



1  
00:00:08,283 --> 00:00:13,100  
My name is James L. Jennings. I  
grew up in Dadesville, Alabama,

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00:00:13,123 --> 00:00:19,870  
Tallapoosa County. I grew up on a  
small farm, mother, father, and five

3  
00:00:19,870 --> 00:00:28,828  
siblings. We grew up in a small house,  
the six of us grew up in a

4  
00:00:28,828 --> 00:00:32,900  
three-bedroom house. We didn't  
have a lot of money growing up,

5  
00:00:32,900 --> 00:00:36,045  
but we had a lot of pride, and  
always had plenty to eat because

6  
00:00:36,045 --> 00:00:42,007  
we grew a lot of our own food. As  
a young person, I went to elementary

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00:00:42,007 --> 00:00:46,819  
school in a two-room schoolhouse. It  
was class one through three and four

8  
00:00:46,819 --> 00:00:51,278  
through six. We had two teachers who taught  
one through three and one taught four

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00:00:51,278 --> 00:00:57,964  
through six. In school I learned  
pretty fast, so I got moved up to

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00:00:57,964 --> 00:01:02,124  
second grade early and then third  
grade and then eventually the fourth

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00:01:02,124 --> 00:01:07,974  
grade. When we got to the sixth grade,  
the teacher wouldn't skip me, she

12  
00:01:07,974 --> 00:01:11,120  
wouldn't let me go because you had  
to go to high school then and she

13  
00:01:11,120 --> 00:01:13,874  
said I was too young to go, so I  
essentially went through the sixth

14  
00:01:13,874 --> 00:01:17,032  
grade twice. I was kind of helping  
the other students, kind of a

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00:01:17,032 --> 00:01:21,786  
wasted year, I guess. After that  
I went to high school in Camp Hill,

16  
00:01:21,786 --> 00:01:26,180  
Alabama. Edward Bell High School is  
where I went to school out there.

17  
00:01:26,180 --> 00:01:30,720  
Then I was fortunate enough to have  
some really good teachers. My math

18  
00:01:30,720 --> 00:01:36,015  
teacher, he had gone to Alabama A&M  
and he actually came back after

19  
00:01:36,015 --> 00:01:39,852  
school to teach us trigonometry  
because if you didn't have at least

20  
00:01:39,852 --> 00:01:42,896  
eight students wanting to take a  
class, the state of Alabama wouldn't

21  
00:01:42,896 --> 00:01:48,837  
pay for anybody to teach it. Frank  
Holly, I still give him a lot of

22  
00:01:48,837 --> 00:01:53,333  
credit for me being able to go into  
math when I went to college at

23  
00:01:53,333 --> 00:01:56,908  
Alabama A&M. At Alabama A&M, I  
majored in math and minored in

24  
00:01:56,908 --> 00:02:02,746  
physics. Dr. Howard J. Foster was  
at A&M, and he started the physics

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00:02:02,746 --> 00:02:06,434  
program there, so I was fortunate  
enough to be one of the first students

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00:02:06,434 --> 00:02:09,987  
at Alabama A&M to  
minor in physics and now they

27  
00:02:09,987 --> 00:02:14,987  
have a PhD program in physics out  
there. What started as small grew

28  
00:02:14,987 --> 00:02:19,991  
into something great. While at Alabama  
A&M, I started co-oping at NASA, so

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00:02:19,991 --> 00:02:23,438  
that's how my career started at NASA,  
as a co-op student from Alabama A&M

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00:02:23,438 --> 00:02:25,114  
University.

