

Working Paper

The Situation The Solution The Strategy

ISAAC is a Movement. Every initiative, every activity is designed to effect change. African Americans are the most well educated, affluent Africans in the world. If we become united around the issue of closing the achievement gap confronting African American children, the gap will be closed.

It is my contention that there has been little progress on this issue because what is lacking is an infrastructure within the African American community that can cause such change. The various entities within our community are disconnected. There are educational and psychological scholars in our community. There are educational administrators in our community. These entities do not work in tandem. There are foundation executives in our community. There are governmental grants administrators. However, there is no collaboration to assure that African American children and researchers receive their share of research funding.

African American Congressmen have unprecedented power and influence. There are more African Americans in powerful legislative positions across the country. We have civil rights organizations. African Americans surpass white Americans in charitable giving. Yet, there has been no comprehensive Movement to close the achievement gap facing African American children.

It is my position that the community needs to come together. Each facet of the community has something unique to offer. We need concerned citizens to donate money, raise funds, become ISAAC fellows and volunteer for our initiatives. The Round Table is designed to bring the total community together. It is important to educate the community about cutting edge thinking as it relates to the liberation of our children. The community in general needs to know who the cutting edge scholars are in our community. We cannot depend upon the mass media to elevate and coronate those who should have the microphone.

The Round Table is the key entity for connecting the community with the community of scholars. The Round Table is designed for people to have their say. Too often when African American parents attempt to have their say, they are dragged out, “arms and legs” by the police from school board meetings. Microphones will be placed in the aisle. The audience will have the opportunity to question scholars. The proceedings will be taped and transcribed. The transcriptions will be placed on the Web Site. Action Groups will be provided so that conferees can contribute to the Strategy. All suggestions will be recorded and transcribed. The Action Groups will be named for African ethnic groups so that participants can identify their transcripts.

The difference that ISAAC will make is a staff and volunteers who will sustain the work when the conference ends. The Round Table is not going to be a “feel good” session that ends until we meet again. ISAAC has an Advisory Committee that will oversee the crafting of a Plan. The Round Table will meet twice a year. There will be one meeting at Wayne State University in July of each year. The second meeting will comprise a 3 hour session at the annual meeting of the National Black Child Development Institute (NBCDI). Initially, the WSU Round Table will attract a regional audience. Meeting at the NBCDI will give us the opportunity to involve people in other regions in our work. As the NBCDI moves its annual meeting from region to region, we will be able to involve people and engage them in attending the WSU Round Table. Two meetings a year will give us opportunities to meet, work and push our agenda.

The second conference sponsored by ISAAC is the Conference on Research Directions (CORD). This is a conference created by researchers for researchers. It is a unique 2-1/2-day meeting focusing on methodological advances, research in progress, issues in conducting research, innovative approaches to combining methodologies, and provocative topics in African American education.

The purpose of this conference is to build an infrastructure of a tight knit community of scholars who can pursue a collaborative research agenda and seek funding for that agenda. The first step in that process is for those who are interested in the fortunes of African American children to affiliate. We are spread out across our disparate disciplines. We do not know each other. I have talked to White scholars who want to work on issues related to African American children’s fortunes in school; however, they are reticent because they are unsure about whether their perspective is cutting edge. Some are reticent because they fear being attacked by African American scholars. They need a forum wherein they can understand the African American perspective and join us in working for change.

Once we bring scholars together and strengthen the facet of our infrastructure that generates knowledge, the next step is to engage those scholars to collaborate around a research agenda. There is also a need for pressure to be brought to bear on foundations and governmental agencies that administer grants. Some foundations seem to feel that having an African American foundation president or program officers is enough. There is a need for the African American to issue Report Cards on the funding priorities and patterns of such entities in terms of whether they truly benefit our community.

A part of developing the infrastructure for change is connecting the various facets of our community to our Mission. To effect change, you need some “juice.” Some people become engaged when they see a concept on paper – our Founding Sponsors. However, to get a seat at the table, we have to come together as a community and make some noise. The people who are at the table now either think that things are going fine as they are or they think they are the only ones who can offer a solution. Our purpose today is to get a seat at the table.

The Inaugural Round Table is dedicated to the memory of Dr. W.E.B. DuBois. Dr. DuBois is notable because he was the 1st African American to receive a Ph.D. from Harvard in 1890. Dr. DuBois crafted cutting edge empirical research studies such as the Philadelphia Study and wrote numerous books.

