

**NATIONAL SORORITY OF PHI DELTA KAPPA, INC.
EASTERN REGION**



**Dr. Etta F. Carter
Supreme Basileus**

**Dr. Patsy O. Squire
Eastern Regional Director**

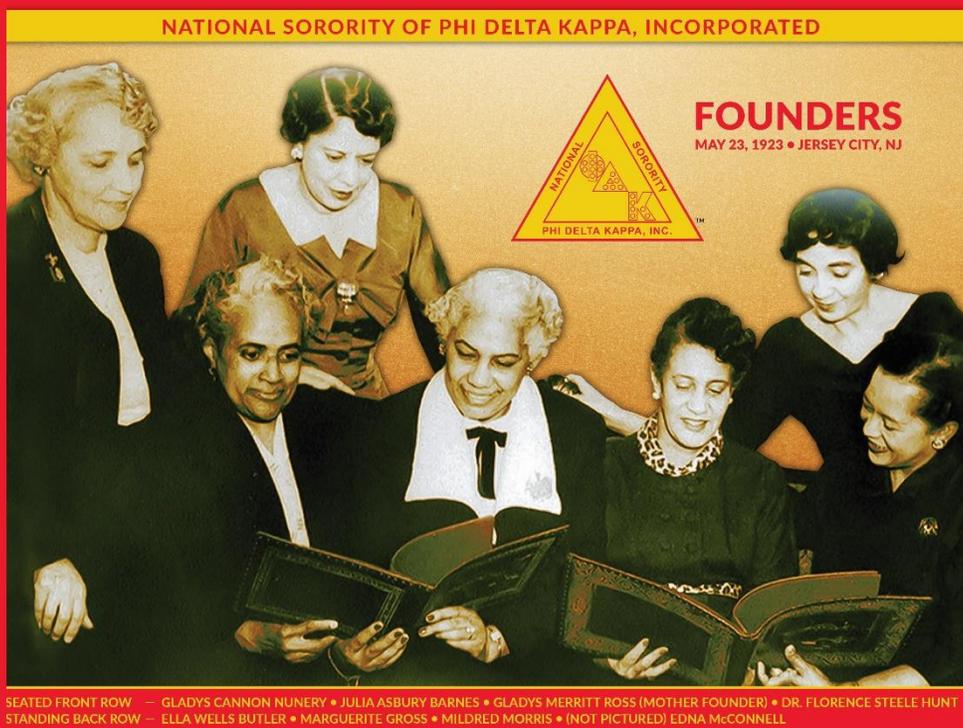


**Soror Anona Huntley
Member-at-Large**



www.nspdkeasternregion.org

HAPPY FOUNDERS' DAY



SEATED FRONT ROW — GLADYS CANNON NUNERY • JULIA ASBURY BARNES • GLADYS MERRITT ROSS (MOTHER FOUNDER) • DR. FLORENCE STEELE HUNT
STANDING BACK ROW — ELLA WELLS BUTLER • MARGUERITE GROSS • MILDRED MORRIS • (NOT PICTURED) EDNA McCONNELL

May 23, 1923 – May 23, 2021

98 Strong!

YOUTH

EDUCATION

SERVICE

Follow the Light!

Grow the LEGACY!

Empower the Sisterhood!

History

It was on Palm Sunday, April 23, 1923, that Miss Gladys Merritt had as her guest a young lady, whom we shall call Miss X. They talked over the possibilities of a sorority chapter in Jersey City, by no means a new idea. However, for the first time, action was taken. Since Friday of that week would be a holiday, they decided that a meeting could be called at Miss Merritt's house at that time. Immediately eight other teachers were invited to attend. Only one declined, and on Thursday, Miss Merritt's collaborator begged that she give up the idea as too troublesome. This Miss Merritt promised to do, provided there was not enough interest shown. Friday came and each prospective member was so enthusiastic that they voted in favor of a permanent organization that evening. A few weeks later, they engaged the services of a Newark, New Jersey attorney, one J. Mercer Burrell, and became incorporated under the laws of the State of New Jersey. Then, because each young lady was at that time a minor, it was necessary to elect trustees. This honor was conferred upon the attorney, Mr.

**Burrell, Dr. G.E. Cannon, Mr. J. L. Merritt, Mrs. Lottie Copper
and Mrs. Estelle Morris.**

The Founders

Gladys Merritt Ross, First National President

Florence Steele Hunt, First National Vice President

Mildred Morris Williams, First National Secretary

Marguerite Gross, First National Treasurer

Julia Asbury Barnes

Gladys Cannon Nunery

Ella Wells Butler

Edna McConnell

***The date of incorporation was May 23, 1923, which is now our
official Founders' Day.***

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This is **HOW** Phi Delta Kappa was truly Established
From: Founder Gladys C. Nunery's Papers

The Story of The National Sorority Of Phi Delta Kappa - 1923-1984

By Gladys Merritt Ross

HOW IT ALL BEGAN

As an only child I had always longed for a sister. Later, I became too big to derive satisfaction from the imaginary one that I had played with as a child. After a few years I gave up hope that I would ever be so fortunate.

From High School I entered the old Jersey City Teacher Training School. Then I began to dream of a sisterhood composed of teachers. For a year I did nothing but plan and dream.

On Palm Sunday I had a guest for dinner and to her I told my plan. She was delighted. The very next day I sent post cards to some of my friends inviting them to my home. Since there would be no school on Friday, that was the day I chose. Thursday evening that guest phoned to say that she could not come. Her mother said that it was not going to be anything of importance and not to get involved.

Friday came and with it seven of my friends. They liked the idea so well that we decided to make it a permanent organization. In order to become incorporated, it was necessary that we elect adults as trustees. Since we were not of age, none of us could be held legally responsible. During the process of incorporation our lawyer trustee, Attorney Mercer Burrell, discovered that there was a Phi Delta Kappa and always have designated ourselves as such.

For me there followed days in the public library pouring over Greek dictionaries in order to attach meaning to our symbols, compose the oath of allegiance, and form our ritual. Julia Asbury (Barnes) designed the pin for Dieges & Clust the first Jewelers. The Cost was \$7.00 each for 14K Gold and pearl studded.

On June 1, 1923 we initiated our first pledgee, Laura A. Smith (Tomlinson). Dues were collected to the amount of \$2.80 with a balance in the treasury of \$6.80.

In September I drew up the corporate seal for the sorority and Mr. Burrell had it made. Gladys Cannon (Nunery) moved to have the Constitution, By Laws, Charter, and Ritual printed.

The end of the following Year began our growth with Beta Chapter in Washington. It also brought our first transfer to Omega Chapter. It was my sad duty to conduct services for the first deceased member, Edna McConnell. Since then only one other, Mildred Morris (Williams), of the original members has passed away.

Nearly fifty years have passed since that Friday long ago. We are no longer carefree, happy teenagers but contented, dedicated mature grandmothers. As we approach the final years of our lives my one prayer is - that we may have made the world a better place for those to come because we have lived.