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00:02:33,756 --> 00:02:37,065

I guess I'd kind of gotten  
disinterested in school and decided

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00:02:37,065 --> 00:02:41,206

I wanted to do something else.  
I went to the co-op office and there

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00:02:41,206 --> 00:02:46,963

was an opening at NASA, so I decided  
to come to NASA. My first job at

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00:02:46,963 --> 00:02:52,097

NASA was a computer operator in  
Building 4200, so that's where I

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00:02:52,097 --> 00:02:57,112

started out at. I was fortunate  
enough to have a lady that took

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00:02:57,112 --> 00:03:01,954

an interest in me and taught me  
how to operate the computer. I

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00:03:01,954 --> 00:03:05,374

operated the computer for a couple  
of co-op periods and after

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00:03:05,374 --> 00:03:09,552

graduation, I came to work for  
NASA full-time. The experience

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00:03:09,552 --> 00:03:14,522

for me was a little different  
because I had always been in an

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00:03:14,523 --> 00:03:18,306

all-Black environment as far as  
formal organization was concerned,

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00:03:18,306 --> 00:03:23,020  
so when I came to NASA to co-op,  
that was my first experience in a

42  
00:03:23,020 --> 00:03:28,902  
predominantly White environment,  
so i was kind of apprehensive and excited

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00:03:28,902 --> 00:03:36,015  
all in one. It turned out that I  
could perform in that environment,

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00:03:36,015 --> 00:03:39,108  
so it worked out really well.

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00:03:39,108 --> 00:03:45,991  
When I first came to NASA, at that time  
there weren't very many Blacks in NASA,

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00:03:45,991 --> 00:03:50,940  
especially out here at Marshall.  
I was a part of the Comp Lab, and

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00:03:50,940 --> 00:03:55,953  
I think the Comp Lab had more  
Black employees than any other

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00:03:55,953 --> 00:04:00,066  
organization out here because there  
were some guys that had been in

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00:04:00,066 --> 00:04:05,543  
the Comp Lab I guess since the  
inception of NASA. They were working

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00:04:05,543 --> 00:04:10,022  
for the Army when they moved those guys  
over to NASA, so they were there.

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00:04:10,022 --> 00:04:16,021

I knew some of those guys, so they helped walk me through the pace and

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00:04:16,021 --> 00:04:22,018

told me what to expect. That was good. My first supervisor was named

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00:04:22,018 --> 00:04:27,781

Rick Sieger, and he was one of those supervisors who kind of

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00:04:27,781 --> 00:04:30,241

let you do your own thing. He didn't give you a whole lot of guidance

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00:04:30,241 --> 00:04:34,640

and at that time I thought I needed some, so I would go talk to other

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00:04:34,640 --> 00:04:39,953

people about what I should be doing and that type thing. That worked

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00:04:39,953 --> 00:04:44,080

out really well. One of the things that I learned early on was that

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00:04:44,080 --> 00:04:50,081

my skill set and my academic learning was on par with people

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00:04:50,081 --> 00:04:54,713

that were going to Alabama and Auburn and that thing. That was

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00:04:54,713 --> 00:04:58,627

one of the things that I guess gave me the confidence to feel

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00:04:58,627 --> 00:05:02,986

like I belonged and that I could do the work because I could

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00:05:02,986 --> 00:05:06,857

solve the same problems that people from the majority of

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00:05:06,857 --> 00:05:09,890

universities. So I thought my education was good. Then it was

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00:05:09,890 --> 00:05:14,883

my job to go and get as much experience as I could, so I took

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00:05:14,883 --> 00:05:18,827

on every job that I could, a job that was inside my organization,

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00:05:18,827 --> 00:05:21,012

a job that was outside my organization, anywhere I thought

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00:05:21,012 --> 00:05:26,201

I could help. That helped me a lot because I started getting a

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00:05:26,201 --> 00:05:30,589

lot of letters and stuff from other organizations to my boss

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00:05:30,589 --> 00:05:32,912

saying Jennings helped me with this problem, helped me with

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00:05:32,912 --> 00:05:36,931

that problem. I always believed that you need to make yourself

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00:05:36,931 --> 00:05:41,876



valuable within your organization,  
but more importantly valuable outside

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00:05:41,876 --> 00:05:45,029

your organization because at  
some point, if you're moving up

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00:05:45,029 --> 00:05:47,029

the career ladder, you're going  
to have to have somebody

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00:05:47,029 --> 00:05:50,125

supporting you from outside  
your organization.