However, Dr. DuBois found it necessary to step out of the academy and spearhead the founding of the National Association for the Advancement of Colored People (NAACP) at the first meeting of the Niagara Movement in 1916. Dr. DuBois found it necessary to step out of the academy and personally march through the streets of St. Louis in 1917 in a silent march against lynching. Dr. DuBois further joined in the founding of the Pan-Africanist Movement in 1919. History will reveal the historic significance of our meeting today. DuBois was born in 1868. ISAAC IS FOUNDED ON THE 140TH ANNIVERSARY OF HIS BIRTH!

Like DuBois, I am disturbed about the lack of educational equity for African American children across this nation. I have stepped out in his footsteps to create the **Institute for the Study of the African American Child** in the College of Education of Wayne State University. We call the Institute: **ISAAC**. In the Old Testament ISAAC was God's promise to Abraham.

And God said to Abraham, "As for Sar' ai your wife, you shall not call her name Sarai, but Sarah shall be her name. I will bless her, and moreover I will give you a son by her; I will bless her, and she shall be a mother of nations; kings of peoples shall come from her."

Then Abraham fell on his face and laughed, and said to himself, "Shall a child be born to a man who is a hundred years old? Shall Sarah, who is ninety years old, bear a child? And Abraham said to God, "O that Ishmael might live in thy sight!" God said, "No, but Sarah your wife shall bear you a son, and you shall call his name ISAAC. (In Hebrew ISAAC means, "he laughs.") I will establish my covenant with him as an everlasting covenant for his descendants after him.

As for Ishmael, I have heard you; behold, I will bless him and make him fruitful and multiply him exceedingly; he shall be the father of twelve princes and I will make him a great nation.

But, I will establish my covenant with ISAAC, whom Sarah shall bear to you at this season next year. (Genesis 17:15-21).

Just as Dr. DuBois joined with other activists in founding the NAACP, we must now join together to end the discrimination our children suffer educationally. In the Civil Rights Movement, Dr. King worked the streets and Thurgood Marshall worked the federal courts. We have got to create the coalitions we need to effect change. As Frederick Douglass so eloquently stated, "Power yields nothing without a struggle. It never did. It never will."

We also include a memorial to Dr. Asa Hilliard in the founding of ISAAC. Dr. Young and I had planned to invite Dr. Hilliard to join Dr. Franklin as a keynote speaker for this occasion the night before his untimely death last summer. We had talked on Sunday night. The next morning

my phone rang at 9:30 am. It was Dr. Young informing me that Asa had passed. It was a sad day for all of us. We have included a tribute to Dr. Hilliard in our conference program.

The third conference sponsored by ISAAC is the Public Policy Lecture Series that will be held biannually at WSU in the year 2010. The Public Policy Lecture Series and the Education Watch will be the entities that work for change in terms of public policy.

However, ISAAC is not just conferences. To engage the community and create a true infrastructure for change, there must be a feed in of remedies that affect our children where they live and struggle. Hence, ISAAC will deliver community and clinical services as well as training. Please refer to the document on the website under the Working Paper Tab entitled, "ISAAC Mission, Objectives and Committee Structure" for an overview of the vision for the organization.

The Best, The Brightest and The Lucky

In my opinion, IT IS TIME FOR A PLAN to guide the journey of African American children through school. In my book, *Learning While Black*, I call for the organizations that are controlled by the African American middle class to stand up for Black children. Nothing and no one is going to improve the educational fortunes of Black children until we do.

We are the most affluent, best educated collection of African people in the world. When we speak, people listen. Look at what happened with the Jena 6. When the people stood up the politicians spoke out.

The reasons we were able to end segregation in public facilities through the civil rights movement were:

- 1) after the Brown v, the Board of Education decision by the United States Supreme Court, African Americans in the South could look to the federal government for help;
- 2) Television enabled middle America to see Black people being beaten/ water hosed by police officers and mauled by dogs in cities like Birmingham. But most of all, the Black middle class stood with the masses of the people because we were all in the same boat. Martin Luther King's children could not gain admission to the Lowell School in Atlanta. Ralph Bunche could not register at a downtown Atlanta hotel.

Benjamin Mays, former president of Morehouse College, tells the story in his book, *Born to Rebel* that he came to Fort Wayne, Indiana when I was an infant. He had a speaking engagement in the city and when he attempted to claim his room, the YMCA would not honor his reservation because he was Black. Dr. Mays knew that my father was a Morehouse man who lived in the city. He called and my father went to get him in the middle of the night to stay in our home. Black people stood together against racial injustice because we were all in the same boat.