GLADYS MERRITT ROSS
"Mother" and Founder



GLADYS CANNON NUNERY
Founder

NSPDK, Inc. started with a VISION



GROWING THE LEGACY



Membership in the Eastern Region is on the rise and has exceeded the expectations of our Regional Director, Dr. Patsy Squire. Her goal for increasing membership has been accomplished in just two years. The Region can now boast of over 1000 active members and more impressive is the 2021 history-making chartering of not one but three new chapters in the Eastern Region in the same year. These chapters will be located in Monmouth County, NJ, Rochester, NY and Westchester County, NY. Upon completion of the intake process we will welcome 55 new Sorors into our organization. The sponsoring chapters are Alpha, Beta Omicron, Theta, Epsilon Chi and Beta Epsilon.

The first statewide Interest Meeting has produced 22 new members in a groundbreaking Virginia State Krinon Club. This unique idea to increase membership in the Virginia Chapters is being conducted by the Eastern Region Membership Chair, Soror Angela Ringgold, and the Regional Membership Committee. Alpha Chi, Alpha Zeta, Alpha Lambda, and Gamma Mu chapters all have new members going through the intake process and will become members of their chapters this spring.

Anona Huntley
Member at Large 2017-2021



*Congratulations Sorors and welcome to National Sorority of Phi Delta Kappa Inc.,
Epsilon Sigma Chapter*

Follow the Light!

Grow the LEGACY!

Empower the Sisterhood!

*It is easier to build strong children, than
to repair broken men.*

-Frederick Douglass



National Teacher Appreciation Week

May 2 – 8, 2021



Original poems by Soror Sandra Edmonds

Alpha Mu Chapter

National Sorority of Phi Delta Kappa, Inc.
The BEST teachers/educators/women
Thank you, Sorors, for all you do to make a
difference.



Haiku : Teacher

I was one for years.
Forty-three years in one
school,
Doing what I liked!

Acrostic - Teachers

T each
E ducate
A dministrator
C aring
H elpful
E ncourage
R esourceful

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Yes, we are in good hands!

Dear Sorors,

Thank you for a successful Virtual 73rd Eastern Region Youth Conference. Teamwork was exemplified to the upmost degree. Youth Advisors prepared our youth for the various categories of competitions and activities. Eastern Region Youth Chairs, Chaleeta Hines and Felecia Laury, along with Host Chapters Basilei Dr. Robinson-Redd/Zeta Chapter and Andrea Wyche and Gamma Mu Chapter, as well as Rose Robinson/Hub Parent Chair planned engaging workshops and interactive events. Dr. Cassandra Holcomb/Epsilon Alpha and her technology team worked behind the scene for many hours to ensure the virtual conference was delivered seamlessly. We're ecstatic Sorors attended and had an opportunity to witness the awesome talents displayed by our students as well as a means to encourage more Sorors to work with our Youth. Thank you for encouraging our Youth to complete the Youth Conference Survey. ***Follow the Light!***

Above all, I must thank our Youth for standing bold and showcasing their talents in competitive as well as non-competitive categories. The level of confidence and the speeches relative to present day injustices exhibited the ideals of informed Youth. Yes, we are in good hands! ***Grow the Legacy!***

Yes, this first ever virtual Youth Conference and the in-depth technology allowed our Youth to shine via: Tiktok videos, Interactive Games, Photo Booth, Spin the Wheel, Solo Stepping, Hair Showcase, Wear It Well Fashion Show, and extended monetary Art and Science Awards. All Youth were indeed Winners. Each of you contributed to our Greatness. The Mighty East Rocks!

My vision for the next two years for our Youth and the Eastern Region includes having the Eastern Region Youth Chairs to each select one or two Sorors to work with them to implement the following:

- Providing a virtual Summer Youth Retreat for our Youth Advisors
- 10 Step Marketing Plan to assist Chapters with Recruitment
- Additional Categories and Improved Rubrics for upcoming Youth Conferences
- Regional and/or Cluster Activities: Movie Night, Book Club, Virtual Walk to support and raise funds for Sickle Cell
- Mini Black History Lessons during Xinos/Kudos Meetings
- Youth Council Activities
- Effectively Planning with Host Chapters

I'm excited as we embark on our journey with or without the world-wide Pandemics to keep our Youth at the forefront of Y.E.S. *Empower the Sisterhood!*

Can't wait to see you in person at the 74th Eastern Region Youth Conference in Washington, DC from March 18-20, 2022 with Host Chapter Wanda Fox and Beta Chapter.

Sincerely,

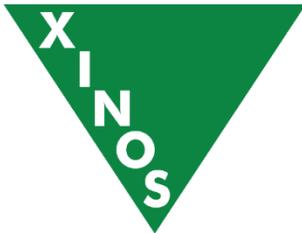
Dr. Patsy O. Squire

NSPDK Inc., Eastern Region Director



EASTERN REGION XINOS AND KUDOS

Moving Forward In A Changing World



73rd Youth Leadership Conference 2021



National Sorority of Phi Delta Kappa, Incorporated
Epsilon Chi Chapter
Ironda Lyuce, President

Congratulates
Dr. Patsy Squire, Eastern Regional Director
Zeta and Gamma Mu, *Host Chapters*
for a successful
Virtual 73rd Youth Leadership Conference

Phenomenal Virtual Conference!

Congratulations T.E.A.M. Dr. Etta F. Carter, Supreme Basileus; Dr. Patsy O. Squire, Eastern Regional Director; ZETA and GAMMA MU Chapters, Hosts; Sorors Chaletta Hines and Felicia Laury, Regional Youth Advisors; Shanti Griffin and Antwaan Speights, Moderators; Sorors Monica Newell, Dr. Cassandra Holcomb, and Celeste Waters; Tech Team; Judges, Sponsors, Parents, Sorors, Xinos, Kudos, Workshop Presenters, and Soror Rhonda Baskerville, Regional Chair Gladys Merritt Ross Scholarship.

Job well done Chapter Basilei: Dr. Eloise Robinson-Redd and Soror Andrea Wyche.

