Engaging Fathers and Men in Early Education

Do Early Childhood Educators Really Need a 4-Year College Degree?

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IT’S NEVER TOO LATE TO PREPARE FOR COLLEGE

Through developmental infant care, nationally accredited preschools, and robust parent engagement, the Hopkins House Preschool Academy helps build the foundation for your child’s future. Serving children and their families in the metropolitan Washington, DC area at locations in the City of Alexandria and Fairfax County, Virginia, since 1939.

Hopkins House
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One of my very favorite songs is Luther Vandross’ “Dance With My Father”. There is a lyric in the song that tugs at my heart strings every time I hear Luther sing it: *My father would lift me high and dance with my mother and me and then / Spin me around ‘til I fell asleep.*

My father died at the age of 94. In all those years I don’t recall that he ever lifted me high or danced with me and my mother. True of many children of my generation, my father didn’t spend much time with me. Rearing children was the domain of mother and my father knew well to stay his distance.

The traditional role of women and men in raising their children is finally beginning to change — and not a minute too soon.

Studies abound about the value men bring to the growth and development of young children. These studies show that the active and nurturing style of fathers and men in the lives of young children results in better verbal skills, higher intellectual functioning, and greater academic achievement. Their involvement also supports emotional security, increases intellectual curiosity, enhances social connections among peers, and encourages positive social behaviors as children grow into adolescence.

Early childhood experts, including Professor Ivy Berlinger of Northern Virginia Community College, tell us that children who have involved men in their lives “are more likely to do better in school, less likely to suffer from depression, and experience fewer school behavior problems.”

Although my father didn’t dance with me, I do have fond memories of male teachers and tutors who took a keen interest in me when I was a child, and kept me in my books and out of trouble. But, as we point out in this issue of HHQ, this experience is, sadly, not the norm for most children.

According to the National Association for Elementary School Teachers, just 13 percent of elementary school teachers are men, and these men largely teach in grades 5 and 6. And, the National Association for the Education of Young Children reports that less than 3 percent of early childhood professionals are men.

Mothers and women have demonstrated exceptional skill preparing generations of children for success in school and life. And, they deserve our admiration and respect. But, if given the chance, men too can play an equally important role in the lives of young children.

Despite mountains of research pointing to the life-defining impact quality early childhood education can have on a child’s social-emotional, academic, physical, cognitive and creative skills – all necessary for school success – the early childhood and elementary education profession stubbornly remains under-valued, due in large part, no doubt, to the traditional view that caring for children is women’s work.

Parents of young children and childcare professionals bear some of the blame for this. We are wary of male childcare professionals and do little to make it comfortable for fathers to engage with young children — even their own.

For the sake of our children, we need to change this. A first step is to make childcare centers more welcoming to men. Simple things, such as displaying photographs of fathers, father-figures, and men interacting with children, can be easily done and at little cost, with immediate, positive effect.

From there, we need to move on to the heavy lifting, by raising the pay of early childhood professionals (men and women) to a wage commensurate with the education and talent they bring to the job. In time, through their achievements in school and life, our children will thank us.

J. Glenn

J. Glenn Hopkins
“Portraits of Fatherhood”

These and other photographs of fathers and father-figures engaged with their children at the Hopkins House Preschool Academy will be on display at our offices as part of an ongoing effort to encourage the increased involvement of fathers and father-figures in the early education of their children.
“Portraits of Fatherhood”
At the Hopkins House Preschool Academy

A project of the RAND/Hopkins House Institute for the Study of Early Childhood Education.
Engaging Fathers and Men in the Early Education of Young Children

The Significance of the Role of the Father on the Emotional Development of his Children.

In some cultures it is believed that the mere presence of the father during labor could stop the child from coming down the mother’s birth canal. While this particular belief may seem extreme, hardly unusual in many cultures is the practice of discouraging men from taking an active role in caring for their young children.

“The significance of the role of the father and his influence on the emotional and social development of his children should not be under-valued,” says Dr. Ivy Beringer, Assistant Dean for Early Childhood Education & Human Services at Northern Virginia Community College. “Several studies have shown that children who have involved fathers in their lives are more likely to do better in school, less likely to suffer from depression, and experience fewer school behavior problems.”