As V.P. Franklin asserts that after the 1972 Supreme Court school desegregation decision, civil rights groups tried to achieve the desegregation of the schools. However, powerful judges and

legislators thwarted their efforts. How vividly I recall white parents in Boston burning buses that were designated for school desegregation.

The system did allow those of us who could afford it to move to the suburbs and access predominantly white schools. We were also able to enroll in exclusive private schools that had previously shunned African American children. What most people do not know is what is happening to Black children in those schools.

In *Learning While Black*, I wrote a 50 page chapter chronicling what I went through trying to get my son through the first, second and third grade of an exclusive white private school. We like to go around “incogNegro”. Our names are different. We look differently. My son looks like Kobe Bryant with braids. So, I get to see how everyblackboy is treated by the way they treat him. They don’t know that I am there waiting to jump out of the bushes at them when they do him wrong.

I am working on a new book in which I will detail what they did to him in high school. Black families are fleeing the inner city schools trying to access better education for their children. I know of family members who are renting expensive apartments together so their children can attend better schools. But, what most people don’t know is that the suburban schools are getting ready for us.

At the initial meeting with parents at an exclusive suburban high school in my community, the principal explained that if your child did not have good grades upon finishing the 8th grade, they would be tested before entry to this high school. If the child did not perform well on the test, they would be automatically assigned to an alternative high school. The parents have no choice. So, who do you think is the group who is getting funneled into the alternative school? The Black males these parents are trying desperately to save. The schools have had meetings on us. They are not going to let their Annual Yearly Progress be lowered with an influx of low performing African American children. More energy is being expended in running from African American children than devising strategies to improve their performance.

In *Learning While Black*, I make the point that African American people are a pariah group in American society. Americans derive their status from the neighborhoods in which they reside and the schools their children attend. According to Claude Anderson, White Americans can tolerate the presence of African Americans up to the 8% level. When the numbers of African Americans in their schools and neighborhoods rise above that level, they take measures.

Further, we must face the reality that we live in a capitalistic society. My father says that Americans believe that you should “get all you can; can all you can get, and sit on the can.” We have to be careful about adopting their value system as our belief system.

It is an integral feature of American society that there is the survival of the fittest. As Christopher Jencks has stated, *“Despite the pious rhetoric about equality of opportunity, most parents want their children to have a more than equal chance of success -- which means, inevitably, that they want others, not all others, but some others to have less than equal chances.”*

As Congressman Augustus Hawkins stated, *“What do you do with a slave, when you no longer need his labor?”* What do you think the white Americans who are in control of the political life of this country would answer? Do you think they would say, *“You provide the former slaves with a high quality education so that they can take our sons’ places in medical school?”* I think not!

The first step in assuring the marginalization of African American children in school was providing the Black middle class with some degree of access to the American dream. We think that we don’t have a dog in that fight so no leadership for change has stepped forward from the Black intelligentsia. **The next step has been to feed us the notion that poor Black people are responsible for the problems this society has created for them. This is popularly known as blaming the victim.**

Enter Bill Cosby. Now, I am not going to go so far as to say that he has been sent on this mission of blaming the victim by the white establishment. But I will say that they have given him front page coverage because they like what he is saying. He was on *Meet the Press* last fall. Alvin Poussaint has now written a book with him. Excerpts from their book are on the NBC website. Have you ever seen what I am saying on the front page? Have you ever seen me discussing my book on the *Today Show*? Is *Learning While Black* on the *Meet the Press* website?

Bill Cosby, a multi-millionaire, whose wife has never had to work a day in her life, is lecturing Black single mothers about how trifling and pathological they are. I am a single mother who had to raise an African American male child alone. I would not open my mouth to chastise, blame or accuse Black single mothers of anything. Eighty-five percent of Black children are going to school from single parent households. The only person who is helping these women is their mothers. Why doesn’t Bill Cosby speak to White America about what they are doing to us? He wouldn’t get front page coverage if he did that.

Many foundation executives are modeling their initiatives after a man who had been on *60 Minutes* with the “miracle” he has worked in Harlem. I went on the internet and read about this “genius” in Harlem that is their model. I discovered that he is has raised 100 million dollars to spend in one neighborhood. He has a school where the teacher-child ratio is one teacher to 6 children. The *60 Minutes* story tells about the mothers who were in tears because their children did not win the lottery that would admit them to his programs. So, you are not included because you live in the neighborhood. You also have to win the lottery.

