help alleviate depression and other psychological factors (Health, p. 11). However the results are inconsistent and contradictory. Researchers use different scales to measure depression. Jin’s work focusing on the biomarkers of depression offers a specific verifiable alternative to self-reporting of symptoms. Research studies generally find Tai Chi/Qi Gong reduces depression more than other exercises, but the difference is significant only when the control group is sedentary. Countless studies prove exercise increases endorphins, oxygen intake, and circulation and constitutes an effective treatment for depression. Tai Chi’s gentle approach for seniors with a range of physical problems makes it an ideal practice for providing aerobic exercise.

Tai Chi/Qi Gong is the choice for 250 million people. It is gentle and effective. Those with limited mobility can practice it while sitting or even lying down. Those who are depressed often have problems staying motivated in an exercise program. Individuals working on developing their self-confidence can practice in the comfort of their own homes. When they are ready, the warmth and support of members of a Tai Chi class helps overcome feelings of helplessness. Tai Chi practitioners show a high compliance rate, perhaps a sign of the intellectual and physical challenges of the practice. The sign of a good Tai Chi class is the recognition that doing a form wrong is better than not doing it at all. It is the “perfect” exercise. It requires no specialized equipment or uniform.

Psychological health provides a difficult challenge. The determination of success in the treatment of mental distress often varies dramatically among testable patients. Even the determination of a control group is questionable. However, several analyses on the effect of Tai Chi/Qi Gong on patients with depression indicate a positive result. Perhaps this is simply the effect of increased circulation and controlled respiration.
during exercise or the welcoming atmosphere of a cohesive group activity with acceptance rather than competition. Yet, it does not involve drug treatment, require a therapist, necessitate the purchase of special equipment and is available in prone, sitting, standing and walking forms. This, in itself, is compelling.

Function and Efficacy

As humans age a number of physiological changes take place: muscles weaken, sight dims, and hearing diminishes. Other age-associated changes include prostrate enlargement, bone demineralization, loss of taste and smell, decreased skin integrity, and reduction in sensory input. Increased urine production and decreased bladder capacity.

Physical function is about a long and happy life. It refers to the working order of the systems of the body. The impact of several chronic diseases, such as arthritis, osteoporosis, and coronary heart disease, limits the quality of life of seniors and their ability to maintain independence. Assessments of physical function incorporate aspects of strength, mobility, freedom of movement, balance, and coordination.

Function affects performance. One-third of all adults over 65 have health conditions limiting their ability to perform the activities of daily living (Efficacy). Health care providers consider shopping for groceries, meal preparation, housework, laundry, getting to places beyond walking distance, managing medications, managing finances, and using a telephone essential activities of daily living. Among those age 85 and older, the percentage who live at home, but need assistance or who live in a nursing home is 56 percent of women and 38 percent of men (Hughes, p. 1). The burdens on individuals, families, and society are considerable.

Fuzhong Li et al. (2002), published a study “Tai Chi, Self-Efficacy, and Physical Function in the Elderly” in the American Journal of Public Medicine. The number of subjects was 256 with a mean age of 77.5. The intervention group received Tai Chi instruction twice a week for 6 months. Li employed a randomly selected control group. Participants in the Tai Chi group reported significant improvements in perceived physical function compared to those in the control group. Those who acknowledged lower levels of physical function reported higher benefits from Tai Chi than those who acknowledged higher levels of physical function.

Carol Rogers et al. (2010) reviewed nine Tai Chi studies on physical function. All showed significant improvements in fitness and performance for subjects who practiced Tai Chi. There were significant results in studies with sedentary control groups, and non-significant results in studies with active measures like hydrotherapy. Rogers described studies showing Tai Chi players achieved significant improvement in a number of measures as a 50 foot walk line and stair climb, one leg stand, and chair rise, compared to wait-list control groups. Rogers noted self-reported and observed measures of functional performance showed significant improvement for Tai Chi practitioners compared to a control group. Rogers also described a study of elderly patients with osteoarthritis confirming Tai Chi practitioners reported significantly lower Sickness Impact Profile scores compared to a sedentary control group.

Jahnke et al. (2010) described sixteen studies assessing changes in physical function for older adults. These studies focused on functional tests used to assess capacity for daily living and assessed changes in overall physical activity levels. Tai Chi
and Qigong intervention groups consistently improved their scores in a number of standard measures.

Studies using self-reported measures consistently showed positive results for Tai Chi practitioners in general. Studies focusing on frail individuals indicated a potential to build performance for individuals. However, results were inconsistent. Researchers need to study health-compromised individuals to see why they are less likely to respond to this form of exercise.

Random controlled trials using active control groups noted mind-body exercise improved functionality of hearts, lungs, and major organs. Those with sedentary control groups saw statistically significant improvements, while those with active control groups saw less robust improvement. Some studies showed little or no improvement. Trials focusing on specific measurements, like the one-legged stand provided more reliable data than those relying on self-reporting. As the population of the US continues to age, studies on physical function and efficacy grow in their importance.

Seniors realize it takes time, effort, and determination to restore functionality after a fall or life-threatening illness. However, Fuzhong Li’s study offers hope. Even if you perceive yourself as functioning poorly, Tai Chi opens the way to better health. The elderly understand the key to a healthy body and mind is to know your limitations and fill your life with love, learning, and creating good memories.

**Conclusion**

It is a mistake to express disappointment because scientific surveys do not prove everything an enthusiast would like. Tai Chi players seek honesty, grounding, and balance, as do social researchers. The evidence indicates these ancient Chinese practices promote healthy hearts, provide an aerobic workout, and improve high blood pressure, and heart rate. Fuzhong Li’s (2013) random controlled trials establish the standard. Tai Chi practice dramatically reduces the fall rate among seniors. Some researchers produced studies claiming Qi Gong can cure cancer. As much as people hope for a cure for cancer, these studies do not meet western standards. Other studies showed inconsistent results as to the beneficial effects of Tai Chi/Qi Gong in helping post-operative and rehabilitating patients overcome problems such as chronic pain. Research revealed Tai Chi/Qi Gong improved seniors’ self-efficacy and increases functionality in specific and tangible ways.

Reaching substantive conclusions about the value of Tai Chi/Chi Gong practice is often difficult and confusing although many well-intentioned researchers made the attempt. Those who actually are Tai Chi players recognize the positive results in the members of their own practice groups and seek to authenticate their recommendations. Unfortunately, the amount of accurate testing is insufficient. The most common errors in the studies mentioned in this paper were: selective observation of the data, ignorance of data contradicting the hypothesis of the researchers, and overgeneralization of conclusions. Further research needs to occur on a global scale under rigorous statistical control. With the exponential growth in the number of senior citizens, a clarion call for extensive testing should appear on the agenda for the health care education industry. The monetary investment would be small compared to the positive reduction in injuries for senior citizens.
Resources


ENHANCING EXPLICIT INSTRUCTION THROUGH CRITICAL PEDAGOGY, AND TECHNOLOGY FOR STUDENTS WITH MATHEMATICS LEARNING DIFFICULTIES

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University of Texas at Austin

OUTLINE

- Overview

- Students’ characteristics

- National Assessment for Educ. Progress (NAEP) 2015 math scores

- Pedagogical practices

- Summary
OVERVIEW

- Globalization has led to increased need for knowledge-based skills e.g., problem solving and meaning making in mathematics (OECD, 2012).

- The STEM field continues to expand to fill the gap with technological skills (Brown, Brown, Reardon, & Merrill, 2011).

- Mandates (e.g., 504 plan, IDEIA, 2004) have been enacted to increase accountability for states and school districts (Jitendra, 2013).