While infants and toddlers profit greatly from their fathers involvement, the benefit does not stop at this young stage of development. The influence of a father or father-figure (i.e. grandfather, uncle, big brother, teacher) on academic achievement extends well into adolescence and young adulthood. Numerous studies find that the active and nurturing style of fathering is associated with better verbal skills, intellectual functioning, and academic achievement among adolescents.

A 2001 U.S. Department of Education study found that children with highly involved biological fathers were 43 percent more likely than other children to earn mostly A’s in school and 33 percent less likely than other children to repeat a grade.

Children with nurturing and playful fathers/father-figures who are consistently engaged with them, tend to have better linguistic and cognitive capacities and higher IQs than children with less engaged fathers/father-figures.

From birth, children of involved fathers/father-figures demonstrate stronger emotional security, more confidence in exploring their surroundings, and greater ability forming social connections with their peers. As they grow older, these children are less likely to get in trouble at home, school, or in the neighborhood.

The way fathers play with their children is also important. Rough-housing with dad can teach children how to deal with aggressive impulses and physical contact without losing control of their emotions. Fathers/father-figures also tend to promote independence and an orientation to the outside world. Fathers/father-figures often push achievement while mothers stress nurturing, both of which are important to a child’s healthy development. As a result, children who grow up with involved fathers/father-figures are more comfortable exploring the world around them and more likely to exhibit self-control and pro-social behavior.

“Even if fathers are not living with their children on a daily basis, they can still make connections with their children and have a positive impact on them,” stresses Dr. Beringer. “The key is that both parents work together to ensure quality time with both parents. Mothers and fathers nurture, play, and interact differently with their children.”

Ultimately, both parents are essential to the development of a child. Children benefit the most when they experience love and affirming interactions from both of their parents. When the father is absent, grandfathers, uncles, or big brothers can help.

For more information on this subject:
“Portraits of Fatherhood”

A Photo Exhibit of Fathers and Father-figures Engaging with their Children at the Hopkins House Preschool Academy.

The Hopkins House Preschool Academy is accredited by the National Association for the Education of Young Children.
Father-Figures in the Lives of Young Children

Uncles, Big Brothers, Grandfathers, and other Male Role-models Can Play Important Roles in a Young Child’s Development.

“When I was a father, there were many times when I felt like I did not know what to do,” explained Harold Newman. “But now as a grandfather I feel confident in helping raise my grandson because I have been through fatherhood.”

Newman’s grandson, Jason, is a student at the Hopkins House Preschool Academy. Because his mother and father sometimes work long hours and travel a great deal, Jason’s grandfather has stepped in to ensure that his grandson receives the uninterrupted attention and support he needs to do well in preschool.

Jason is fortunate to have a father and mother in the home. But, there is an increasing number of children in single-parent homes, mostly headed by unmarried mothers. As such, father-figures (i.e., grandfathers, uncles, older brothers, coaches, teachers, ministers, and other male role-models) are more important today in the growth and development of young children than ever.

According to recent U.S. Census data, the percentage of unmarried women having children has steadily climbed since the 1940s and skyrocketed in recent years. Thirty-six percent of the 4.1 million women who reported they had given birth in 2012 were unmarried. That’s up from 31 percent in 2005.

But, even in homes where both mother and biological father are present and actively engaged in the early development of a young child, father-figures can still play an important role.

“When Jason was born, I was so excited because he is my only grandson. I wanted to be involved in his life as a positive male role-model,” said Newman. “As a 20 year Marine Corps veteran, I had the opportunity to train many junior men and help mentor and mold them. In many ways that experience prepared me to be involved in Jason’s life. It seems like two very different types of relationships, but those young men looked to me for guidance just as Jason does, so there is a greater connection than I would have believed.”

Studies indicate that children who have involved fathers, and by extension, involved father-figures, in their lives are more likely to do better in school and life.

This isn’t to suggest that mothers aren’t doing a good job raising their children, but rather that children benefit more when they experience love and affirming interactions from mother and father (or, in his absence, father-figure).