Activity Book JUDGES

9 10 9 10 8

Science Competitions JUDGES

9 10 9 10 8

Step Competitions JUDGES

9 10 9 10 8

ART Competitions JUDGES

9 10 9 10 8

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Talent Competitions
JUDGES



Light Camera Fashion

Cassandra Giles

Judges

Kharisma McIbaine

Fashion



2021 Gladys Merritt Ross
Scholarship Contestants
April 24, 2021

Presented by:
ER Scholarship Chair
Rhonda J. Baskerville

73rd Eastern Regional
Xinos/Kudos Youth
Conference



Essay Competitions Judges



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Moderators Shanti Griffin (ZETA) and Antwaan Speights (XI)



Art Competition

1st Place

Leilah Bampoe-Parry - *Xinos*
Epsilon Alpha
Uriah Smith - *Kudos*, PI

Science Competition

1st Place

Alivia Guions – *Xinos*, Epsilon Alpha
Alphonso Williams – *Kudos*
Epsilon Alpha

Activity Book

1st Place

Epsilon Alpha – *Xinos*
Epsilon Alpha - *Kudos*

Gladys Merritt Ross Scholarship

Xinos - Caiya Walker, Alpha
Kudos - Tyson Murray
Epsilon Alpha

Oratorical Competition

1st Place

Aliyah Crozier – *Xinos*, Epsilon
Jonathan Henry – *Kudos*, Alpha PI

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Instrumental

1st Place

Myah Mitchell – *Xinos*,
Beta Omicron
Christopher Mitchell – *Kudos*,
Beta Omicron

Oral Presentation

1st Place

Kennedy Hughes – *Xinos*, Rho
Cyprianni Stewart – *Kudos*
Epsilon Alpha

Vocal Competition

1st Place

Jada Squires – *Xinos*
Epsilon Alpha
Elijah Chisolm – *Kudos*, Alpha

Step Competition

1st Place

Sariah Turner – *Xinos*, Alpha
Cameren Anderson – *Kudos*
Epsilon Alpha

Dance Competition

1st Place

Ashlyn Bell – *Xinos*, Epsilon

Fashion Show

1st Place

Yurista Dirpaul – *Xinos*
Epsilon Alpha
Antwaan Speights – *Kudos*
XI



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More Youth Conference Highlights...

Science Takes Center Stage



Awesome Workshops

The 73rd Eastern Region Virtual Youth Conference provided the unique opportunity for participants to see and hear about the amazing experiments that were entered into the science competition. As educators, overwhelming pride was felt in seeing the Xinos and Kudos explain their projects and the hard work dedicated not only to the experiments, but also seeing the efforts made to deliver an oral presentation.

Soror Sheila Hatcher of Delta Pi Chapter, a retired science teacher, had this to say, *“Bravo to our youth for their participation in the science competition. The Xinos and Kudos engaged in using higher order thinking skills, rigor and the scientific method. The projects reflect broad areas of Science; Life, Physical, Earth and Space, Earth and Human Activity and Engineering Design. They used inquiry and investigation, collection and analysis of evidence, logical reasoning, and communication and application of the information. These experiences will provide them with the skills and knowledge they need to be well-*

informed citizens, to be prepared for college and careers, and to understand and appreciate the scientific enterprise. Congratulations again to the winners and all the participants.”

Thank You!

A special thank you is extended to **Ms. Amanda Bishop**, who donated the monetary prizes for First, Second, and Third Place winners. Ms. Bishop expressed her joy in being able to make these donations in hopes of encouraging more people of color to get involved in the sciences.



Independent Variable: Time spent texting and whether or not the participants used texting abbreviations.

Dependent Variable: Literacy scores

Controlled Variable: NYC high school students

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Science Projects Commentary

There were so many wonderful highlights from the 2021 Eastern Region Xinos and Kudos Youth Leadership Conference, but for a retired science educator, and science department chairperson, such as myself, the huge smile on my face, and the joy in my heart was in my viewing the wonderful, well developed , and narrated science projects that the young people presented.

The caliber of projects , the use of vocabulary, the way they seemed so comfortable using the scientific method and the use of technology to present was fantastic. It was as though I was attending a virtual science fair.

I am so pleased so see the emphasis on STEM education in the curriculum is really having a significant positive effect on our minority students and they are exhibiting the behaviors that make them able to compete on the same level as other students in suburban districts. We still have more work to do to level the playing field, but this is a great beginning.

The level of difficulty of projects and the ease of the presenters when explaining their projects makes me think that they have been exposed to honor science classes and most importantly, AP science classes.

It has been no secret that a majority of students take AP classes to boost their chances of getting into college. Most white students take these classes because their schools have more resources and are encouraged by their teachers. Most students of color feel that they are inadequately prepared to take AP classes or that the class is too difficult. In addition, their teachers do not recommend them, or their counselors do not schedule them for these classes. Some parents have to strongly advocate for their child to be enrolled in these classes even when the students meet the pre-requisites.

It was gratifying to notice that our youth appear to have had previous science fair experience. That is wonderful. In most urban school districts, where the majority of our children of color are being educated, the lack of adequate science labs, materials, and qualified and caring science instructors often are the reasons our students lack this type of experience. Nevertheless, I am encouraged and gratified to see what our students are accomplishing. Many thanks to the conference organizers for stepping up the science competition and to the scientist who has donated funds for science awards. I cannot wait to see what is in store at the next conference.

**Anona Huntley, *Eastern Region Member-At-Large*
Retired Science Department Chair**

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WELCOME TO THE INTERNET



Presenter, Claudine Wiant informed youth and adults alike about the many ways we make ourselves vulnerable to online predators and crime. The valuable tips she shared for our safety are:

- Think about what your online profile looks like and clean it up.
- Don't overshare information and feelings on the internet.
- Request a credit check, even for children.
- Before turning over old devices, make sure that they are clean of information.
- Use caution when granting access to cameras and location.
- Parents are advised to seek the permission of their children before posting pictures of them.
- Look for https in the browser (the 's' stands for secure).

"Think Before you Tweet"
"Send is Forever"

You may believe you are in control the whole time until someone betrays your friendship. The ah-ha moment comes too late.

Follow the Light!

Grow the LEGACY!

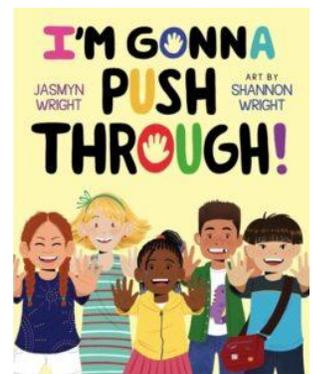
Empower the Sisterhood!



PUSH THROUGH



Ms. Jasmyn Wright, a teacher, refreshed the audience's knowledge that *'every diamond is cut differently'*. She referred to and discussed the ways that keep us from shining. She forewarned that – when you find your difference, there will be a difference, and not everyone will understand you.



She asked the audience to ponder, 'are you ready for the responsibility that comes when you let your light shine'?

**"IMAGINE WHO YOU WILL BECOME,
ONCE YOU BECOME AWARE OF WHO
YOU ARE."**

RESPECT FOR HIP- HOP & RAP

Eastern Region 2nd Virtual Literacy Luncheon

Dr. Crystal LaVoullé, Keynote Speaker for the April 10, 2021 Eastern Region Literacy Luncheon, implored participants to 'stand firmly in your truth, unapologetically'. Dr. LaVoullé delivered a thorough knowledge of Hip-hop and Rap as she spoke on the topic of: "The Educational Complexity of Hip-Hop Discourse". The speaker's message allowed participants, especially those born in other generations (not of the Hip-Hop era), to gain a new or renewed appreciation and R.E.S.P.E.C.T. for the impact of Hip-Hop on our culture and society.