STUDENTS

<table>
<thead>
<tr>
<th>Psychosocial</th>
<th>Math-related</th>
</tr>
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<tbody>
<tr>
<td>Metacognitive difficulties</td>
<td>Low mathematics performance on standardized or informal tests</td>
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<tr>
<td>Anxiety</td>
<td>Gaps in foundational mathematics skills</td>
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<tr>
<td>Low engagement (passivity, persistence)</td>
<td>Inefficient use of strategies</td>
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<tr>
<td>Learned helplessness</td>
<td></td>
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<tr>
<td>Low academic confidence</td>
<td></td>
</tr>
<tr>
<td>Poor identity as a math learner</td>
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</tr>
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</table>
NAEP

- National Assessment Education Progress
  - Nationally representative and continuing assessment
  - Representative samples of students at grade 4, 8, 12
  - Measures how well students’ actual achievement matches the achievement desired

Basic = partial mastery of pre req. skills
Proficient = solid academic performance
Advanced = superior performance

<table>
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<th>Ethnicity</th>
<th>Below Basic</th>
<th>At or above Basic</th>
<th>At or above Proficient</th>
<th>At advanced</th>
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</thead>
<tbody>
<tr>
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<td>57%</td>
<td>20%</td>
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<td>Asian Pacific Islander</td>
<td>13%</td>
<td>87%</td>
<td>59%</td>
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<td>18%</td>
<td>82%</td>
<td>43%</td>
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<td>52%</td>
<td>48%</td>
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<td>2%</td>
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<td>Hispanic</td>
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<td>60%</td>
<td>19%</td>
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<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
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<td>63%</td>
<td>29%</td>
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Mathematics Performance
National Assessment Education Progress (NAEP, 2015)

Grade 8

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<th>Subgroups</th>
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<th>At or above Basic</th>
<th>At or above Proficient</th>
<th>At advanced</th>
</tr>
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<tbody>
<tr>
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<td>69%</td>
<td>31%</td>
<td>6%</td>
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<tr>
<td>Not ELL</td>
<td>26%</td>
<td>74%</td>
<td>35%</td>
<td>9%</td>
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<tr>
<td>Students with disabilities w/out disabilities</td>
<td>68%</td>
<td>32%</td>
<td>8%</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>23%</td>
<td>77%</td>
<td>37%</td>
<td>9%</td>
</tr>
<tr>
<td>Free and reduced lunch</td>
<td>42%</td>
<td>58%</td>
<td>18%</td>
<td>8%</td>
</tr>
<tr>
<td>Not eligible for Free and reduced lunch</td>
<td>16%</td>
<td>84%</td>
<td>48%</td>
<td>13%</td>
</tr>
</tbody>
</table>

Pedagogical Practices

- **Explicit instruction** – (Gersten et al., 2009)
  - Teacher demonstration of a specific step-by-step plan to solve a problem
  - Plan is problem specific
  - Students actively encouraged to use the similar steps as the teacher

Explicit instruction has been found to be effective for students who are low achieving in mathematics (Baker, Gersten, & Lee, 2002; Doabler et al., 2015).

However, some students continue to lag behind in math performance.
**Benefits of Explicit Teaching**

- Students can benefit from task analysis and chunking of information during problem solving.

- Teacher modeling of think alouds makes the metacognitive (e.g., difficulty organizing information) process visible to students.

- Helps students improve mathematics achievement (Baker, Gersten, & Lee, 2002).

**Pedagogical Practices**

- **Critical Pedagogy**
  - Embraces Freire’s principles, one of which is, “emancipatory pedagogy” which argues that education must be characterized by democratic principles.

  - Represents a philosophy of education more than a set of “tried and true” methods that serve to advance student learning (White et al., p. 126).

  - Questions the status quo with a commitment towards a democratic society (Aslan, Bondy, & Adams, 2011).

  - Unique to a setting because it is responsive to students’ experiences, strengths and needs. By virtue of its uniqueness, it is not a set of practices to be followed (Aslan et al., 2011; White et al., 2014)
BENEFITS OF CRITICAL PEDAGOGY

• Helps build background knowledge and schema.

• Increases student motivation through real-life experiences.

• Facilitates inquiry and helps students make connections.

• May improve mathematics learner identities.

TECHNOLOGY (INFORMATION COMMUNICATION TECHNOLOGIES)

• In 2000, the National Council of Teachers of Mathematics (NCTM) called for the use of inquiry-based approaches and the inclusion of technological tools during math instruction for all students (NCTM, 2000).

• Fuchs et al. (2008) highlighted the need for continued attention in technology-rich environments, for the development of problem solving and information literacy skills in real-life settings.

• Baker, Gersten, & Lee (2002) attested that computers may be valuable in providing targeted mathematics problems for students to solve and in providing performance feedback and recommendations to teachers and students.
**Benefits of ICT- Mediated Instruction**

- Taps into students nature as digital natives (Wade, Rasmussen, & Fox-Turnbull, 2013).
- Increases student agency.
- Helps develop positive mathematics identities.
- Increases engagement.
- Reduces teacher’s cognitive load to meet 1:x of diverse interests in the classroom (Bain & Weston, 2012).

**ICT- Mediated Instruction**

- ICT is a mediating tool - Instruction is delivered through ICTs

TPCK framework (Koehler & Mishra, 2008)
SYNERGY

- Explicit Instruction
- Technology
- Critical Pedagogy

SUMMARY

- There is need to continue to examine the effect of evidence-based practices, such as explicit instruction for diverse math learners.

- There is evidence to support enhanced explicit instruction, i.e., in conjunction with critical pedagogy (e.g., see Lisa Delpit, William Tate).

- A need for greater understanding about the relationship between technology and learning (Hasselbring, 2001).

- Alignment between the mathematics curriculum and clear articulation of the expected goals of ICT-mediated instruction is critical for successful ICT integration.

- A need for a shift from perceiving mathematics as a process-orientation (Skovsmose, 1985) to one that can equip students with mathematical power, increase engagement, deconstruct negative mathematical identities, and allow for the development of critical thinking skills.
The Link Between Movement and Learning
Why Students in Motion Learn More Effectively

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When a teacher walks past a room full of students running around, he or she will likely assume that the class is out of control. But what if those students were learning? The links between learning and movement have always existed, but in order to fully access this connection, the traditional view of education must be turned upside-down. The traditional classroom is what people typically think of when they picture a classroom: rows of desks and a teacher standing at the front talking and writing on a chalkboard. Although this research primarily focuses on elementary school students, this information is relevant to all ages. College students who want to study effectively and get the most out of their professor’s lessons can benefit from adding more movement to their learning process. Business leaders who are organizing a meeting and want their employees to get the most out of the presentation, as well as older adults who want to keep their minds sharp and active as old age progresses, can also benefit from learning this information. Everyone who adds movement to their learning process has the opportunity to learn more effectively, meaning that people who exercise are not only prepared for learning, but that their brains can solve problems more quickly because of more connections in the brain. Furthermore, movement can be anything from squeezing a stress ball to intense cardiovascular activity. All of these movements, big or small, can positively impact learning. While everyone can benefit from this information, this research is aimed primarily at teachers who need to access more students and who want to help them reach their full potential. Although the traditional view of a classroom involves a teacher leading the class in a generally motionless environment, students learn more effectively when they engage in more movement at school.