Simple activities, such as reading street signs or labels at the grocery store, sitting and talking, playing catch ball, setting the dinner table, typing words on a computer, or taking a walk around the corner, can have significant positive influence on a young child’s development.

A 2007 research summary on “The Effects of Father Involvement” found that children engaged with fathers and father-figures are more likely to enjoy school, have a positive attitude toward school, participate in extracurricular activities, and graduate.

“Sometimes I come to Hopkins House early to pick-up Jason and watch him during the activities. He is always sitting close to the instructor absorbed in the activity. He loves every minute,” said Newman.

“The preschool is so important for Jason because of the exposure to so many children. As a child I did not attend preschool, so I did not realize the great benefit until I saw the dramatic effect it had on Jason. Children at that age learn so much from each other, and then you top that off with Hopkins House’s inclusion of so many great structured activities, and the benefit to the kids is incredible.”

Studies also indicate that fathers also benefit from spending time with their young children, including greater confidence and self-esteem, a better father-child relationship, and increased engagement with learning.
“I’M GOING TO BE PRESIDENT OF THE UNITED STATES”

Through developmental infant care, nationally accredited preschools, and robust parent engagement, the Hopkins House Preschool Academy helps build the foundation for your child’s future. Serving children and their families in the metropolitan Washington, DC area at locations in the City of Alexandria and Fairfax County, Virginia, since 1939.
Do Early Childhood Educators Really Need a 4-Year College Degree?

In addition to being expensive to obtain, there is debate about its value.

There is a growing movement in the early childhood education advocacy community to address the dual problems of quality and compensation by pushing for early childhood educators to have a bachelor's degree. The B.A. is already the foundational degree for K-12 educators, after all, and people who have bachelor’s degrees earn much more than those who don’t. Laws to mandate degrees for pre-K teachers are on the books in a growing number of states.

However, in addition to being expensive to obtain, there is debate about its value. In a recent Brookings Institution study, “There is little research to suggest it actually makes early childhood educators better at their jobs.”

The Census Bureau’s American Community Survey found that of nearly 1.8 million early childhood workers in the U.S. in 2009, only about 28 percent had an associate’s degree or higher and this number is declining.

In a study tracking educational attainment of teachers and administrators in center-based early childhood education programs over a 22-year period, the number with a 4-year degree or higher fell from 47% in 1983 to 30% in 2004.

Although it adds substantial cost compared to other preschools in the area, Hopkins House requires that its educators have at least an associate’s degree and preferably a bachelor’s.

“Degreed teachers with specific training in early childhood education have a positive impact on curriculum delivery in the classroom,” argues Shelley Keith, Principal of Hopkins House’s Helen Day Preschool Academy. “Recent research has confirmed this, and as a principal, I see the impact on a daily basis.”

More than half of Hopkins House preschool educators have a college degree, with the goal to reach one hundred percent within two years.

Because Hopkins House rewards its college degreed educators with salaries substantially higher than market — salaries for Teachers start at $37,500 compared to the local average of $26,000 — its salary costs are heavily subsidized through annual fundraising.

“We believe strongly, from the compelling anecdotal evidence we see in our classrooms, that a college degree really makes a big difference,” says Ray Menefee who, as Chief Academic Officer, is responsible for maintaining the high quality standards of Hopkins House’s nationally accredited preschools. “What makes Hopkins House so effective in preparing our students for kindergarten and life, is the exceptional quality of our educators.”

Hopkins House supports and encourages its educators — as well as those of other early childhood providers — to earn college degrees through its Early Childhood Learning Institute (ECLI). In collaboration with Northern Virginia Community College, the ECLI helps teens and adults earn college credits leading to a degree in Early Childhood Education.

ECLI graduates are promised offers of employment at higher salaries plus benefits at partnering childcare centers in the metropolitan area.

College tuition for ECLI students is paid through government scholarships and college financial aid. Students pay only a $100 program fee to cover the cost of books, childcare, and other supports.