Ladies and Gentlemen, if you take 100 million dollars and distribute it over 15 people and their situation improves, does that make you a genius?

I am entitling this section, **“The Best, The Brightest and The Lucky”**. America has always fed us the ethos that they should skim off the best and the brightest and provide ONLY them with a decent education. Therefore, we have ABC – A Better Chance, which provides Black children with the opportunity to attend eastern private preparatory schools. They contribute to the United Negro College Fund to enable the talented tenth to be educated. Now we are including the lucky. Rather than creating school reform to benefit the masses of African American children, we

will allow those who win the lottery to be included among those who receive a decent education – the best, the brightest, and the lucky.

In *Learning While Black*, I have a chapter entitled “Mastery versus the Bell Curve”. I quote James Comer as saying that never in the history of the world has an individual needed the level of education that is required today to meet their adult responsibilities. Not only does an individual have to know more than ever before, but everyone must meet that standard. The only place this society has prepared for people who cannot function -- is prison. They have eliminated welfare and they have closed the mental hospitals. Only the punishment industry is alive and well.

In contrast, the culture of the school does not match the realities of the outside world. There is a Bell Curve culture within the school. Teachers conceive of their job as “grading” and sorting children. The orientation is to impart to a child and his parents as early as possible whether he is going to be a turtle, a turkey or an eagle and seated respectively at tables 3, 2 and 1. If they decide at the age of 3 years old that he is not capable of learning much, then they will not attempt to teach him much.

Wade Boykin has stated that psychologists have given us the tools for Talent Assessment. We can use tests to place children at Tables 1, 2 and 3. However, we will have no school reform until we create a culture that supports Talent Development.

Barbara Sizemore stated that the best way to eliminate standardized tests in American is for every Black child to pass them. Can you imagine? If every Black child in America passed every standardized test, they would be eliminated the next day. There would be no need for tests. Michael Porter has given 2 purposes for diagnostic tests that predict children’s potential: 1) to maintain the race and class status quo in America; and 2) to make money.

Let me pause to examine the new concept that is fueling Bill Cosby and the Foundation world -- that poor people can solve their own problems. Ladies and Gentlemen, never in the history of the world have poor people solved their own problems and created their own revolutions.

- Let’s start with the civil rights movement. Martin Luther King, Jr. was 3rd generation college educated.
- Thurgood Marshall, a lawyer was working the federal courts while Martin Luther King, Jr. was working the streets. His father was a Pullman Porter, an occupational group of Black men many of whom were college graduates, who laid the foundation for the Black middle class.
- Julian Bond’s father, Dr. Horace Mann Bond was a Ph.D. and a college president (Lincoln University).
- Andrew Young’s father was a dentist.
- Fidel Castro is a lawyer who came from the upper middle classes in Cuba.
- Cue Guevara was a doctor.
- Mahatma Ghandi, a lawyer, was from the upper classes of India.

- Toussaint L'Ouverture was able to marshal the Africans in Haiti and defeat Napoleon, but he wasn't able to set up an economic system. Haiti is still suffering economically today.
- Nat Turner was able to kill some slaveholders, but he didn't have an escape plan and ended up being captured after 6 weeks of hiding out in the swamps.
- Harriet Tubman helped Africans to freedom, but she depended upon the Underground Railroad that was set up by white people.

Something must be said about the need to connect African American Foundation Executives to the African American intellectual community. Just as we boycotted business that would not serve and hire us, it is time for us to turn the spotlight on the philanthropic community. Many foundations hire African Americans and feel that hiring an African American is an end in itself – much like George Bush felt about appointing Clarence Thomas to the United States Supreme Court. African American Foundation Executives operate as if THEY ARE the African American intellectual committee – a committee made up of me, myself and I.

African American children are not receiving their rightful share of philanthropic dollars. As Asa Hilliard has pointed out, white males have created EMO's – Education Management Organizations who commandeer the money allocated for African American children. At the same time, African American scholars are not getting enough support for their work to be able to sustain an academic career. Consequently we have a brain drain with scholars leaving the academy and our community is rendered leaderless. It is time for us to build relationships and a system of accountability for the money African American Foundation Executives are administering. My point is Ladies and Gentlemen, It is Time for A Plan. If not Us, Who? If not Now, When? White Americans are engaged in an elaborate game of Hide and Seek as it relates to quality education in American. They are hiding it and we are seeking it. I discuss this at length in *Learning While Black*. My father always said, "The Golden Rule is: He who has the gold makes the rules."

