

Science and Technology:

The Challenge Facing The Black Child



All children need positive images like those every week in AOIP's *ADVANCER*.

PART ONE

“Let’s make certain our children see stories of Black success and triumphs.” These were among the words of President Ronald Reagan as he made an unusual appearance before a predominantly Black audience at Tuskegee University in early May of this year.

What President Reagan—even though not considered a strong advocate of human rights for Blacks either here, in South Africa or in other places—was echoing was what the

Black members of Congress and many leaders of all races have said about learning. It is that all successful would-be learners must be able to feel good about themselves and about their people and/or community in general if they are to become motivated to want to learn.

The concern about Blacks and others not being motivated to pursue skill development in science and technology is becoming of great crucial importance to others. IBM, for example, has concluded that its giant enterprise would have to go out of existence, as we know it today, if young Blacks and others are not motivated to enter and excel in science and technology to a far higher

degree than they are today.

Black Congressional Leaders Concerned:

Without question, no living person in America today has had a better and longer record of advocacy for effective and fulfilling education for all children, and especially the societally miseducated Black child, than has Congressman Augustus F. Hawkins (D-Calif.). And, following closely in his footsteps among our Black legislative leadership is Congressman Mervyn M Dymally (D-Calif.).

Congressman Hawkins is chairman of the House Committee on Education and Labor. Congressman Dymally is chairman of the Caucus on Science and Technology, which is a Select Committee of Congress on that specific matter. The focus and views of Congressman Hawkins—along with some concerns of his supporters who feel the scope of his legislative thrust does not go far enough—will be highlighted in Part One. The focus and views of Congressman Dymally—in accordance with a timing request made by his staff—will be featured in Part Two in a later issue.

The Hawkins Approach:

“Cautious.” “Practical.” “Traditional.” These have been some of the descriptions of the approach of this brilliant, long-term legislator with an outstandingly successful record of achievement.

An example of the thoroughness and thoughtfulness of Congressman Hawkins is illustrated in two of the sections of his four-section *Report on Children in America: A Strategy for the 100th Congress*.

Those two sections read as follows:

I. EDUCATION

Although education is primarily a State and local responsibility, it is the Federal Government’s role to ensure equal access to a quality education for all children. Educationally disadvantaged, bilingual, disabled, and abused and neglected children need extra help to achieve equal educational results with their peers.

Failure in some schools to adequately address the educational needs of children has

(Continued on Page 8)

“Pulling Ourselves Up By Our Own Bootstraps”...A Series