This topic is important today because around the country, physical education and recess times are being shortened, while required independent reading time, for example, is being increased in the hope that more time spent on academic material will improve test scores. Across the United States, students are attending P.E. classes more and more sparingly. In fact, Illinois is the only state in the U.S. to mandate daily physical education. As a result, only a third of K-12 students attend P.E. every day. In Iowa, students only have to participate in P.E. for 45 minutes a week, and the state permits online P.E. classes. In addition, the state does not require recess for elementary students (State Profiles: Iowa 2010). A potential explanation for the lack of P.E. and recess lies in state-mandated standardized tests. Although students take the tests, teachers and school districts are held accountable, as the tests serve as a measure of how effective the teacher or district is. Some school districts even base pay raises or bonuses on standardized test scores, so teachers schedule more time focused on reading and math so their students will do better on the tests. School districts cut time in classes like P.E., art, music, or even recess in the hope that more time in the classroom means higher scores.

Some teachers will probably challenge the assertion that P.E. and recess are just as important as academic time, but even if they do agree, the presence of physical education and recess in the school day is not decided by classroom teachers, leaving them with the responsibility of incorporating movement. The administration decides how much time students spend in recess and elective classes. Therefore, if administration won’t budge, it’s up to teachers to incorporate that lost P.E. time into their classrooms. There are numerous ways for teachers to incorporate more movement into learning. For
example, teachers could get students out of their seats and have them create a drama or role-play based off of a book read in class. To reinforce knowledge about the Solar System, a teacher could tape a picture of each planet on the classroom walls, and then instruct students to, “run to the largest planet in our Solar System,” or to “hop to our hottest planet.” Even asking students to get up and do twenty jumping jacks between lessons will yield results. By creatively exploring new instructional strategies, teachers can make up for the time that most students are missing in P.E., creating more efficient learners.

Why the Brain Craves Movement

More and more research in brain function is revealing biological evidence that a connection between learning and exercise exists and that teaching techniques like those listed above can actually be more effective than those of the traditional classroom. First, exercise prepares the brain for learning by increasing circulation. Terry Doyle, an educational consultant and professor at Ferris State University, and Todd Zakrajsek, a research professor and director of fellowship programs in the department of family medicine at the University of North Carolina, describe how exercise, especially aerobic exercise, gets blood pumping faster and delivers more oxygen to the brain (Doyle and Zakrajsek 2013). Oxygen is energy for the brain, so more oxygen means that the brain can operate quickly. When engaging in exercise, blood actually travels away from the brain, so it would not be a good idea to, for example, try to do math problems while running on a treadmill. However, moments after finishing aerobic exercise, the blood rushes back to the brain, creating an optimal time for learning (Doyle and Zakrajsek 2013). Figure 1 illustrates how much more lit up a brain that just engaged in aerobic activity is when compared to the brain of a person who was sitting. The brain on the right is full of oxygen after aerobic activity and more of the brain is being activated and used than the brain on the left. The time immediately after exercise is a perfect time for students to be effective learners.

Figure 1: Brain Scans With and Without Exercise. This figure illustrates how walking for twenty minutes before a test results in a lit-up brain, with neurons making connections, while the brain that sat quietly before the test is not as sharp.

Exercise also prepares the brain for learning by stimulating the production of new neurons. In addition, new brain cells created through exercise only appear in the
dentate gyrus (Doyle and Zakrajsek 2013). The dentate gyrus is a part of the hippocampus, the most important learning and memory center of the brain. So not only does exercise create new neurons, but it only produces new neurons in the part of the brain responsible for learning and memory. This means that the more often someone exercises, the easier it is for their brain to carry out learning and memory functions. Exercise also stimulates the production of new synapses, the parts of neurons that information is sent across (Doyle and Zakrajsek 2013). The brain uses synapses to send messages, so the more synapses one has, the more connections one can make. At the University of Illinois, researchers found that rats that exercised had more connections among neurons than rats that did not engage in daily exercise (Hannaford 1995). Thus, students that do not engage in regular exercise might be at an educational disadvantage; integrating movement into instruction could help them meet their full potential.

The hippocampus, the center of learning and memory in the brain, actually grows larger with daily vigorous exercise. Dr. David Perlmutter, an author who researches health issues for older adults, did an important study on the relationship between exercise and the hippocampus. In his study, he had two groups of older adults. Over a year, one group stretched daily and the other engaged in daily aerobic exercise. Perlmutter found that the exercise group experienced increased hippocampal volume (See Figure 2). Because of this, the exercise group experienced improved memory function (Perlmutter 2014). Note that the control group’s hippocampal volume actually decreased. This is because as humans age, brain cells die off. The good news is that exercise can create new brain cells and replenish those that were lost. This information is important for older adults because it means they can keep their brains active in later life and avoid symptoms of dementia. For students, this information means that active student’s brains are more prepared for learning and remembering.

Figure 2. Exercise Increases Hippocampal Volume. This figure illustrates how over the course of a year, the size of the hippocampus increases with daily exercise.

Another important part of the brain regarding this research is the cerebellum, the area of the brain responsible for motor control and balance. The cerebellum is located at the back of the skull, near the top of the spinal cord, and is relatively small— the
the cerebellum only accounts for about one tenth of the brain's mass. However, nearly half of all the brain's neurons are located in this motor control area, meaning that the cerebellum is a very significant and active part of the brain. Peter Strick, a professor of neurobiology at the University of Pittsburgh, has found connections between the cerebellum and other parts of the brain involved in memory and attention (Jensen 2005). The cerebellum influences areas that are important to learning and memory, illustrating the biological connections between learning and movement.

Exercise also produces a learner-friendly chemical called the Brain-Derived Neurotrophic Factor (BDNF). Dr. John Ratey, neuroscientist at Harvard University, calls BDNF the “growth hormone for the brain” (Ratey 2008). Ratey even compares BDNF to “Miracle-Gro,” a plant fertilizer, because BDNF has a comparable effect on the brain to fertilizer on a plant. BDNF makes neurons stronger and protects them from damage, so decreased levels lead to neuronal atrophy or even death (Doyle and Zakrajsek 2013). The more neurons students have, the more connections they can make, so teachers want students to maintain their brain cells. Besides protecting neurons, BDNF also creates new neurons, but only during cardiovascular exercise. BDNF also increases the number of synapses, the space where neurons receive information. Doyle and Zakrajsek (2013) say, “BDNF produced by exercise makes learning easier.” A brain that is low on BDNF shuts itself off to new information, and isn’t as quick or sharp when making connections. Therefore, exercise prepares the brain for learning by creating BDNF, a chemical that protects and creates neurons, resulting in a sharper brain.

Exercise stimulates the production of three neurotransmitters, serotonin, dopamine, and norepinephrine (Doyle and Zakrajsek 2013). Serotonin influences memory and mood. Dopamine is the reward hormone, affecting motivation, drive, energy, and attention. Norepinephrine targets alertness, concentration, energy, and attention. Even the smallest amounts of exercise can stimulate these neurotransmitters. Students don’t have to be sweating to get the benefits of these chemicals. All three of these prepare students for learning by giving them the qualities of good learners, like motivation, alertness, and a better mood.

Because exercise produces these neurotransmitters, humans are wired to feel happier when they move. Exercise produces serotonin, a neurotransmitter that influences mood; dopamine, the reward hormone that improves mood; and endorphins, often called the “runner’s high.” It follows then, that students who exercise generally have better moods because exercise is a mood booster. Consider Terrence Dwyer’s study in which he measured the effects of daily exercise on schoolchildren. Dwyer found that students who exercised rigorously each day had higher self-esteem than their less active counterparts (Dwyer 2001). Higher self-esteem positively impacts mood because students feel better about themselves. Although a student’s level of happiness may seem trivial, teachers know that a student’s mood plays a role in their classroom performance. Cheerful students are not distracted by negative emotions and can perform to the best of their ability. Furthermore, students with higher self-esteem succeed because they have high expectations for themselves and they believe they can reach them. Movement in the classroom is essential because it puts students in better moods resulting in higher academic performance.