“Early childhood teachers with a degree have a better sense of professionalism and are more prepared each day in the classroom,” points out Denise Siderys, a parent of a Helen Day Preschool Academy student. “They have a much better understanding of a child’s learning process and how to help maximize their talents and skills.”

For information about the ECLI, call 571.480.4082, or visit www.HopkinsHouse.org
**Carla Cermenati** joined the Hopkins House staff as a Teacher in 2006. She has a Bachelor’s degree in Early Childhood Education from the University of Andres Bello, Santiago, Chile, and over 11 years of teaching experience. She is fluent in English and Spanish. “I chose to work at Hopkins House because I saw it as a great opportunity for growth, as well as a great opportunity to build my teaching experience and career,” said Cermenati. “Hopkins House is different than the other childcare centers I have worked at in Chile. At Hopkins House, the children are prepared for a very bright future at a very young age.”

In 2014, Hopkins House will celebrate 75 years of uninterrupted service to the children, youths, and families of this community!

Planning for this exciting occasion is beginning now and Your Help is Needed.

JOIN THE
75th ANNIVERSARY CELEBRATION COMMITTEE

Volunteer Today!
Call 571.480.4086 or email info@HopkinsHouse.org
After more than a year of debate, study, and planning, this past January the Hopkins House Trustees gave final approval to open a third preschool academy. In doing so, the Trustees achieved one of the main goals of their recently approved Strategic Plan. The academy, planned for Herndon, in Fairfax County, Virginia, is expected to open by January 2014.

“This is an important project for several reasons, and it comes at a time of critical need,” explained President J. Glenn Hopkins. “Fairfax County, in which Herndon is located, is a wealthy community but there are large pockets of under-served children that urgently need quality childcare services.”

Within a mile of the site of the new academy in Herndon, there are just 8 preschools serving children ages 6 weeks to 5 years old – only 1 of which is nationally accredited – and, 2 elementary schools with preschool programs. These preschools are able to enroll only 953 of the estimated 16,000 children that live in the area – half of whom are racial and ethnic minorities and at least 2,000 of whom live in poverty.

The new academy will be an “innovation” preschool that will offer the opportunity for Hopkins House to combine forces with a renowned think tank, RAND Corporation, to explore new ways of improving the social, emotional, and cognitive outcomes of children as they prepare for the educational demands of the new global economy.

“This will not be a 'lab' preschool,” said Ray Menefee, Hopkins House Chief Academic Officer who is charged with the task of opening the new academy. “It will be just like our current preschool academies but will have the added responsibility of trying new ideas and approaches to early care and education, and sharing with other interested preschools in the community what we learn about improving the outcomes of children.”

A keen interest of Hopkins House, and one that will be explored at the outset when the new academy opens, is the impact of robust parent engagement, particularly of fathers and father-figures, on the outcomes of the children.

While research suggests that parents who are highly engaged in their child’s preschool can make a big difference in the child’s socio-emotional development, this innovation preschool academy will seek to measure how big a difference.

“We also want to know what it costs to add these features and what benefits we get from investment in various innovative approaches,” explained Menefee. “This information will be important to Hopkins House and other childcare providers in planning, budgeting, and improving our services.”

The new academy will create 23 new full-time jobs for childcare professionals, open opportunities for graduates of Hopkins House’s Early Childhood Learning Institute (ECLI), and bring over a million dollars annually in quality early care and education services to the Herndon community.
Volunteer For A Hopkins House Committee

Community Stakeholders are invited to serve on Hopkins House standing committees. Committees meet monthly, on Thursdays, at 6:30 pm.

Budget & Personnel Policy Committee: Oversees the fiscal affairs and investments, personnel policies and practices, and facilities and capital projects of the organization; coordinates financial and management audits; and, in consultation with the President, drafts the organization’s annual budget.

Programs & Assessment Committee: Oversees implementation of the organization’s research, public education, and public policy analysis and development; conducts public awareness activities on issues affecting children, youths, and their families; oversees the operation of the Early Childhood Learning Institute; and conducts assessments of program impact and effectiveness.

Alumni & Resource Development Committee: Oversees the organization’s fundraising, special events and alumni activities, and scholarship and grant activities; and, nominates recipients of trustee awards and honors.