It seems that with each generation of youth, the elders often reject or condemn the music, dress, or speech used by the youth or young adults to express their feelings about what's happening in the world around them. In the Hip-Hop world, we're familiar with the Rappers, Disc Jockey, Master of Ceremony(MC), Taggers, Break Dancers, Entrepreneurs, and Spoken Word. Dr. LaVoullé helped us to see the relevancy of Hip-Hop that should not be dismissed by us as loud, crazy, profane, or just unacceptable.

Hip-Hop is a cultural movement that provides a platform for people to have their voices heard 'unapologetically' – removing the 'fear' of speaking up, suggesting that we should listen more to the words, instead of only hearing what might be perceived as 'noise'.

Dr. Tricia Rose, Black Noise

"Rap music brings together a tangle of some of the most complex social, cultural, and political issues in contemporary American society."

Dr. LaVoullé introduced the audience to the terms: *Culturally Relevant Pedagogy, The Master Narrative, The Counter Narrative, and Critical Race Theory*. Dr. LaVoullé defines Hip-Hop

music as a counter storytelling mechanism to challenge and change racial dominance. The Master Narrative is information that silences others' voices, while The Counter Narrative allows you to hear opposing voices and says that Your story is NOT the ONLY story.

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Dr. LaVouille took us on an intellectual hip hop journey wherein we defined what hip hop is and explored the components of this music-based genre that proved to be a vital lifestyle force within and outside the black community - Dr. LaVouille discussed hip hop as its own Influencer allowing for Creatives to develop an authentic expression whether it be through music, dance, art, fashion and Spoken Word! As a Baby Boomer, I had to reflect how I grew up on Motown and dismissed hip hop as a fleeting trend; however, Motown was then and hip hop has been with us since 1973 when it was born in the Bronx!! From a teaching perspective, we would be remiss in our duties to ignore hip hop and its cultural relevancy when utilizing the standards according to the needs of our young scholars!!!

Thank you for bringing Dr. LaVouille to our attention - loved our Virtual Eastern Region Literacy Luncheon; kudos to you and your committee!!!!

Sisterly,

Sharone Brown-Jackson

First Anti-Basileus / Delta Lambda Chapter



Many of us have been confined in our homes, no exercises and now what flexibility we had is gone. Stretching is a little like flossing after brushing, it's something you know you should do but it's so easy to skip. So, to increase your flexibility, Let's stretch!

1. Neck release: stretch from side to side, up and down.
2. Seated Gluteal stretch: place ankle over knee with back straight, tilt forward until you feel a stretch in the buttock, switch leg and repeat.
3. Hamstring and calf stretch: extend your leg, tilt forward for stretch in back of the leg, switch to other leg and repeat.
4. Chest hug: while lying on floor, draw legs to chest feeling stretch in lower back
5. Side stretch: in a seated position, right arm over head, stretch to the left side, reverse to other side, this stretch is felt in abdominal area.

Remember, increasing flexibility improves range of motion and enhance coordination making falls less likely. 10 minutes a day is all you need.

Cherryl Jones
Health, Hypertension and Nutrition

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EQUITABLY RESPONSIVE TEACHING

by Lavetta S. Ross



Abstract

Along with culturally responsive teaching, educators should address equitably responsive teaching to ensure that all students are provided with education experiences that are free from cultural, demographic, and socioeconomic barriers.

Key words: *culturally responsive, equitably responsive, teaching*



T

he demographic makeup of classrooms in America continues to become more culturally, racially, and socioeconomically diverse (National Center for Education Statistics, 2019). In addition, students with varying academic abilities, a mix of cultural backgrounds, and low socioeconomic status are commonly within the same classrooms as students from the majority race

and middle-to-high socioeconomic households. All these students are expected to demonstrate identical academic outcomes without regard for societal barriers to achievement or cultural considerations.

To help address this achievement goal, some schools and districts have introduced initiatives such as pre-K education, cooperative learning, student-centered instruction, and differentiated instruction. In some instances, schools and districts have adopted *culturally responsive*

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Equitably Responsive

teaching methods intended to provide more equitable and effective instruction that will increase the academic achievement of minority students. Although culturally responsive teaching is needed in classrooms across the country, educators also must incorporate *equitably responsive* teaching in the classroom. This article introduces educators to equitably responsive teaching, explains how it is complementary yet different from culturally responsive teaching, and shares examples of how to implement it in the classroom.

Culturally Responsive Teaching

The concepts of culturally responsive teaching date back to the early 1990s with the work of Ana Maria Villegas, who presented the *cultural difference theory* as one explanation for the difference in achievement levels of minority students. Villegas (1991) described the cultural difference theory as the cultural dissimilarity between school and a student's home as a contributing factor to the academic challenges of minority students. She coined the term *culturally responsive pedagogy* to describe teaching methods that build on the principle that learning is different across cultures, and she suggested, "To maximize learning opportunities, teachers must gain knowledge of the cultures represented in their classrooms, then translate this knowledge into instructional practice" (Villegas, 1991, p. 21).

Similarly, in her investigation of classroom teachers of predominately Black, economically disadvantaged students, Gloria Ladson-Billings (1995) developed the theory of *culturally relevant pedagogy*. Culturally responsive teaching identifies and recognizes the importance of teaching content by including the student's culture in the teaching and learning process. One way to use culturally responsive teaching methods is to ensure that the student's culture is represented in textbooks and the curriculum. Essentially, culturally relevant teaching incorporates cultural referents in the teaching and learning process to enhance students' academic achievement (Ladson-Billings, 1994).

More recently, Emdin (2016) suggested that teachers must purposely engage in classroom activities that will assist them in developing an understanding and appreciation of their students' cultures. However, Geneva Gay (2010) stated, "Culturally responsive teaching alone cannot solve all the problems of improving the education of marginalized students of color" (p. 1). Although culturally responsive teaching can be effective, Gay warned that other aspects of the education process must be considered in combination to fully support the practice. She argued that reformation in funding and policy making is necessary to bring about major changes that eradicate social, political, and economical inequalities (Gay, 2010). As such, this premise emphasizes the need for equitably responsive teaching as a means to improving teaching and learning.

Equality, Equity, Equitable

In 1954, the U.S. Supreme Court case *Brown v. Board of Education* brought the notion of equality to the forefront. Laws during the early 1950s permitted segregation in schools according to race, and in some states educating Black students was forbidden by law. As a result, the plaintiffs in the *Brown* case contended that segregated public schools were not equal by posing the question, "Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other 'tangible' factors may be equal, deprive the children of the minority group of equal educational opportunities?" (Opinion section, para. 10). The court concluded that there was no place for "separate but equal" because separate was not equal.

