

A MESSAGE FROM THE PUBLISHER

The Historic Journey "YES WE CAN"

With deep honor and humility, I present "The Historic Journey: Yes We Can!"—an evocative resource and activity curriculum that vibrantly illuminates the prevailing African and African-American experience in America and across the Earth. "The Historic Journey: Yes We Can!" is a student-teacher activity curriculum, designed to be used in the classroom for Kg through 12th grades. Engaged classroom teachers and educational consultants across the nation precisely constructed teaching guides and activity lesson to passionately depict enduring contributions of Africans and African-Americans to our world.

In 2008, "The Historic Journey — Yes We Can!" began with my ardent efforts, under the inspiration of my Divine Creator, to commemorate the astonishing election of Barack Obama to the highest public office in the land with evocative and enthralling imagery. Through riveting images of individual's courage, conviction and ultimate sacrifices — past and present, an incredible journey of epic proportions unfolds and we weep and we cheer, as we proudly commemorate today and tomorrow — the first African-American president of the United States of America.

From the first image to the last, I was blessed by a feeling of oversight from our ancestors watching my persistence to bring their footprints to life. Reconnected, their stories are being shared with those who have survived earlier perilous periods, when we had no vote; and with others who do not have the benefit of the larger prodigious narratives that led to the majority vote for Barack Hussein Obama, as 44th President of the United States of America.

Resistance from some school districts and teachers to infuse this rich legacy into educational disciplines imminently required supportive legislation that would forward this body of work. After being introduced to the ongoing legislative efforts of Indiana Senator Greg Taylor to pass state law to include African and African-American history in school curricula, developing a statewide initiative of hands on involvement and participation of Indiana educators and other professionals in a statewide initiative to attain bill passage became an absolute objective.

Sen. Greg Taylor introduce Senate Bill 47 to the Indiana Senate in 2010. The bill proposed to require a school corporation or accredited non public school to include black history studies elementary and high school studies.

For three years, the bill was not able to garner enough Senate support, until trajectory strategies were developed in 2013 to include Native, Asian and Latino cultures. With the engagement of the NAACP Education Committee and Indiana University/ Purdue University cultural departments, the expanded inclusion

became "Ethnic Studies." Four years of expert testimony ensued; and in particular, avid advocacy for the data from Stanford University.

Their study included 1,400 at risk students (students with 2.0 and below grade point average). After infusing their curriculum with ethnic studies; grades rose one whole letter and attendance increased by 21%. There was also a corresponding rise in reading and math scores. These results irrefutably supported that infusing cultural in the everyday curriculum of students helps the development of the Emotional Intelligences the balance that is needed for the implementation of Academic Intelligences. With House and Senate passage, the bill was signed into law in 2017. <http://educationvotes.nea.org/2017/06/19/educators-naacp-persuade-hoosiers-ethnic-studies-benefit-everyone/>

What we have achieved in this edition is to be recognized as a conclusive beginning — that for all of the illuminated African-American scientists, medical researchers, mathematicians, writers, architects, builders, archaeologists, athletes or computer trail blazers, there are thousands of others whose stories we look forward to unfolding. And this we know to be irrefutably true: Inclusion of ethnic study curricula as standard in our school systems is absolutely not the problem — but its omission has always been.

Therefore, to all who ask the compelling question, "Do we affirm that unveiling the colossal contributions of African and African-Americans in captivating narratives and facts, accelerate students' learning processes and acquisition of literacy skills?," we answer resoundingly, "Yes We Do!"— Because the world's movers, shakers and achievers arrayed before them in "The Historic Journey Resource and Activity Curriculum,"— reflect their mirror images —and their attainable futures!



Garry Holland (Second row 3rd from the right center) publisher of the Historic Journey witnessing signing of Senate Bill No.337 authorizing Ethnic Studies in the State of Indiana.

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