The Culturally Appropriate Pedagogy Model for school reform is outlined in *Learning While Black*. This model places the school instead of the parents at the center of the effort to achieve upward mobility for African American children.

School is the appropriate focal point because everyone is required to go to school. Everyone does not have a functional family, everyone is not required to attend church, but everyone is required to go to school.

One of the debates that rages among educators is the issue of how much blame should be assigned to parents for the failure of their children. In my opinion, the resolution of this debate holds the key for closing the achievement gap for African American children. **The answer is that the state has a fiduciary responsibility to educate children. Parents are required by law to**

send their children to school. Parents have no legal obligation to impart kindergarten through 12 grade education to their children.

Not only are parents not legally required to educate their children, but most do not have the training, skills or materials to do so. Schools are accredited. Teachers are certified. There is no accreditation for families. There is no certification for parents. We will only achieve educational excellence when schools accept the responsibility for achieving grade level performance for each and every child. This point has been the subject of heated debate. However, in Detroit, for example 42% of the adults are illiterate. So, how can they be held responsible for preparing their children to read in school? How can they be held responsible for reading to their children every day, as Alvin Poussaint and Bill Cosby admonished them on *Meet the Press*?

It is my opinion that the focus of school reform to benefit African American children must focus on building an infrastructure that promotes success within the school. The components of that infrastructure are described in *Learning While Black*. Blaming the parents deflects energy away from the construction of creative strategies for success on the part of teachers and school administrators. Blaming the parents creates an intentional divide between the haves and the have nots in the African American community.

Bill Cosby's initial attack on Black single mothers was given in a speech at the Waldorf Astoria Hotel in New York City to a black tie audience. The single mothers he was attacking were not there. They cannot afford the \$30.00 hard cover book Alvin Poussaint wrote. They might not be able to read it. They probably don't watch *Meet the Press*. Bill Cosby's message is being transmitted to the Black middle class community. The result could be further disengagement of the African American middle class from the plight of the African American masses.

V.P. Franklin wrote in the Foreword to my second book, *Unbank the Fire*, "For too long parents, educators and administrators have allowed the sparks of learning in African American children to be covered by excuses, denials and side-steps. In the Foreword to *Learning While Black*, he wrote prophetically:

Janice Hale presents specific proscriptions for remedying the debilitating conditions that now cripple the educational performance of poor black children in many urban public schools. . . . Hale calls for the formation of coalitions among educators, parents and middle-class professionals not merely to close the academic achievement gap between black and white students but also to prepare African American children for their leadership role among African peoples throughout the world in the twenty-first century.

The Round Table: [The Situation](#), [The Solution](#), [The Strategy](#)

Dr. V.P. Franklin was invited as the keynote speaker for the morning session of the Round Table to convey to the audience an historical frame of reference for our struggle for quality education. This is a critical step in bringing the community together for this Movement. It is

essential that students and the general public are educated about historical antecedents for our present situation. Dr. Franklin's mission is to describe the situation. (1 hour and ½)

Dr. William Watkins, co-author of *Race and Education* convened a cutting edge conference in Chicago that resulted in a book in which he brought together African American scholars to present their research related to the academic achievement gap. His was a visionary effort that positions him to dialogue with Dr. Franklin and then to field questions and comments from the audience. Dr. Watkins should make an opening statement in response to Dr. Franklin's presentation. (15 minutes) This can come in the form of questions to Dr. Franklin or a statement of his own. Then, for 45 minutes, Dr. Watkins should field questions from the audience for himself and Dr. Franklin.

I have invited Dr. Haki Madhubuti to bring the Last Word of the morning with a 15 minute wrap up before we break for lunch.

Over box lunches, the conferees will self-select online communities to join. There will be ten meetings and they will be divided along occupational lines, initially. There will be volunteer facilitators for each community. The conferees will be invited to refine the categories to meet their needs and interests. The conference will provide the opportunity for the members to meet face-to-face. The online communities will give members the opportunity to share information and collaborate on the work of the Institute.

In the afternoon, the Round Table comprised of Dr. Carol Day, Dr. Carol Lee and Dr. Ivory Toldson will respond to questions posed by Dr. James Young. There are 2 hours allocated for the Round Table. It seems to me that each person, including Dr Young should introduce each panelist and make an opening statement (20 minutes).