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00:05:50,125 --> 00:05:55,356

I was fortunate enough to be on  
the first Equal Opportunity Board

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00:05:55,356 --> 00:06:02,042

NASA-wide that was started in the  
early 1970s. My experience on that

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00:06:02,042 --> 00:06:07,830

board got me exposed to all the  
deputy center directors around the

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00:06:07,830 --> 00:06:13,945

Agency, all the EEO officers, and  
start laying the groundwork for

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00:06:13,945 --> 00:06:22,038

making EEO a subject and a dialogue  
in the Agency. I think from that

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00:06:22,038 --> 00:06:29,060

we made progress. We have not made  
enough, but we have made progress.

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00:06:29,060 --> 00:06:32,298

We have people in positions, we  
have people in positions that are

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00:06:32,298 --> 00:06:38,857

African American in senior positions  
here at the Space Center. Back then,

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00:06:38,857 --> 00:06:44,048

I think the highest grade we had was  
like a GS-14 when I came in and now

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00:06:44,048 --> 00:06:48,830

we have four or five SES Blacks here  
at the Center. So we made progress

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00:06:48,830 --> 00:06:54,478

around the Agency. I think we need  
to continue that progress because one

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00:06:54,478 --> 00:06:58,245

of the things I learned during  
my career, if you

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00:06:58,268 --> 00:07:02,187

are at the table, it makes a difference  
in the decisions that come out of those

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00:07:02,188 --> 00:07:08,834

meetings. It ended up I was deputy center  
director down at the Kennedy Space

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00:07:08,834 --> 00:07:14,876

Center and I was able to lead and  
guide people to understand a lot of

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00:07:14,876 --> 00:07:17,665

the issues a lot of Black people  
had and the things we needed to

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00:07:17,665 --> 00:07:22,723

do to fix it. So, the more people  
you have at the table of diversity,

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00:07:22,723 --> 00:07:27,621

the more diverse the decision will  
end up being. So, I think that is important.

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00:07:27,621 --> 00:07:30,773

Another thing that is important  
when you're trying to develop

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00:07:30,773 --> 00:07:34,895

people is to expose those guys  
to special projects as much as

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00:07:34,895 --> 00:07:38,944

possible. One of the things I  
did in my career, I'd see a young

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00:07:38,944 --> 00:07:42,986

person that I thought had talent  
and I would put them on a committee or

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00:07:42,986 --> 00:07:46,942

something. A lot of those folks are  
leaders in NASA today because they

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00:07:46,942 --> 00:07:51,067

were given the opportunity and other  
people saw that they had ability.

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00:07:51,067 --> 00:07:56,182

Those things are important too in  
developing people.

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00:07:56,182 --> 00:08:01,872

It is like anything else, people have  
to feel comfortable with you and

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00:08:01,872 --> 00:08:05,077

you have to feel comfortable with people. One of the ways you can

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00:08:05,077 --> 00:08:09,975

do that is socializing outside of work. I know one of the things

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00:08:09,975 --> 00:08:14,796

that we had when I went down to Kennedy, we had a government

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00:08:14,796 --> 00:08:18,804

accounting association and all of the people in the comptrollers

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00:08:18,804 --> 00:08:23,690

organization, the management was a part of that and I would attend

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00:08:23,690 --> 00:08:27,647

those meetings. I would try to get other Blacks to go and they would

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00:08:27,647 --> 00:08:30,457

say, "I dont want to waste my time after work doing this." You know,

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00:08:30,457 --> 00:08:34,056

they didnt realize that people have to feel comfortable with you

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00:08:34,056 --> 00:08:36,439

too. If they don't know you and they don't know your background,

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00:08:36,439 --> 00:08:40,928

when you are making a decision and people have equal technical ability,

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00:08:40,928 --> 00:08:44,278

you are going to choose the one you  
feel more comfortable with. You

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00:08:44,278 --> 00:08:49,104

have to do that, it is important  
that you let people get to know you

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00:08:49,104 --> 00:08:53,909

and you get to know people. That is  
one of the important things that I

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00:08:53,909 --> 00:09:01,341