More than 6 decades later, the idea of equality in education is still a major topic of conversation, with charter schools, magnet schools, specialized vocational high schools, and other selective public schools skimming the most able and affluent students and their funding from traditional public schools, leaving

those public school students with the greatest educational needs with less support (Tienken & Orlich, 2013; Weber & Rubin, 2018). Equity, according to Growe and Montgomery (2003), is about “creating and maintaining programmatic initiatives designed to ensure effective teaching and learning for all students” (p. 24). Two areas of equity in education were identified in a policy brief from the Organisation for Economic Co-operation and Development (2008): One focus is on *fairness*, with the idea that “personal and social circumstances . . . should not be an obstacle to achieving educational potential”; and the other focus is on *inclusion*, “ensuring a basic minimum standard of education for all” (p. 2). Thus, the Merriam-Webster (n.d., a, b, c) definitions make it clear: *Equality* focuses on being equal, while *equity* is something that is equitable, which means “dealing fairly and equally with all concerned.”

Equitable Teaching

Combining the term *equitable* with *education* requires educators to ensure that students are able to reach their academic potential regardless of their ethnicity, gender, socioeconomic status, or cultural background. Equitably responsive teaching identifies and recognizes the need to provide equitable education experiences for all students in ways that do not create barriers based on culture, demographics, or socioeconomics. Without equity, learning is limited for some students. With it, students experience education based on their needs and are provided with the supports necessary to meet those needs. Teachers can develop or find opportunities to use equitably responsive teaching practices in four areas: technology, curriculum, assignments, and relationships with students.

Technology

Student access to technology has become a frequent discussion topic. Many school districts have initiated a 1:1 laptop program where each

student is provided with a Chromebook, laptop, or tablet; other districts are using a Bring Your Own Device (BYOD) program where students supply their own devices and connect to the school’s Wi-Fi. Students without a device may be given one to use in class. Both technology programs pose an equity issue. The 1:1 initiative is not realized in all schools and districts, and some schools have only a few outdated computers. As a result, teachers are applying for grants to purchase up-to-date technology for their students.

Many teachers are using Google Classroom, ClassDojo, Remind, and other similar products to communicate with families and post assignments, activities, and pictures. The equity issue here is that some students and parents do not have Wi-Fi access. Therefore, schools and districts need to first acknowledge this inequity and then identify possible solutions to level the playing field. Access to technology, including hardware and Internet access, is vital for all students in school and at home.

Curriculum

Advanced Placement (AP), International Baccalaureate, and Dual Enrollment courses are the most challenging courses students encounter in high school. Research shows that, in many cases, minorities are underrepresented in these courses (College Board, 2014; Mayer, 2008). When minority students enroll in these courses, they may be less prepared than their peers. Readyng students in the lower grades for the demands of these challenging courses would change this narrative. Creating a pathway, such as an AP vertical team, exposes students to the skills and knowledge in the lower grades that they will need later for the academic rigor of such courses. Equitably responsive teaching ensures that all K–8 students are exposed to a challenging and rigorous curriculum that will afford them the opportunity to thrive in advanced high school courses.

Assignments

Recently, many educators have begun to question the relevance of homework. For

Equitably Responsive

equitably responsive teaching, certain factors must be considered. Some students from low socioeconomic homes may go directly from school to work, where they may work late into the evening. These students work not because they want to, but because they may be financial contributors to the household. As a result, these students have little to no time for homework. Likewise, many students must provide childcare for younger siblings so that their parents can work multiple jobs or irregular hours. Thus, homework is not their first priority.

Elementary students from low socioeconomic backgrounds feel the same pressures, but in a different way. These students may not have anyone to assist them with homework because a single parent is working two jobs and is too tired at the end of the workday to help them with it. No matter the scenario, homework can represent an assignment that is not equitable.

The same holds true for outside-of-school projects assigned to students. In addition to not having assistance with the project, some students cannot afford to purchase items needed to create an exemplary product free from embarrassment. Equitably responsive teaching requires close examination of all assignments and projects assigned for out-of-school completion.

Relationships With Students

Equitably responsive teaching requires educators to know the culture of their students, including how each culture communicates and views education. To discover the culture of students, equitably responsive teachers should become familiar with the world in which their students live. Familiarity can be gained by visiting students' neighborhoods and observing their after-school life. Some students are dismissed from school to empty homes with no food, while others are required to begin household chores (e.g., cleaning, cooking for the family) while attending to younger siblings. Knowing the culture of students allows teachers to make equitably responsive teaching and learning decisions.

Names in many cultures have meaning. For some students, their name is the only possession that is uniquely theirs. Equitably responsive teachers know the names of all their students and can accurately pronounce the unfamiliar names of those from various cultures.

Closing Thoughts

While culturally responsive teaching is necessary, equitably responsive teaching is also required. Classrooms in America are comprised of students from many cultures, academic abilities, and socioeconomic backgrounds. As teachers incorporate culturally responsive teaching strategies, they must consider the equitable nature of the teaching and learning process and become equitably responsive. ■

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NATIONAL SORORITY OF PHI DELTA KAPPA, INCORPORATED

"TO FOSTER A SPIRIT OF SISTERHOOD AMONG TEACHERS AND TO PROMOTE THE HIGHEST IDEALS OF THE TEACHING PROFESSION"

WWW.NSPDK.ORG

GUILTY Verdict - April 20, 2021

What a Day! Many of us have been waiting for a day when "Justice for All" would become a reality. Today, the family of George Floyd received Justice when a guilty verdict was rendered in all three counts against Derek Chauvin who was charged with murder. This is the first time that police department officers took the stand to testify against one of their own. This is the first time a white police officer has been found guilty in a court of law for causing the death of a black person. This is the first time that the video of an incident was used as direct evidence and contributed to the guilty verdict of a white police officer.

What does this day mean? In the African American community, this day will go down in history. Many felt that it would never come. One commentator stated that even though we saw it with our own eyes, we have been conditioned to believe that authorities would find a way not to validate what we saw. We have witnessed cases such of this, where excuses were made or lies told to convince witnesses to question their own sight, and to believe that what they actually saw did not happen.

Today, everyone saw what happened to George Floyd because of the play-by-play viewing of the video seen on social media, television, or newsfeeds that validated the identical actions. In addition, the crowd of witnesses who remained throughout Mr. Floyd's last dying minutes did not question what they saw. Not one person accepted the excuses made for the cause of George Floyd's death. A pre-existing condition did not cause the death of this black man on this day or moment in time, because we all saw a 9 minute-30 second video. And we could not erase the reality embossed on our minds, stamped on our hearts, and pressed on the eyelids of our closed eyes.

As educators, I am sure, we are filled with pride that the youth in this criminal case presented unquestionable decisive actions that made a positive difference in the trial. Bravo to Darnella Frazier, the teenager who took the video, as she shouted "Thank you God, Thank you, George Floyd.... we did it!" And the unidentified 9-year-old girl who boldly testified for the prosecution by repeating her command to Officer Derek Chauvin "Get Off Him." The juxtaposition is "How sad to be glad for JUSTICE!"

Today, April 20, 2021, is a day when the road toward "Justice for All" begins. My prayer is that this road toward Justice will continue every day to be as natural as the air we breathe.

Be blessed.

Etta F. Carter, Ph.D.