Movement in the classroom can also improve student attention. Paying attention in class is an important part of learning. According to Doyle and Zakrajsek (2013),
attention is a “critical first step to learning anything.” If students aren’t listening to the teacher, they aren’t taking in information. Providing movement breaks in the middle of long periods of sitting can energize students who are bored or dozing off. Furthermore, exercise produces norepinephrine, the chemical most involved in the attention process. Eric Jensen, former educator who now researches the science of learning, points out that the attention network in the brain engages the cerebellum (Jensen 2005). These overlapping pathways in the brain demonstrate that attention and movement are intertwined, helping learners because attentive students learn better by actually taking in what the teacher is saying.

One reason students may have trouble paying attention is negative behavior, which decreases with regular physical activity. Inappropriate behavior impedes students from learning and distracts other students. Ratey discusses an inner-city school that saw behavior problems decrease by 67% in just one year after introducing daily physical education (Ratey 2008). In the same way, Ratey describes how Woodland Elementary School in Kansas City, Missouri saw the number of incidents involving violence decrease from 228 to 95 in one year after increasing physical education from once each week to every day (Ratey 2008). A possible explanation for why the striking change in behavior problems correlates to daily physical education is that the time for movement provides students with an outlet to release energy or frustration that they would otherwise release at the expense of another student in a violent manner. Despite the numerous benefits physical education provides, administrators still overlook the course because of the perceived need to keep students in the classroom to improve standardized test scores. Consequently, it becomes the teacher's responsibility to include movement in the classroom so that students get that outlet. The decrease in behavior problems will be worth what some consider “sacrificing” a few minutes of academic time.

Students with poor behavior often have poor motivation as well, and both distract the student from learning. If teachers are unable to motivate a student, the student will have trouble working hard and caring about school. The greatest argument suggesting movement is a motivator lies in the nature of children, because most young students prefer active learning to sitting and listening. Teaching students with a movement-focused approach could yield more student interest and participation, and therefore better retention of information. Incidentally, Dwyer found that students who exercise have better attitudes towards school (Dwyer 2001). If students have a good attitude regarding school, they will be less likely to disrupt learning with challenging behavior. A better attitude towards school means that students are more driven to learn. In sum, exercise creates students who want to learn.

Exercise helps students learn more efficiently, but this fact is not represented in traditional classrooms. Most classrooms use a traditional model of education that is teacher-centric. The 80-20 rule describes a teacher-centric classroom. The teacher does 80% of the work, standing at the front of the room, writing on the board, asking questions, and recalling information. The students do 20% of the work. They sit at their desks, and maybe they take notes or answer the occasional question. In order for students to learn better, teachers must flip the traditional classroom model, so that students are doing most of the work and teachers are just facilitators of this process. Ideally, students are moving around, interacting with others, calling on past information,
and describing the content. Like most traditions, many teachers will defend the typical instructional approach because it’s accepted as efficient and seems to get the job done. However, active learning approaches that involve group work and hands-on activities are becoming increasingly popular, not only because students prefer them but because they facilitate deeper learning. As more teachers see the results of active learning, they will follow suit, and with time more students can be successful due to hands-on learning. The point of this active classroom model is that students spend less time sitting, because sitting does not facilitate learning.

Sitting is detrimental to learning because students are not receiving all of the aforementioned benefits of moving and exercising at school. Sitting is the opposite of exercise, and therefore is one of the worst ways to learn, while movement is one of the best. It’s unnatural for students to sit for more than twenty to thirty minutes, so long amounts of seated instruction can lead to boredom, fidgeting, behavior problems, and an inability to pay attention. Students may get up to sharpen a pencil or go to the bathroom simply because they can’t sit any longer, resulting in the student missing part of the lesson. Sitting starves the brain of oxygen because blood isn’t circulating the way it does when students are moving. An oxygen-deprived brain can’t send messages as quickly and has trouble problem solving. The difference between sitting and standing is that the heart rate increases by 10 beats per minute when a person stands. Ron Nash, former educator who now researches brain-based learning strategies, says that sitting starves the brain of oxygen and glucose; things the brain always needs but that are especially important during problem solving (Nash 2012). However, not all learning can be carried out in motion. Some activities have to be done sitting at a table- to do otherwise would just be impractical. So by limiting the amount of time spent sitting as much as possible, and by providing movement breaks for every twenty minutes of sitting, teachers can ensure that students don’t spend too much time sitting, for sitting is detrimental to learning.

Why Movement Enhances Instruction
Now that it’s been established that physical exercise in schools prepares students brains for learning biologically, the pedagogical repercussions of movement in the classroom must be analyzed. The most significant benefit of movement in the classroom is that an active classroom reaches more students. The first theory that supports this is Howard Gardner’s theory of multiple intelligences. According to Gardner, developmental psychologist at Harvard University, the theory of multiple intelligences “documents the extent to which students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways”(Lane 2008). Gardner identified eight intelligences that describe how different types of students learn. Students can be musically, interpersonally, intrapersonally, logically-mathematically, linguistically, kinesthetically, visually, or naturalistically intelligent. For example, a student who is visually smart understands a math word problem by sketching out what is spatially occurring in the problem, while the linguistic learner could understand what the problem is asking just by reading the words. Traditional classrooms are criticized for teaching primarily to linguistic learners. Consider an upper elementary school curriculum; in Language Arts, students read and write. In Social Studies and Science, students read out of textbooks for homework and write answers on tests. This tradition
puts students who have different kinds of intelligences at a disadvantage, while linguistic learners thrive. A movement-based classroom caters to more than one intelligence. Clearly, kinesthetic learners thrive, but so do interpersonal learners because there is more social interaction than in the traditional model where students communicate primarily with the teacher by raising their hand. Visual learners also succeed because they are looking at something besides a flat chalkboard, and movement-based classrooms often instruct students to use their bodies to spatially figure out a solution. Finally, musical learners benefit as well because dance and rhythm are often a part of the movement-based classroom. Due to the fact that an active classroom teaches to multiple intelligences, the movement-based model reaches more students.

An active classroom in general accesses more students, but special needs students particularly benefit from non-traditional classrooms. Movement can be an effective way to get students out of counter-productive mental states like frustration or anger, according to Eric Jensen. For instance, movement can be a replacement behavior for a student who rocks back and forth when frustrated. Instead of rocking, the student learns to get up and do ten jumping jacks, and then sit back down right away, ready to learn. Conversely, movement routines that call for slower movements can relax and calm down hyperactive students. An example is the “hook ups” position developed by Paul E. Dennison, founder of the Brain Gym organization, a nonprofit aimed at exploring educational kinesiology methods (See Figure 3). When a student crosses her arms and legs and closes her eyes for “hook ups,” the position acts as a meditation. By changing up the usual “sit and get” classroom, students with special needs can thrive by learning in different ways.

Figure 3. Students in the "Hook-Ups" Position. Student cross their arms and legs for "Hook-Ups," a position said to be meditative and calming.

Movement facilitates inclusion, an important aspect of students with special needs’ learning. Inclusion describes the practice of keeping students with special needs in the classroom with their non-disabled peers as much as is appropriate. The student with special needs greatly benefits by feeling like a part of the school community rather than an outsider. They also learn social skills by interacting with peers. The general
education students also benefit by learning how to interact with people who are different from them and how to be respectful of people who are differently abled, because general education students will encounter people with disabilities in adult life even if they don't in school. Movement facilitates inclusion because it is more accessible to diverse students. For example, a teacher asks students, “What comes at the end of a sentence, a comma or a period?” The students respond by curving their bodies into the shape of a comma or curling up into a ball like a period, including students who are nonverbal and who wouldn’t have been able to answer the question verbally. This example is the tip of the iceberg of methods for incorporating movement into the classroom and reaching more students, no matter their ability.