Then, each panelist should give a 20 minute opening statement that presents the work of their organization; the focal point of their research; and their thoughts on school reform. They should then comment on the following questions:

1. Are there any issues you want to comment on that were raised in the morning session by Dr. Franklin, Dr. Watkins or members of the audience.
2. Do you think that it is possible to change public education in America?
3. If you do, what kind of coalition is necessary toward that end?
4. What, in your opinion, needs to be done to close the achievement gap?
5. What do you think about the Mission of ISAAC?
6. What do you think of pursuing a dual path of working for change in educational policy while also providing educational aide to teachers, parents and children?

7. What do you think is the most efficient path to educational equity for African American children? What strategy do you suggest?
8. What do you think should be our next steps?
9. What should be the topic of the next Round Table in Atlanta?

That would equal one hour and 20 minutes. That will leave 40 minutes for questioning from the audience. Again, answers should be limited to 1-3 minutes. It would be Dr. Young's job to involve as many audience members as possible and limit long speeches by audience members. This should feel like a Round Table discussion. Speakers should be free to piggyback on each other's answers or pass questions to each other. If the audience is slow in asking questions, Dr. Young can pose the above questions to members of the panel if the question was not addressed in their opening statement.

ISAAC Fellows will be inducted at the end. Everyone present will be eligible to become an ISAAC Associate Fellow. Action Group Facilitators who fulfill all duties will be eligible to become ISAAC Fellows. The Round Table speakers and moderators will be eligible to become ISAAC Senior Fellows. Every Fellow must pay the \$50.00 membership fee. The membership fee will be waived for Senior Fellows because of donation of services and absorption of expenses associated with their participation in the Round Table.

We will have Action Groups into which the audience will be divided. The Action Group meetings will extend for 1 ½ hours. The conferees will be divided into 10 equal groups. There will be a facilitator and a recorder. The recorders will have laptop computers and will make a commitment to provide an edited transcript of the proceedings of their groups. These proceedings will be reviewed by the ISAAC staff and posted on the Web Site. Each Action Group will be given the name of an African ethnic group so that the participants will be able to identify the proceedings of their group with ease. The Action Groups will provide the opportunity for dialogue and venting. Our community is hurting. One of the purposes of the Round Table is to provide "controlled venting."

Round Table on African American Education at the Annual Meeting of the National Black Child Development Institute (NBCDI) October 26-28, 2008

Dr. Carol Brunson Day has approved the second ISAAC Round Table which will meet at the annual meeting of the NBCDI in Atlanta, Georgia at the Hyatt Regency Hotel. This meeting will provide us a second face-to-face meeting each year. It will also allow us to "take our show" on the road. We will be able to apprise the members of the NBCDI about our work and involve people in other regions to join us and attend the July Round Table at WSU.

I have submitted a proposal to NBCDI, however, firm plans for the October Round Table will be made during after the July Round Table deliberations.

Conference on Research Directions (CORD): The African American Child in School

Earlier in this document, I discussed the purpose of the CORD conference. Just for good measure, I would like to discuss the way I envision the contributions of the keynote speakers.

The opening plenary speaker on May 4, 2009 will be Dr. A. Wade Boykin. I have invited Dr. Boykin to present the empirical research that has been the focal point of his career. His work on the learning styles of African American children is an example of the type of empirical research that is needed in our community. This presentation will be inspiring to the researchers we are attempting to nurture. One and ½ hours is allocated for Dr. Boykin’s presentation with 45 minutes provided for audience dialogue and discussion.

The closing luncheon speaker at 12:30 p.m. on Wednesday, is Dr. V.P. Franklin. The buffet luncheon begins at 12:30. Dr. Franklin will speak for one hour from 1:15 – 2:15. ISAAC Fellows will be inducted at the end. This is the last event of the day, so there is flexibility around whether Dr. Franklin needs more time and the extent to which the audience wants to dialogue with him.

I have asked Dr. Franklin to serve as the closing keynote speaker for the CORD conference for continuity. Serving as a keynote speaker for the Round Table and the CORD conference will enable us to link these two populations of conferees together and connect them to our Mission. I have asked Dr. Franklin to speak on the title, **“The Researcher as Revolutionary.”** His mission is to inspire the researchers present with the calling of our ancestors. They need to see their work as an important contribution to the Movement, to the Struggle. Dr. Vincent Harding once said that we should see ours as a small contribution to a struggle that began long before we were born and which will extend long after we have departed this world. Dr. Franklin can place our work as researchers in historical context. We want our conferees to depart ready to set the world on fire!