For information about joining a committee, call 571.480.4094 or visit www.HopkinsHouse.org/volunteers

Hopkins House
Community Stakeholders
(As of June 30, 2013)

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Student Stakeholders
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Loretta Britten
Lawrence E. Clark
Richard G. Cole
Lynne Godek
Cynthia Gordon
Rev. Dr. Faye S. Gunn
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Volunteer For A Hopkins House Committee

Become a Hopkins House Community Stakeholder

Community Stakeholders meet annually to elect the Trustees of Hopkins House and set the strategic direction of the organization in service to children, youths, and families.

- Student Community Stakeholder - Discount on tickets to special events, listing in Annual Report, and free subscription to HHQ.
- Annual Community Stakeholder - All the above plus, 1 free luncheon ticket to Community Stakeholder Annual meeting.
- Business/Institution Community Stakeholder - All the above, plus 2 free luncheon tickets to Community Stakeholder Annual meeting.

Visit www.HopkinsHouse.org/donors/community-stakeholders or call 571.480.4086
Community Stakeholders Elect New Trustees and Board Officers

Bylaws Amended to Add New Officers.

This past June, the Hopkins House Community Stakeholders gathered at The Carlyle Club in Alexandria, Virginia for their 74th annual business meeting to hear reports from board officers, amend the organization’s bylaws, and elect new Trustees and officers.

Alexandria City Public Schools Associate Principal, Mark Eisenhour, was elected Board Chairman. In his acceptance speech to the nearly 100 Community Stakeholders, guests, and Hopkins House staff, Eisenhour said that the focus of his administration over the coming year will be “successful implementation of the 3-year Strategic Plan adopted by the Trustees earlier this year.” Eisenhour has been a Trustee since 2001 and formerly served as Vice Chairman of the Board of Trustees.

The Community Stakeholders also amended the organization’s bylaws, establishing the new positions of Chairman Elect and Chairman Emeritus, separating into two the former position of Secretary/Treasurer, and granting the Trustees authority to establish standing committees to serve at their pleasure.

Former Board Chairman James L. McNeil automatically moved to the newly created post of Chair Emeritus.

Julie N. Jakopic was elected to the newly created post of Chair-elect and will succeed Mr. Eisenhour when his term ends next year. Jakopic has been a Trustee since 2002 and formerly served as Secretary/Treasurer of the Board. She is President/CEO of iLead Strategies.

Elizabeth Partoyan was elected Secretary. She has been a Trustee since 2012 and formerly served as Vice Chair of the organization’s Programs & Assessment Committee. Partoyan is Vice President of Collaborative Communications Group, Inc.

Richard Belle Isle was elected Treasurer. He has been a Trustee since 2007 and formerly served as Assistant Secretary/Treasurer of the Board. He is a Certified Public Accountant.

Willard Jasper was elected Assistant Treasurer. He has been a Trustee since 2012 and is a member of the organization’s Budget & Personnel Policy Committee. He is retired.

In addition to these officers, the Community Stakeholders elected ten Trustees to the board, bringing the total to 24 Trustees.

The Community Stakeholders reelected Richard Belle Isle (Certified Public Accountant and resident of Marshall, Virginia), David C. Gompert (RAND Senior Fellow and resident of Richmond, Virginia), Charniele Herring (State Delegate to the Virginia House of Delegates and resident of Alexandria, Virginia), Gregory H. Leisch (President/CEO of Delta Associates, Inc. and resident of Alexandria, Virginia), James L. McNeil (Philanthropist and resident of Alexandria, Virginia), Juliette McNeil (Philanthropist and resident of Alexandria, Virginia), Justin M. Wilson (Member of the Alexandria City Council and resident of Alexandria, Virginia), and Amy Liu Witmer (Senior Fellow and Co-Director of Brookings Institution and resident of Alexandria, Virginia).

Brenda L. Moore (Philanthropist and resident of Fairfax, Virginia), and Jacqueline S. Walker (Pharmaceutical healthcare executive and resident of Alexandria, Virginia) were elected Trustees for the first time.