By fostering inclusion, movement also helps students with social interaction. Many, but not all, students with special needs struggle socially, either because they lack social awareness or because other students don’t interact with them because of their differences. A classroom incorporating physical activity involves more social interaction because students are moving around the room and working together, rather than sitting at their desks and listening to the teacher talk. In addition, Dwyer found that students who exercised everyday have better social skills than students who do not (Dwyer 2001). Furthermore, at Naperville Central High School, freshmen are required to take a square dancing class that uses dance as a framework for teaching social skills. Each dance partner gets a script to use to converse with their partner until they are permitted to chat without a script for a period of time. By the end of the semester, students have made friendships and learned how to communicate, and their final exam consists of a remembering ten facts about a person after a fifteen-minute conversation (Ratey 2008). This is especially significant for students on the Autism Spectrum, because a common characteristic of people with Autism is impaired social functioning. All students can benefit from learning how to communicate, but students with special needs can learn social skills and make friends in a movement-based environment, an experience they might not otherwise have.

While students with disabilities can generally benefit from the active classroom, it’s important to analyze specific types of common disabilities, like ADHD, to see just how many students can improve. Attention Deficit Hyperactivity Disorder, or ADHD, is increasing among young students. Students with ADHD experience either an inability to pay attention, hyperactivity, or both, but all students with all types of ADHD can benefit from more movement in the classroom. For learners with ADHD who struggle to pay attention, movement boosts their focus levels the way it does other students. Remember that exercise produces norepinephrine, the chemical most involved in the attention process. In fact, ADHD medication targets norepinephrine to create more because it helps students pay attention and calms fidgetiness (Ratey 2008). Furthermore, while sitting at a desk, even small movements like squeezing a stress ball or pedaling on desk bike pedals can help a student focus on the teacher (Doyle and Zakrjasek 2013). For students with ADHD who are hyperactive, movement in the classroom can have a big impact, because moving is precisely what these students want to do! This is especially important for children with ADHD, because symptoms of hyperactivity often subside in adulthood when the prefrontal cortex, which inhibits impulses, fully develops. A study at the University of Georgia found that boys with ADHD who engaged in regular exercise experienced less hyperactivity, because they
had regular opportunities to let out their energy (Ratey 2008). (There was not a significant decrease in hyperactivity among girls in the study because it is less common for girls with ADHD to experience hyperactivity. Females with ADHD usually struggle with attention.) Adding movement to the classroom can greatly impact symptoms of ADHD for the better, therefore helping these students learn.

While ADHD is often the first disability people think of when they think of movement positively impacting students with special needs, more movement can help students with learning disabilities as well by teaching them in different ways. Learning disabilities are some of the most common disabilities special education teachers encounter. Students with learning disabilities are of average intelligence but have difficulty acquiring certain skills, for example, they may read well but spell poorly. Because movement-based education teaches to multiple intelligences, students with learning disabilities in reading or writing can still succeed in other classes that aren’t so linguistically-focused. Furthermore, Jensen describes a study of students with dyslexia, a learning disability in reading. He found that students with dyslexia who engage in a movement program improve more in reading, verbal fluency, and semantic fluency than those that did not exercise (Jensen 2005). Traditionally, students with learning disabilities struggle to improve in reading while falling behind in other classes because they can’t, for example, read the Social Studies homework. A movement-based approach gives them a chance to break that cycle and to learn in a way that makes sense to them.

Thus far, some readers may challenge the view that an active classroom reaches more students by suggesting that students with physical disabilities are even more left out. Nevertheless, by following the idea that teachers should meet students where they are, students with physical limitations can still be a part of the active classroom. Naperville Central High School exemplifies meeting students where they are. When Ratey visited the school’s gym class, he thought one student, Michelle, looked like she was lazily “loafing” around the track, but when the gym teacher checked her heart rate monitor, Michelle was working just as hard as the students who were sprinting (Ratey 2008). Without the heart rate monitor, Michelle would’ve received a low grade for poor effort, but with the monitors Naperville can meet students where they are. Another form of accessibility for students with physical disabilities is Adapted P.E., a P.E. program designed to specifically include a student with a disability in a general class. A teacher trained in A.P.E. teaches alongside the general education teacher, providing appropriate accommodations. Examples of simple accommodations include using a laundry basket to catch a soft ball or stuffed animal instead of catching it with one’s hands, or using a hula hoop as a target instead of practicing pitching. The accommodations are endless, but the one aspect of A.P.E. that is unchanging is inclusion, so movement in the classroom does not leave out students with physical disabilities.

This icon for movement in the classroom, Naperville Central High School in Illinois, has designed a physical education program that ties academics to exercise. Students struggling in reading or math are placed in Learning-Readiness P.E. (LRPE) a period or two before their challenging class. LRPE consists of keeping the heart rate between 80% and 90% and intense cardiovascular exercise (Zientarski 2015). Paul Zientarski, physical education teacher who began the program, noticed that students
who struggled with reading improved twice as much when they had LRPE before reading class rather than after (See Figure 4). Paul Zientarski says, “In our department we create the brain cells. It’s up to the other teachers to fill them” (Ratey 2008). Physically, exercise creates brain cells, so Zientarski is correct in saying that his department “creates” the brain cells. However, the importance of classroom teachers is not to be discounted here. Without quality teachers who use instructional strategies to teach content, the students would be prepared for learning and have nothing to learn. P.E. teachers and classroom teachers share the responsibilities of educating students completely- mental and physical health go hand in hand.

Figure 4. The Significance of LRPE Right Before a Literacy Class. This figure illustrates how students in LRPE first period improved twice as much in literacy when their literacy class was right after LRPE.

Recommendations for an Active Classroom

While Zientarski has an extensive plan for how movement can improve learning, incorporating physical activity in the classroom doesn’t have to take a lot of time or planning. Some teachers and administrators challenge the view that exercise enhances learning by saying movement takes up too much time that would be better spent learning, but this isn’t always the case. As readers now know, spending all of a class period or lesson sitting down is detrimental to learning. For those who still doubt, there are energizers. An energizer, also known as a “brain break,” is a short movement activity during learning. There are endless ideas for energizers among teachers, but some examples include a sixty second dance party, a game of “Simon Says”, stretching, jumping rope, or various fitness exercises like jumping jacks or toe touches. These quick but effective activities provide a break for students and get the blood pumping without completely distracting learners. Critics may go on to say that albeit short, these activities could get students so “wound up” that they are impossible to calm down. Of course, these are the students who need more movement the most. In addition, by clearly establishing expectations for behavior and practicing energizers, students will understand that as soon as the energizer is over they are expected to be right back in their seat. Energizers keep students attentive, helping them learn more effectively.

An additional method of movement that accesses the brain in a surprising way is the cross-lateral exercise. Cross-lateral exercises are movements that cross the body, like touching your right knee with the left elbow. These are effective because the brain
has a crossover pattern, meaning the left side of the brain controls the right side of the body, and vice versa. Cross-lateral exercises access both sides of the brain and help them communicate by using this crossover pattern. The more one accesses both sides, the more intelligently one is able to function (Hannaford 1995). For example, when reading, the eyes start at the left side of the page and move to the right, switching which side of the brain is in control halfway through. Cross-lateral exercises can make students more fluent readers by developing this connection between the right and left brains.

Integrating movement into lessons can be easy with an open mind. For example, if a teacher tapes different shapes to the ground, students can practice geometry by hopping, skipping, or running to the shape the teacher names. Another example could be to practice spelling and typing skills by drawing a keyboard on the ground in chalk and having students jump from key to key to “spell” a word. To constantly involve movement, students could sit on exercise balls instead of chairs, have bike pedals under their desks, or squeeze a stress ball. Doyle and Zakrajsek (2013) say, “This small amount of movement has been shown to keep the prefrontal cortex more engaged.” Bouncing, pedaling, or squeezing are small motions, but they keep students focused instead of fidgety and distracted. In every corner of the classroom, there’s a place for movement that will improve learning.