Supreme Basileus

National Sorority of Phi Delta Kappa, Incorporated

"Your time on this earth is a Pop-up. You better be as good as you can be in the short time you're here" Dr. Aaron X. Smith



Dr. Aaron X. Smith Educator, Author, Activist, Radio Personality

These powerful words of wisdom were imparted to the youth and others during the 2021 youth leadership conference by Dr. Aaron X. Smith, a.k.a. 'The Rapping Professor'.

Prior to the introduction of the Temple University instructor of Social Justice and Civil Rights, participants watched two dynamic videos. The first film, "Why Do We Still Raise Our Fists?", was excellent in capturing why the Black Lives Matter Movement is as important as ever. The second video was a special presentation by Delta Pi Chapter Kudos, Luther Vilvert, dedicated to George Floyd. Luther also had the distinct honor of introducing Dr. Smith.



Special Video Presentation

Kudos Luther Vilvert,
Delta Pi Chapter



Dr. Aaron began by rapping a message that was electrifying, mesmerizing, and thought-provoking. Someone commented in the chat that 'he's spitting'. The theme for the professor's message was, "Distinguishing Between Radical Rhetoric (aesthetics) and True Radical Change". He explained the difference between wearing cultural messages - as a radical might, and actually doing the work to achieve the change you seek. Here are the many pearls of wisdom emanating from this spring of knowledge and experience.

- As elders, we have to use our memories so that we don't reject or condemn the youth.
- Take off a little bit of the 'cool', the 'status', the 'image'.
- You must understand your value and potential.
- You are who you are when no one's looking.

Follow the Light!

Grow the LEGACY!

Empower the Sisterhood!

- Every scale must be balanced out at zero for accuracy.
- We, as a people, are reclaiming our time.
- Let people own their own sickness. Don't make your melanin your problem.
- Racism is when there's not enough chairs for everyone. Who's playing the music?
- Instead of looking at the system – it's there's some good and some bad.
- If your enemy is so sophisticated that he will use any measure to achieve his goal.
- Be careful of how you align yourself with people.



Ptahhotep

- Scale of Justice first appered in Africa.
- Nobody should be as optimistic as us.
- Harriet Tubman didn't hit no snooze button.
- Everyday, train your mind to be great. Don't give anyone your power. I must have more control of myself, to do more for my peole.

The Rapping Professor assigned the conference some homework. In his presentation, he mentioned "The Maxims of Ptahhotep", and "The Mississippi Sovereignty Commission".



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The Negro Mother by Langston Hughes

Children, I come back today
To tell you a story of the long dark way
That I had to climb, that I had to know
In order that the race might live and grow.
Look at my face -- dark as the night --
Yet shining like the sun with love's true light.
I am the dark girl who crossed the red sea
Carrying in my body the seed of the free.
I am the woman who worked in the field
Bringing the cotton and the corn to yield.
I am the one who labored as a slave,
Beaten and mistreated for the work that I gave --
Children sold away from me, I'm husband sold, too.
No safety, no love, no respect was I due.

Three hundred years in the deepest South:
But God put a song and a prayer in my mouth.
God put a dream like steel in my soul.
Now, through my children, I'm reaching the goal.

Now, through my children, young and free,
I realized the blessing deed to me.
I couldn't read then. I couldn't write.
I had nothing, back there in the night.
Sometimes, the valley was filled with tears,
But I kept trudging on through the lonely years.
Sometimes, the road was hot with the sun,
But I had to keep on till my work was done:
I had to keep on! No stopping for me --
I was the seed of the coming Free.
I nourished the dream that nothing could smother
Deep in my breast -- the Negro mother.
I had only hope then, but now through you,
Dark ones of today, my dreams must come true:
All you dark children in the world out there,
Remember my sweat, my pain, my despair.
Remember my years, heavy with sorrow --
And make of those years a torch for tomorrow.
Make of my pass a road to the light
Out of the darkness, the ignorance, the night.
Lift high my banner out of the dust.
Stand like free men supporting my trust.
Believe in the right, let none push you back.
Remember the whip and the slaver's track.
Remember how the strong in struggle and strife
Still bar you the way, and deny you life --
But march ever forward, breaking down bars.
Look ever upward at the sun and the stars.
Oh, my dark children, may my dreams and my prayers
Impel you forever up the great stairs --
For I will be with you till no white brother
Dares keep down the children of the Negro Mother.



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A Letter to My Daughter... from Tanisha Dorvil

Dear Kira Elizabeth Dorvil,

Kira, your birth was a dream, realized. You started as a thought, a talk, a prayer, faith and a miracle. As you grow into a woman, I pray that you too, are a witness to what God can do.

Kira, your name means "Black Beauty" and that is exactly what you are. Beautiful inside and out. From the time you were a little girl, you stood up for your friends who were bullied. You always wanted to ensure their safety. I am loving, as a teenager how you advocate for safe spaces for everyone. For all the years you have been a student, every teacher has told us the same report: you are sweet, smart, thoughtful and kind. Thank you for always trying so hard and doing your best.

Your words are powerful. Surround yourself with positivity and always believe you can do anything you put your mind to, but remember- sometimes you may hear a "no", it may simply mean not yet. Fear not getting to your destination so quickly, sometimes God is protecting you from hurt, harm or danger. Continue to save as you do, manage life's temptations of the "have to haves". Most importantly, continue to honor your word, say what you mean and mean what you say.



As you set off to begin the newest chapters of your life in college and beyond, know and remember these three things...

1. I Love You and I Like You. I will support your dreams and be a good listener for always.
2. Life is unpredictable and things change. It is ok not to have all the answers and like at home, if you are ever looking for something just ask me.
3. Lastly- know that you are never alone. Friends may forsake you, but Jesus will never leave your side. He will be with you for always.

I am so proud of the all the adversity you have overcome, in this your senior year of high school. Now Glow up and Shine On!

Love Always,

Mom

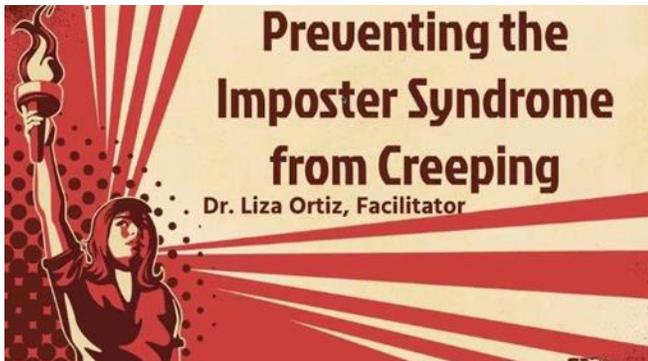
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Empower the Sisterhood!

In order to create a path, you must first walk on it.