These Trustees form the “Class of 2015” and will serve two-year terms through June 30, 2015.

The Trustees govern the organization, set policy and long-term strategic direction, and oversee the executive management of Hopkins House.

Kevin Bergen, who served as a Trustee for six years, retired from the board at the end of his term this June.

For a list of all Trustees and Officers, visit www.HopkinsHouse.org/about/leadership-team
Our sincerest THANK YOU for giving so generously to Hopkins House!

Your donations directly benefit the children, youths, and families of this community by helping to provide:

- **Scholarships for children** of low-resourced, working families attending preschool.
- **Stipends for high school students** pursuing unpaid summer internships.
- **Academic and career guidance for teens and adults** earning college degrees in the early childhood education field.
- **Educators**, highly qualified and experienced, offering world-class services to children, youths, and families right here in this community where they’re needed most.

**HOPKINS HOUSE ANNUAL FUND**

To make a tax-deductible donation of cash, stock or bonds, or a legacy gift call 571.480.4086 or give online at HopkinsHouse.org/donate
Jonathan Milton Hopkins, after whom Hopkins House is named, was born on August 30, 1872 in Alexandria, Virginia to a prominent African-American family.

During his youth, Alexandria was very much a segregated city, and the only two public schools for African-Americans in the city were the Hallowell School for Girls and the Snowden School for Boys, which later merged as Parker-Gray Elementary/High School in 1920.

After graduating from Snowden, Hopkins enrolled at Howard University, where he graduated from the Normal Department in 1890. He worked for a short time at Howard before enrolling in their Medical College, which he attended from 1891-1894. He graduated M.D. in 1894 and moved back to Alexandria to practice medicine, taking up residence at 824 Queen Street. He taught at Snowden School for a time and passed the Virginia State Medical Board on September 13, 1897.

Although not much is known about most of Dr. Hopkins’ family, a family portrait taken around the turn of the century has survived. It shows Hopkins with several family members, including his father, Albert, his mother, Admorissa, his wife, Margaret, and his younger brother, J. Byron.

Born on October 25, 1880, J. Byron became a lawyer and activist for the African-American community in Alexandria. He was elected the first secretary of the Alexandria Branch of the NAACP at its inaugural meeting at Alfred Street Baptist Church on October 10, 1933. He later moved to Richmond to practice law and fight public school segregation in Virginia.

It was reported in the Washington Post on April 2, 1915, that Dr. Hopkins had sold his residence at 824 Queen Street. His residence after this is unknown; he may have lived with his ailing mother at her residence at 416 North Columbus Street. She died on January 24, 1920. J. Milton followed not long after, passing away on July 15, 1927, at age 55.

Having provided medical care to many, if not most of the African-Americans in Alexandria, and been a role-model for young people in the community, the founders of Hopkins House met on August 8, 1939 and decided to name the newly formed organization in his memory.

A painting of Dr. J. Milton Hopkins hangs in the lobby of Hopkins House’s Alexandria City building on Princess Street (newly named the Brenda & Mark Moore and Family Building). The building is just blocks from where Dr. Hopkins and his family lived more than a century ago.

If you have a interesting story about the history of Hopkins House, please contact us by calling 571.480.4094 or emailing info@HopkinsHouse.org.
Inspired by a celebration that dates back centuries, Hopkins House will host its fifth annual Venetian Masquerade Ball on November 2 at the Westin Alexandria Hotel in Alexandria, Virginia. Proceeds from the Ball will provide scholarships for children of low-resource families attending the Hopkins House Preschool Academy.

Featured guests include classic rhythm & blues singer and disco diva, Linda Clifford. Her records — If My Friends Could See Me Now, Red Light, The Heat in Me, and A Night With the Boys — topped Billboard Magazine charts.

Also performing is Bak N Da Day. This popular Motown cover group has performed at the ball for the past three years, and is a crowd favorite.

In addition to this exciting lineup, the evening will include mimes, jugglers, and a silent auction.