Movement not only prepares students for learning but helps them learn more effectively. On a biological level, the brain is set up to move while learning, and exercise actually helps people make quicker connections among synapses. Furthermore, students are more attentive, motivated, happy, and have fewer behavioral problems. On a pedagogical level, movement-based learning reaches more students, accesses multiple intelligences and facilitates inclusion for students of all levels of ability. If every teacher in America read this research and changed the educational system overnight, schools would look much different. Ideally, students would go to P.E. class first thing in the morning, followed by their most difficult class. The role of the classroom teacher is not to be marginalized- classroom teachers would use hands-on activities and movement-integrated lessons as often as possible. Of course, some learning must take place seated at a table, so teachers would get students up out of their seats at least every twenty minutes for an energizer or a movement activity that checks for comprehension. And, even when seated, students would have options for movement, like a bike pedal desk or a stress ball. Of course, the educational system is not going to change overnight and neither will teacher’s minds. Teachers who are accustomed to the traditional methods may have a hard time adjusting, because if they’ve taught for thirty years, change can be difficult. It’s up to teachers who understand the benefits of movement to demonstrate to their colleagues how beneficial it is to incorporate movement into the classroom, and how much easier it is when teachers don’t have to spend half their time trying to force students to stay quiet and in their seats. Even though classrooms are traditionally teacher-centric, flipping this idea to focus on students and to educate them through movement creates more efficient learners.
References
Nebraska-Japan Trade Analysis 2000 to 2015

by

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The main objective of the paper is to analyze the trade between Japan and Nebraska for the years 2000 to 2015. The discussion is in three sections. In the first, a geographic and demographic comparison of Nebraska and Japan is made. The second section is devoted to describing the data and methodology used in this analysis. The third section presents the results and an analysis -- conclusions follow the third section.

Section 1 - Geographic and Demographic Comparison of Nebraska and Japan

Japan is an eastern Asian island chain surrounded by the Sea of Japan; the Philippine Sea; and the North Pacific Ocean; Nebraska is a landlocked state in the middle of the North American continent. So, are there any commonalities between these two geographic entities on different sides of the globe?

Well, the total land area of Nebraska is 198,974 sq. km., or equal to 52.7 percent of the total land and water area of Japan which is 377,915 sq. km. Japan is slightly smaller than the state of California. Only 11.7 percent of Japan is arable land (CIA, World Factbook, 2016). That amounts to 42,644.7 sq. km., or 10,537,738 acres, fit for cultivation; whereas, 48.0 percent of Nebraska's 45,332,000 of land in farms was harvested in 2012 (or Nebraska had four times the land under cultivation as Japan had arable land in 2012). Historically, the lack of arable land has been a motivating issue in Japan’s domestic and foreign policies.

Japan not only is physically larger than Nebraska, it also has a much larger population – in 2015, its estimated population was 126,919,659 which ranked 11\textsuperscript{th} in the world and translates to 335.8 persons per sq. km. Nebraska’s population estimate in 2015 was 1,896,190 which translates into 9.5 persons per sq. km. So, Japan is 35 times more densely settled than Nebraska. Nebraska’s population growth rate was an estimated 0.8 percent between 2014 and 2015; Japan’s by comparison was -0.16 percent. That means Japan’s population actually declined by an estimated 200,000 between 2014 and 2015, indicating that deaths exceeded births and that net in-migration was zero. In 2014, an estimated 50.2 percent of the Nebraska population was female. Japan had a 2015 birth rate of 7.9 births per 1,000 population, which ranked 222\textsuperscript{nd} in the world. So, Japan’s working age population is not replacing itself.

Japan’s labor force is also much larger than Nebraska’s – an estimated 65.9 million in 2014 compared to a total labor force of 1,011,567 in December 2015 in the state. Japan’s labor force ranked ninth in the world. In Nebraska from 2010 to 2014, 70.2 percent of the 16 years and older population was in the labor force; and 65.6 percent of the 16 years and older female population was in the labor force. In 2014, the estimated gross domestic product for Japan was $4.77 trillion, or the 5\textsuperscript{th} highest in
the world. In Nebraska, the per capita income from 2010 to 2014 was $27,339 (in 2014 dollars).

So, what do Japan and Nebraska have in common -- primarily their trading relationship. Because of Japan’s comparatively large population and small amount of arable land, Japan currently imports “about 60% of its food on a caloric basis” (CIA, World Factbook, 2016). Nebraska’s export of food products contribute to Japan meeting its food importation needs.

Section 2- Data and Methodology

Data
In order to analyze the trade between Nebraska and Japan, the following variables were used for the periods given in the parentheses.

- Value of Nebraska Exports to Japan (2000-2015)
- Value of Nebraska Imports from Japan (2008-2015)
- Value of Nebraska Commodity Exports to Japan (2012-2015)
- Value of Nebraska Commodity Imports from Japan (2012-2015)
- Value of top four Nebraska commodity exports to Japan (2010-2015)
- Value of Nebraska’s top four commodity imports from Japan (2008-2015)
- Commodity composition of Nebraska exports to Japan (2012-2015)
- Commodity composition of Nebraska imports from Japan (2012-2015)
- Japan’s High-Technology exports to world (2012 and 2013)
- Japan’s service exports to world (2012 and 2013)
- Japan’s manufacturing exports to the world (2009-2013)
- Japan’s Gross Domestic Product (2005-2013)
- World’s exports of goods and services (2012 and 2013)
- World’s Merchandise exports (2012-2013)
- World’s High-Technology exports (2012 and 2013)
- World’s Service exports (2012 and 2013)
- World’s Manufactures Exports (2009-2013)

Methodology
Simple analytic tools were used to examine trade patterns between Nebraska and Japan. In addition to the analysis of overall trade, a study was made of the composition of trade between these two partners. Tables and graphs were used to depict the flow of imports and exports between the two entities. The statistical measures used to study Nebraska and Japanese trade were the Index of Openness and the Revealed Comparative Advantage for specific commodities and periods.
Index of Openness

The Index of Openness (IO) indicator is defined (at current prices, current exchange rates) as:

\[
\text{Imports + Exports (both goods and services)}
\]

Gross Domestic Product

Goods consist of merchandise imports and exports. Services cover transport, travel, communications, construction, IT, financial, and other business, personal, and government services as well as royalties and license fees.

The trade to Gross Domestic Product (GDP) ratio is the sum of exports and imports divided by GDP. This indicator measures an economy’s ‘openness’ or ‘integration’ with the world economy. It is the combined weight of total trade in an economy, and is a measure of the degree of dependence of domestic producers on foreign markets and their trade orientation (for exports) and the degree of reliance of domestic demand on foreign supply of goods and services (imports).

Trade is vital to any successful modern economy, so it is crucial for the competitiveness of the Japanese economy in the long run. By exposing firms and products to international competition, trade encourages economies to focus on areas of comparative advantage. That helps insure that scarce skills and resources are deployed where they are most productive. Further, trade increases competition, enables firms to capitalize on economies of scale by having access to larger markets, and encourages the spread of skills, knowledge, and innovation. The IO will be influenced not only by a country’s, trade policies, but also by the world economy in the macro sense.

Revealed Comparative Advantage

The Revealed Comparative Advantage (RCA) is a trade analysis tool that measures and assesses the competitive advantage of the products which a country exports. The RCA indicates whether a country is in the process of extending the products in which it has a trade potential or is a simple competitive advantage.