African Proverb

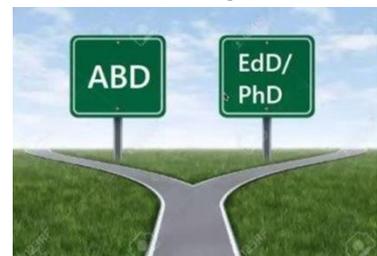


According to Dr. Liza Ortiz, she wants us to know that **'We Are Capable, Talented, and Belong'**. Sorors were encouraged to 'go for it' – pursue that Doctoral Degree.

Epsilon Chi Chapter focused their Teach-A-Rama program held on April 17, 2021 on inspiring sorors to envision themselves with doctoral degrees. The

program's theme was, **"DR. POSSIBLE: Getting Over Imposter Syndrome When Pursuing Your Terminal Degree"**.

Regrettably, the doctoral journey for some is cut short by **ABD (All But Dissertation)**, when one is no longer a dissertation



student or doctoral candidate. Sorors Dr. Geneine Morris and Tanya England discussed their own experiences along the road to



receiving their doctorates. Both sorors shared helpful and supportive strategies for surviving and completing the doctoral process. Their advice, **'You will survive, just pace yourself. Doctorate is a degree of PERSISTENCE. You can do it'**.

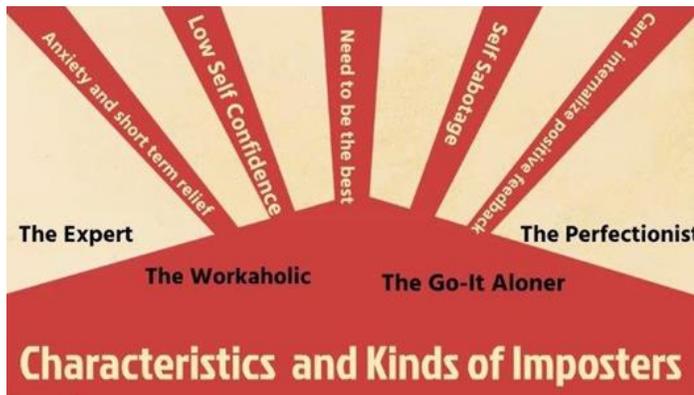
A number of schools described their doctoral programs, admission policies, and tuition/aid. Schools participating on the program were: St. John Fisher College (Iona College), Concordia University Chicago, Manhattanville College, Center for Integrated Training & Education (CITE), and New Jersey City University(NJCU).

Dr. Liza Ortiz asked the question, "Are you an Imposterist?" She quoted the former First Lady Michelle Obama on how she suffers from Imposter Syndrome, – "Imposter Syndrome is what you practice telling yourself". Dr. Ortiz conveyed that we are all imposters and she identified the characteristics and kinds of imposters. She explained how imposters minimize the possible feedback – afraid that their fears will be confirmed.

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Take credit where it is due
 Stop minimizing your abilities
 Ask for help and don't be afraid to be vulnerable
 Give yourself compliments and credit

Be Kind to Yourself!

It is important to find the right program that suits you. Great advice was given for presenting yourself in the application interview: **Be authentic, Show up, and Believe 'you got this'**. Soror Angie Despinasse urged sorors to, "Push yourself to be a better version of yourself."



Finally, the Eastern Regional Director, Dr. Patsy O. Squire, had her own dissertation published in 2016 and her advice based on her own experience is to **"Take one day at a time – but keep going"**.

ALPHA MU CHAPTER Sponsors Youth Poetry Workshop



April 18, 2021

Spoken Word Artists, Poets and Authors; Queen Warrior and Ajani Kambon recounted what writing has done for them. Queen said that writing was a coping skill to express her deep emotions, and how writing allows you to express who you are without judgment. Anjani wanted the youth to know that writing is about sharing and expressing your gift. Both writers gave their definitions for the meaning of poetry. Both guests agreed that poetry makes you 'feel free to speak' - 'we are poets in motion'. Queen Warrior and Ajani recited their poems: Queen recited, "Your Daughter Is Ugly" and Ajani recited "My Black Ain't Beautiful".

Participants in the workshop, adults and youth, got an opportunity to create and present their own original works. Ahmani wrote a beautiful piece "I'm On Purpose". Queen commented on Zach's poem "Roses are Red" and how his poem on basketball was 'swagged out'. And Soror Sandra Edmonds delivered her beautifully written poem, 'Teacher'.

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Because He Lives, I Can Face Tomorrow



Soror Constance Young
Rho Chapter

OMEGA CHAPTER



Soror Marian Anderson
Alpha Mu Chapter



Soror Virginia Henderson
Eta Chapter

Condolences

Soror Sharon Thompson (Delta Pi) Sister, Soraya Thompson-Brashears

Soror Tiffany Ladson-Lang (Delta Phi) Grandmother, Eva Ladson

Anthropos William C. Randolph (Theta) Sister, Ann Randolph Floyd

Soror Karen Lettsome (Beta Omicron) Mother,
Gwendolyn Doreen Penn Lettsome

Soror Gladys Fowlkes (Iota) Brother, Edward Gilliard

Soror Sylvia Bascom (Beta Omicron) Brother, Leander Yarrell

Soror Yvette Grant (Theta) Mother, Corinna Grant

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Condolences

Soror Shirley King (Delta Lambda) Mother, Rheudella Watson

James 5:16 ESV: **Therefore, confess your sins to one another and pray for one another, that you may be healed. The prayer of a righteous person has great power as it is working. Therefore, confess your sins to one another and pray for one another, that you may be healed.**

Soror Dr. Sheree Alexander (Iota)

Soror Clarissa Felder (Beta Lambda)

Soror Rinita Williams (Beta Lambda)



National Day of Prayer, Thursday, May 6

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NSPDK, Inc. - Alpha Mu Chapter -
Krinon Class '21 presents

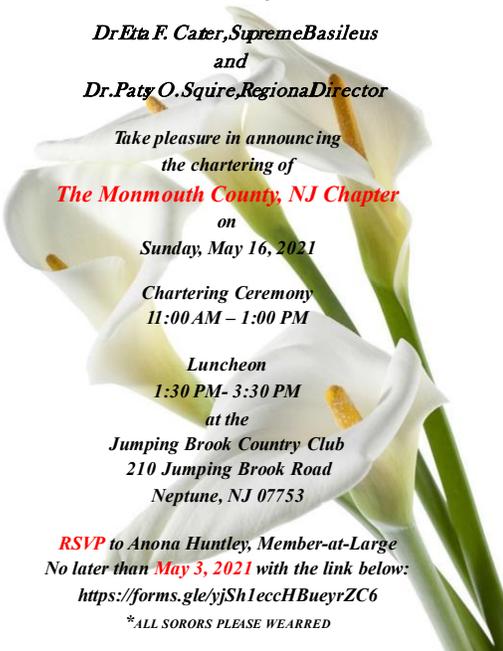
Mental Health- Self Care Conference



**MONDAY,
MAY 3RD
6:30PM TO
8:00PM**

Mental Health Monday -Self-Care Conference is all about investing in Educators! As educators, we love what we do, but we do our best work when we "Put Our Mask On First!"