The ball host committee is led this year by Hopkins House Trustees Juliette McNeil and Brenda L. Moore, along with Terri J. Copeland, Vice President and Market Manager for PNC Bank. PNC Bank has signed on this year as Signature Sponsor of the ball.

**History of the Masquerade**

The masquerade ball dates back to the 12th century when the pope and upper class Roman citizens attended a parade in Venice that was part of a festival in the ancient city held just prior to Ash Wednesday, which marked the beginning of Catholic Lent - the forty day period of fasting leading up to Easter. The festival, which included parties and feasting on steers and other animals, was referred to by the Latin term *carnem-leware* — to remove oneself from flesh or meat.

The Italian version, *Carnevale*, began in the Middle Ages when the great squares of Venice were turned over to aristocratic pageantry, public sport competitions, and performances by roving minstrels and actors.

In 1981 city officials resurrected *Venice Carnevale* as a reincarnation of the aristocratic festival it had once been. Characters from the 16th, 17th, and 18th century Italian theater reappeared on the streets, along with masqueraders portraying counts and countesses and other legendary figures.

Today, *Venice Carnevale* lasts for two weeks, leading up to Lent. During this time, thousands of people from all over the world come to the city to join in the festivities.

Guests attending the Hopkins House Venetian Masquerade Ball are encouraged to wear their favorite venetian mask to complement their festively elegant ball gowns and tuxedos. Free masks will be provided to guests without one. Tickets to the ball go on sale in September.

*For information about the 2013 Venetian Masquerade Ball, call 571.480.4086, or visit www.HopkinsHouse.org*
Hopkins House News In Brief

Employees Honored for Service

Hopkins House staff members were honored for their service at the Staff Appreciation Breakfast held this past June. Nominated and voted on by ECLI students and parents of Preschool Academy students, employees received trophies and gift cards for outstanding service. The President gave out wrist watches to employees for length of service and the Board Chairman gave out an award to a top-performing administrator. The awards were established in March by the Trustees to recognize high-performing employees.

ECLI Recognized at Clinton Conference

Hopkins House’s Early Childhood Learning Institute (ECLI) was among a select group of programs singled out at the Clinton Global Initiative (CGI) America conference in Chicago this past June. Established by former President William J. “Bill” Clinton, the CGI America Conference gathers individuals from across the country to work together toward solutions that target a broad range of social issues. ECLI was recognized by CGI America as a highly promising workforce development model.

Hopkins House Receives Record in Donations and Gifts

For the 12-month period ended this past June, Hopkins House received over $1.2 million in donations and grants — the second highest total of gifts to the organization in 74 years and $470,000 more than received last year.

More than $100,000 was contributed to the scholarship fund to help children of low-resourced families attend the Hopkins House Preschool Academy. This past school year the organization awarded over $200,000 in scholarships and tuition assistance to 80 children.

Alexandria Building Naming Reception Held

At a reception this summer, attended by trustees, staff, and guests, Hopkins House formally named its building in Alexandria, Virginia, at 1224 Princess Street, the “Brenda & Mark Moore and Family Building”. Unlike Hopkins House’s “ABC Building” in Fairfax County, Virginia, the Alexandria building, constructed in 1972, had not previously been named.

The Moore family is a major donor to Hopkins House and other non-profits in Northern Virginia.

ECLI Making the Difference

Established in 2009, the goal of Hopkins House’s Early Childhood Learning Institute (ECLI) is to demonstrate an effective model for supporting self-sufficiency and independence, as well as promoting family and individual stability among low-income teens and adults while increasing the pool of skilled Early Care and Education professionals in the metropolitan area.

For information about the ECLI, call 571.480.4082 or visit www.HopkinsHouse.org
2013 Venetian Masquerade Ball

The 2013 Annual Hopkins House Venetian Masquerade Ball will be held on Saturday, November 2, 6:30 pm to 11:30 pm at the Westin Alexandria Hotel in Alexandria, Virginia.

Special guest artists: R&B music legend Linda Clifford and Motown cover group Bak N Da Day. Mimes, food & drinks. Formal attire & venetian mask requested.

Tickets go on sale in September. For information, call 571.480.4086 or visit www.HopkinsHouse.org.