The Revealed Comparative Advantage is defined as a country’s sectoral share divided by the world sectoral share (Note: the similarity to the calculation of location quotient). The values of an RCA indicate the country’s competitiveness vis-a-vis the world, which also helps assess a country’s export potential.

The RCA is used to capture a country’s the degree of trade specialization. An index that is higher than one for a product implies that a country’s exports of that product are more than expected on the basis of that product’s importance in total exports to the world:
RCA_{ij} = \frac{(X_{ij}/X_i)}{(X_{aj}/X_a)}

where

- \( X_{ij} \) = exports of product j from country i
- \( X_i \) = total exports from country i
- \( X_{aj} \) = total exports of product j from the world
- \( X_a \) = total exports of the world.

The numerator is the share of good i in the exports of a country, while the denominator is the share of good i in the exports of the world.

Both the Index of Openness and the Revealed Comparative Advantage are calculated for Nebraska and Japan in this paper.

Section 3 - Results and Analysis

The tables and graphs, supporting the results and analysis presented here, are all in the Appendix. Graphs 1 and 2 reveal that Nebraska’s exports to Japan have been steadily increasing since 2004. Imports have grown as well, but the levels of state imports from Japan are much lower than export levels (about half the value).

The principal Nebraska commodity exports to and imports from Japan are presented in Graphs 3 and 4 and in Tables 1 and 2. The top four exports in 2015 were Food Manufactures, Electrical Equipment; Computer Products, and Chemicals. Nebraska’s top four imports from Japan were Machinery (except electronic); Chemicals; Transportation Equipment; and Fabricated Metal Products. In 2015, food manufactures exports represented 52.3 percent of total Nebraska exports to Japan. That was considerably below the 76.0 percent of total exports that food manufactures exports averaged between 2000 and 2015. In every year between 2000 and 2015, food exports occupied the top position whereas, in the case of imports, the top commodity rankings for the period 2008 to 2015 fluctuated among several commodities. The major commodities imported by Nebraska from Japan were Machinery (except Electrical), Chemicals, and Transportation Equipment. Chemicals and Transportation Equipment increased steadily from 2011 to 2015, whereas Machinery imports declined during the period (Table 2).

In Table 3, the value of Nebraska exports to Japan and the value of Nebraska imports from Japan are depicted for the years 2012 to 2015. With respect to exports, there was a steady increase in the period and the state's rank also improved from 32 in 2012 to 25 in 2014 when compared to other U.S. states. Imports also manifested an increasing trend as the state’s rank changed from 36 in 2012 to 35 in 2015. California led all states in the value of its Japanese exports and imports with 18.3 percent of total U.S. exports to Japan in 2015 and 28.6 percent of total U.S. imports from Japan. North Dakota came in 50th among the states in the value of its exports to Japan and near the last in imports.
The RCA for Nebraska manufacturing exports compared to Japanese manufacturing exports was more than one for the years 2009 to 2013 (Table 4 and Graph 5). The RCAs for select Japanese export categories compared to the world are presented in Graph 6 and Table 5. The RCAs values were less than one for Service exports. The RCA is much higher for High Tech and Merchandise Exports. The RCA calculated for Japan’s manufacturing exports to the world (Table 6 and Graph 7) increased until 2011 and then sharply decline.

The IO values for Japan from 2005 to 2013 are presented in (Table 7 and Graph 8). The values fluctuated over time and yielded very low values.

Summary and Conclusions

- Nebraska exports to Japan declined from 2000 to 2004 and then steadily increased (Graph 1).
- Nebraska imports declined from 2008 to 2009 then steadily increased but at much lower dollar values than exports to Japan (Graph 2).
- Nebraska’s top four commodity exports to Japan were Food Manufactures, Electrical Equipment, Computer and Electronic Products, and Chemicals (Graph 3).
- In Table 3, the value of state exports and imports is provided for the U.S. and selected states. Nebraska’s rank changed from 32 in 2012 to 29 in 2013, to 25 in 2014, and to 24 in 2015. As for imports, Nebraska ranked 36th among the 50 states in value of imports from Japan in 2012, 34th in 2013, 34th in 2014, and 35th in 2015.
- Analysis of exports revealed that Food Manufactures occupied the top rank followed by Electrical Equipment (Table 1). In the case of commodity imports, Machinery ranked number one, followed by Chemicals and Transportation Equipment (Table 2).
- The RCAs for Nebraska manufactured exports are shown in Table 4 and Graph 5. This index yielded values greater than one for most of the period 2009-2013, which implies that those exports are significant and relevant compared to Japan’s manufacturing exports. Graph 6 and Table 5 also deal with the RCAs for select Japanese export categories and, interestingly, the data show that High Tech exports have a higher RCA value than Merchandise or Services exports. Table 6 shows Japan’s RCA for manufacturing exports. The index increased initially from 2009 to 2010, then declined to 2013.
- Graph 8 and Table 7 show the openness of Japan to international transactions. The index value was low which suggests Japan depends on its domestic economy for growth rather than international trade.
- We noted earlier that Japan currently imports “about 60% of its food on a caloric basis” and this paper shows that most of Nebraska’s exports to Japan consisted of food products. Between 2003 and 2015, an average of 31.2 percent of Nebraska’s annual exports were food products compared to an average of 3.9 percent for all states in the U.S. Those last two values lead to...
an RAC value of 8.0 for food exports from Nebraska compared to food exports from the U.S. as a whole. Thus, food manufactures exports are keeping Nebraska’s economy productive and competitive, so the state has an economic interest in continuing to promote and encourage trade with Japan. For similar reasons, the Japanese have an interest in maintaining good trade ties with Nebraska.

Appendix

Graph 1 -- Value of Nebraska Exports to Japan, 2000 to 2015

Graph 2 -- Value of Nebraska Imports from Japan

The ITA’s estimates of the value of state-level imports began in 2008.
Graph 3 -- Value of Top Four 2015 Nebraska Commodity Exports to Japan, 2000 to 2015

Source: USDOC, International Trade Administration, 2016

Graph 4 - Nebraska's Top Four 2015 Imports from Japan by Commodity, 2008 to 2015

Source: USDOC, ITA, 2016
Table 1 – Nebraska's Top Four Exports to Japan by Commodity, 2011 to 2015

<table>
<thead>
<tr>
<th>Item</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>$538,636,713</td>
<td>$468,523,261</td>
<td>$565,882,541</td>
<td>$733,293,920</td>
<td>$792,376,503</td>
</tr>
<tr>
<td>311—FOOD MANUFAC.</td>
<td>442,185,471</td>
<td>381,758,552</td>
<td>464,907,313</td>
<td>544,067,570</td>
<td>414,236,649</td>
</tr>
<tr>
<td>335—ELECTRICAL EQUIP.</td>
<td>3,393,212</td>
<td>3,797,787</td>
<td>7,661,209</td>
<td>112,162,423</td>
<td>254,154,082</td>
</tr>
<tr>
<td>334—COMPUTER AND ELEC.</td>
<td>10,486,954</td>
<td>10,051,207</td>
<td>10,420,561</td>
<td>29,785,245</td>
<td>55,715,538</td>
</tr>
<tr>
<td>325—CHEMICALS</td>
<td>42,685,627</td>
<td>38,957,916</td>
<td>35,461,915</td>
<td>19,519,872</td>
<td>29,323,618</td>
</tr>
</tbody>
</table>

