AFROCENTRIC

(Continued from Page 1) country.

Although these comments alarm me (especially since all but one were uttered from the mouths of people of African descent), they also inspire me because they illustrate the serious need for the institutionalization of the very programs that are being so strongly resisted.

Results of a national survey conducted by the National Opinion Research Center at the University of Chicago, show that over 50 percent of all whites polled, believed that African Americans were less hard-working, more violence-prone and less intelligent than whites. A whopping 77 percent thought African Americans are more inclined to live off of welfare than to work.

This alone provides enough evidence to support the critical need for curriculum and programs that expose youth and educators to the positive aspects of African Americans culture and, simply put, contemporary Black life. But, there is more.

The critics continue to insist on putting words and phrases like correct, truth, tales of African kings and Africa, as the center of civilization, in quotes. This simple use of punctuation reverberates a strong message from the opponents of the Afrocentric curriculum movement. This mere use of quotation marks communicates to us that the information being presented is merely fluff, or as one opponent phrases it "ethnic cheerleading" with the objective of making Africans and other people of color feel good about themselves.

Well, given the state of racial and cultural self esteem among people of color in a society that continues to promote standards of beauty from a Eurocentric viewpoint and a mass media campaign that must have weekly quotas for front page headlines that report violent crimes committed by males of African descent, even if this move towards multicultural curriculum was merely aimed at promoting positive images of African people, I would say "Right on!" (which means I support the notion 100%.) (Continued next week)