Register at teachersmatteralliance.org



National Sorority of Phi Delta Kappa, Inc.
Eastern Region

Dr. Eta F. Carter, Supreme Basileus
and
Dr. Paty O. Squire, Regional Director

Take pleasure in announcing
the chartering of
The Monmouth County, NJ Chapter
on
Sunday, May 16, 2021
Chartering Ceremony
11:00 AM - 1:00 PM

Luncheon
1:30 PM - 3:30 PM
at the
Jumping Brook Country Club
210 Jumping Brook Road
Neptune, NJ 07753

RSVP to Anona Huntley, Member-at-Large
No later than **May 3, 2021** with the link below:
<https://forms.gle/yjSh1eccHBueyrZC6>
**ALL SORORS PLEASE WEAR RED*



National Sorority of Phi Delta Kappa, Inc.
Theta Chapter
"Save The Date"
Virtual Mother's Day Tea
Saturday, May 8, 2021 - 11am-12:30pm

Come enjoy an afternoon of great music, poetry and more.
Bring your favorite cup of tea, and come dressed to impress with your best Sunday hat
or fascinator and get a chance to
win a prize for "Best Hat."

Tickets : \$25.00
All proceeds from this event will be used towards
programs and scholarships

Dr. Etta Carter, National President
Dr. Patsy O. Squire, Eastern Region Director
Cathleen Snyder, Theta Chapter President
Donna M. Sowerby, Program Chair

Hosted by the National Sorority of Phi Delta Kappa, Inc.
Beta Zeta Chapter

Bingo Night with Door Prizes **Saturday, May 8, 2021**
7-9 pm

Celebrate
all our
Super Moms!



\$10 for the 1st Card & \$5
for each additional card

Pay online at
<https://sites.google.com/view/nspdkbetazeta/>
or pay by check to NSPDK, Inc., Beta Zeta
Give it to a Member or Mail Checks to:
NSPDK, Inc., Beta Zeta
PO Box #51531
Durham, NC 27717
Gailly Stock

Register Here, Deadline 5/1/21

Proceeds to benefit the Beta Zeta Scholarship Fund
Kathy M. Allen, President
Reba Gamble & Paula Barber, Fundraising Committee

National Sorority of Phi Delta Kappa, Inc.

Delta Phi Chapter invites you to our
**African
American
Legacy
Scholarship
Event**



**Saturday,
May 15, 2021
11:00am
(virtually)**

**"Ensuring Educational Equity and
Economic Prosperity During a Crisis"**
Honoring
Sondi Jackson, Glynis King-Harrell, Ed.D.,
Melissa Jenkins, Ed.D., Karen DuBois-Walton, Ph.D.,
Marlene Pratt, Crystal Emery, Khalil Jackson and Noreen Little

Purchase Tickets at:
<http://www.nspdkdeltaphi.com>
All proceeds benefit local scholarships to high school students

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NATIONAL SORORITY OF PHI DELTA KAPPA, INC. - PI CHAPTER

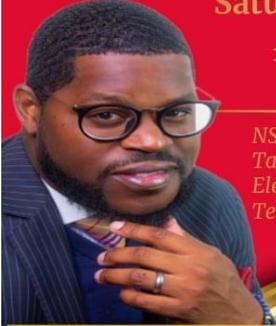
Teach-A-Rama

Maintaining a Healthy Mind,
Body, & Spirit during the
Pandemic

Featuring Rev. Dr. Jamin Powell
Community Baptist Church of Somerset, NJ

Saturday, May 15th
12:00 PM-1:30 PM
Via Zoom

NSPDK, Inc. - Pi Chapter
Talaya Y. Wilson, President
Elenora J. Frederick,
Teach-A-Rama Chair



Please register at nspdkpichapter.org/events/teach-a-rama by
Wednesday, May 13th



NATIONAL SORORITY OF PHI DELTA KAPPA, INC.
"To Foster a Spirit of Sisterhood Among Teachers and To Promote the Highest Ideals of the Teaching Profession."

New Jersey Chapters of the
National Sorority of Phi Delta Kappa, Inc.
In Partnership With
New Jersey Education Association Members of Color
Presents the First

Virtual Career Day in Education

for Middle and High School Students (7th, 8th, 9th, 10th, 11th, and 12th grades)
Saturday, May 8, 2021 @ 10:00-12:00 pm

STUDENT REGISTRATION
Join Us To Learn About Exciting Careers In Education!
Please CLICK the link below to REGISTER and a ZOOM LINK will be EMAILED to YOU
(Students Only):
<https://forms.gle/ZLq1Bu9HEuBwzegd6>



FACILITATOR REGISTRATION
Please CLICK the link below to register to facilitate a Breakout Session
(Sorors Only):
<https://forms.gle/kgAuuWST2mZbpZfo8>



Join us for the Eastern Region's

Virtual Founders' Day Celebration

(AFTER THE TRADITIONAL CANDLELIGHT SERVICE)

Join us as we honor our Founders during their "Happy Days" era of education in the 1950s. Dress up and "Doo Wop" with us as we celebrate. Bring your hor d'oeuvres and champagne glass for a toast to love and educational success!



SATURDAY, MAY 22, 2021
6:00PM
VIA ZOOM

National Sorority of Phi Delta Kappa, Incorporated



81st EASTERN REGION 1st Virtual One Day Conference

June 19, 2021

THEME
Integrate. Innovate. Motivate!

Delta Nu
Host chapter

Dr. Etta Carter, Supreme Basileus
Anona Huntley, Member - at - Large
Dr. Patsy O. Squire, Eastern Region Director
Gwynne Burt, Basileus, Delta Nu Chapter
Pamela Gary Maple, Conference Co-Chair
Moishe Shayland Williams - Conference Co-Chair
Sylvia Ligon, Registration Chair

"To Foster a Spirit of Sisterhood Among Teachers and Promote the Highest Ideals of the Teaching Profession."

www.NSPDKEasternRegion.org

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Reflections of Founder Barnes

Soror Carolyn Meadows Rho Chapter

I graduated from P.S.# 9 in Jersey City and later graduated from Wilmington University. When I attended P.S.# 9 Ms. Barnes and Ms. Nunery were on staff there. I believe Ms. Barnes was the Vice Principal and Ms. Hollahan was the Principal at the time. Ms. Barnes was a no-nonsense Vice Principal, but was very caring. She was well respected because as students we knew what was allowed and we knew that we had to follow the rules. Ms. Barnes was striking with her silvery-blue hair. I was amazed when joining NSPDK-RHO and learning that the educators I once knew at a young age were among the founders of our sorority.

Thanks for allowing me to share this little bit of my history.

The National Sorority of Phi Delta Kappa, Incorporated seeks to attract individuals who possess good moral character, exemplify self-respect and exhibit professional integrity. Candidates for membership must be actively engaged in the field of education, or retired within the last 1-5 years from the field of education at the time of application for membership.



Clarena S. Jones
Public Relations Chair
Eastern Region



www.nspdkeasternregion.org

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