Source: International Trade Administration, 2016

Table 2 – The Top Four Nebraska Import Commodities from Japan, 2011 - 2015

<table>
<thead>
<tr>
<th>Item</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>$264,387,776</td>
<td>$246,643,184</td>
<td>$249,443,264</td>
<td>$262,587,585</td>
<td>$288,034,240</td>
</tr>
<tr>
<td>333—MACHINERY, exc Elect.</td>
<td>97,337,604</td>
<td>122,781,668</td>
<td>93,807,130</td>
<td>99,380,771</td>
<td>111,949,243</td>
</tr>
<tr>
<td>325—CHEMICALS</td>
<td>67,873,990</td>
<td>21,619,904</td>
<td>59,954,578</td>
<td>68,128,910</td>
<td>69,518,005</td>
</tr>
<tr>
<td>336—TRANSPORT. EQUIP.</td>
<td>35,511,149</td>
<td>37,101,661</td>
<td>29,285,181</td>
<td>33,165,954</td>
<td>33,796,792</td>
</tr>
<tr>
<td>332—FABRICATED METALS</td>
<td>22,453,822</td>
<td>21,712,738</td>
<td>17,855,933</td>
<td>20,300,807</td>
<td>22,953,822</td>
</tr>
</tbody>
</table>

Source: USDOC, International Trade Administration, 2016

Table 3. Exports to and Imports from Japan by Selected State, 2012 to 2015

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exports to Japan:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>U.S.</td>
<td>$69,975,786,856</td>
<td>--</td>
<td>$65,216,087,513</td>
<td>--</td>
<td>$66,827,397,507</td>
<td>--</td>
<td>$62,471,831,284</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>California</td>
<td>13,047,324,898</td>
<td>1</td>
<td>12,735,099,218</td>
<td>1</td>
<td>12,212,020,761</td>
<td>1</td>
<td>11,740,973,300</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Nebraska</td>
<td>468,523,261</td>
<td>32</td>
<td>565,882,541</td>
<td>29</td>
<td>733,293,920</td>
<td>25</td>
<td>792,376,503</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>North Dakota</td>
<td>33,796,792</td>
<td>50</td>
<td>31,948,441</td>
<td>50</td>
<td>36,739,901</td>
<td>50</td>
<td>40,905,364</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>Imports from Japan:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>U.S.</td>
<td>$146,431,693,012</td>
<td>--</td>
<td>$138,574,412,978</td>
<td>--</td>
<td>$134,003,716,530</td>
<td>--</td>
<td>$131,111,974,923</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>California</td>
<td>41,472,724,210</td>
<td>1</td>
<td>38,383,521,599</td>
<td>1</td>
<td>38,285,217,791</td>
<td>1</td>
<td>38,503,156,547</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Nebraska</td>
<td>246,643,184</td>
<td>36</td>
<td>249,443,264</td>
<td>34</td>
<td>262,587,585</td>
<td>34</td>
<td>288,034,240</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>North Dakota</td>
<td>88,685,300</td>
<td>44</td>
<td>73,204,470</td>
<td>42</td>
<td>48,601,269</td>
<td>45</td>
<td>36,843,708</td>
<td>47</td>
<td></td>
</tr>
</tbody>
</table>

Source: USDOC, International Trade Administration, 2016

Table 4 - Calculation of RCA for Nebraska Manufacturing Exports to Japan

<table>
<thead>
<tr>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>NE-Jap Tot Exps</td>
<td>416,004,963</td>
<td>436,719,131</td>
<td>538,636,713</td>
<td>468,523,261</td>
</tr>
<tr>
<td>NE-Jap Mnf Exps</td>
<td>414,000,272</td>
<td>433,652,519</td>
<td>536,532,102</td>
<td>467,418,517</td>
</tr>
<tr>
<td>NE mnf/ NE tot</td>
<td>1.00</td>
<td>0.99</td>
<td>1.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Japan Tot Exps</td>
<td>639,244,801,491</td>
<td>833,704,526,891</td>
<td>893,377,773,879</td>
<td>874,353,951,677</td>
</tr>
<tr>
<td>Japan Mnf Exps</td>
<td>516,839,673,260</td>
<td>677,400,972,160</td>
<td>732,633,545,510</td>
<td>710,725,153,320</td>
</tr>
<tr>
<td>J mnf/J tot</td>
<td>0.81</td>
<td>0.81</td>
<td>0.82</td>
<td>0.81</td>
</tr>
<tr>
<td>Nebraska RCA</td>
<td>1.23</td>
<td>1.22</td>
<td>1.21</td>
<td>1.23</td>
</tr>
</tbody>
</table>

Source: USA Trade Online, 2016

The NE RCA equals row3/row6. The World Bank database provided most of the numbers for calculating the RCA and IO indexes, but did not have 2014 or 2015 values for some exports or imports, so not all tables or graphs have 2014 or 2015 entries.
Table 5 - Revealed Comparative Advantage for Selected Japanese Export Categories

<table>
<thead>
<tr>
<th>Category</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merchandise – Japan/World</td>
<td>1.116</td>
<td>1.104</td>
</tr>
<tr>
<td>High-technology – Japan/World</td>
<td>1.606</td>
<td>NC</td>
</tr>
<tr>
<td>Service – Japan/World</td>
<td>0.762</td>
<td>0.818</td>
</tr>
</tbody>
</table>

Data from database: World Development Indicators
Last Updated: 07/28/2015
Calculations by NDED
<table>
<thead>
<tr>
<th>Year</th>
<th>RCA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>1.279</td>
</tr>
<tr>
<td>2010</td>
<td>1.309</td>
</tr>
<tr>
<td>2011</td>
<td>1.384</td>
</tr>
<tr>
<td>2012</td>
<td>1.338</td>
</tr>
<tr>
<td>2013</td>
<td>1.299</td>
</tr>
</tbody>
</table>

Data Source: World Bank, WITS 2015; calculations by NDED

---

**Graph 7 - Revealed Comparative Advantage for Japan’s Manufacturing Exports, 2009 to 2013**

Data source: World Bank, WITS, 2015; calculations by NDED

**Graph 8 - Index of Openness, Japan, 2005 to 2013**

Data source: World Bank, WITS, 2015; calculations by NDED
Table 7 - Japan’s Index of Openness

<table>
<thead>
<tr>
<th>Year</th>
<th>Exports+Imports (in current US$)</th>
<th>GDP (in current US$)</th>
<th>IO</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>$1,244,351,658,800</td>
<td>$4,571,867,441,130</td>
<td>0.2722</td>
</tr>
<tr>
<td>2006</td>
<td>1,354,359,828,477</td>
<td>4,356,750,212,598</td>
<td>0.3109</td>
</tr>
<tr>
<td>2007</td>
<td>1,472,565,995,915</td>
<td>4,356,347,794,333</td>
<td>0.3380</td>
</tr>
<tr>
<td>2008</td>
<td>1,708,286,127,545</td>
<td>4,849,184,641,954</td>
<td>0.3523</td>
</tr>
<tr>
<td>2009</td>
<td>1,260,036,058,527</td>
<td>5,035,141,567,659</td>
<td>0.2502</td>
</tr>
<tr>
<td>2010</td>
<td>1,601,752,793,065</td>
<td>5,495,385,617,892</td>
<td>0.2915</td>
</tr>
<tr>
<td>2011</td>
<td>1,840,309,747,265</td>
<td>5,905,632,338,015</td>
<td>0.3116</td>
</tr>
<tr>
<td>2012</td>
<td>1,866,408,697,904</td>
<td>5,954,476,603,962</td>
<td>0.3134</td>
</tr>
<tr>
<td>2013</td>
<td>1,728,855,596,424</td>
<td>4,919,563,108,373</td>
<td>0.3514</td>
</tr>
</tbody>
</table>


References


http://www.census.gov/population/international/data/idb/informationGateway.php

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USDOC, Bureau of the Census, USA Trade Online, 2016 https://usatrade.census.gov/

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