try to do. I have a little ten-point  
"Jennings Ground Rules for Success," and

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00:09:01,341 --> 00:09:05,867

one of those is get to know your  
management and make sure your

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00:09:05,867 --> 00:09:08,923

management gets to know you  
because that's very important

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00:09:08,923 --> 00:09:15,779

they know you. Like I said earlier,  
let people outside your organization

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00:09:15,779 --> 00:09:20,003

understand that you can help them  
and help them when you can. Treat

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00:09:20,003 --> 00:09:27,038

everybody with respect, that is  
really important, from the janitor

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00:09:27,039 --> 00:09:31,744

to the guard to the center director,  
everybody should be treated with

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00:09:31,745 --> 00:09:34,913

respect. That is one of the things  
that makes me feel good today when

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00:09:34,936 --> 00:09:38,990

I go back down to Kennedy or go to  
Headquarters, the first person you

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00:09:38,990 --> 00:09:42,839

run into is the security guys and  
they say, "Hey Mr. Jennings, how

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00:09:42,839 --> 00:09:46,888

you doing? You coming back?" I say,  
"No, I think they are tired of me and

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00:09:46,888 --> 00:09:50,943

dont want me back." But it is good  
just to treat those guys well so

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00:09:50,943 --> 00:09:55,220

that they will know you. I learned  
from a guy named George English

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00:09:55,220 --> 00:09:59,457

down at Kennedy, he would always  
go down the hall, speak to the

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00:09:59,480 --> 00:10:03,986

janitors, he'd speak to everybody,  
and said that's a good point you

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00:10:03,986 --> 00:10:08,700

need to do is go out of your way  
to acknowledge people. One of my

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00:10:08,700 --> 00:10:14,475

things is that everybody is equally  
important. Then the question is, if we

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00:10:14,475 --> 00:10:18,875

are equally important, then why  
don't we get paid the same?

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00:10:18,898 --> 00:10:23,115

So my answer to that is that  
you are equally important but you are

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00:10:23,116 --> 00:10:28,349

not equally valuable because I can  
hire an accountant a lot cheaper

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00:10:28,349 --> 00:10:32,021

than I can hire an engineer. So  
it all works in the long run.

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00:10:40,957 --> 00:10:45,702

It's not good. I guess the bottom  
line is it's not good because I

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00:10:45,702 --> 00:10:50,947

don't think enough African-American  
students are getting exposed to

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00:10:50,947 --> 00:10:58,096

STEM education early enough. What  
happens is a lot of the elementary

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00:10:58,096 --> 00:11:03,080

school teachers teaching math are  
not math majors, so they're doing

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00:11:03,080 --> 00:11:09,985

it on the side, so they don't make  
math exciting. It's hard for them

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00:11:09,985 --> 00:11:16,784

so they let the students think it's  
hard for them. I remember when my

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00:11:16,784 --> 00:11:21,218

daughter was in the fifth grade  
and she was taking math and I

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00:11:21,218 --> 00:11:28,199  
helped her because I was a math  
major. All of her work was an A

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00:11:28,199 --> 00:11:34,127  
and at the end of the middle of  
the semester, her grade came home

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00:11:34,127 --> 00:11:40,248  
and it had a B+ in math. I went  
to see the teacher and the teacher

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00:11:40,248 --> 00:11:43,494  
wanted to know what the problem  
was and I told her I needed to

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00:11:43,494 --> 00:11:48,759  
understand her grading criteria  
because every paper was an A, every

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00:11:48,759 --> 00:11:53,236  
test was an A. I did not understand  
how she got a B because I did not

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00:11:53,236 --> 00:11:59,291  
want her thinking math was hard  
and she had worked hard. She got

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00:11:59,291 --> 00:12:03,304  
As all the time because she  
earned them, but that is part of

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00:12:03,304 --> 00:12:08,340  
the thing teachers end up doing  
to discourage people. One of the

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00:12:08,340 --> 00:12:14,321



things we need to do is expose  
Black kids to math and sciences

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00:12:14,321 --> 00:12:19,319  
early as we can and let them see  
the importance of math and the

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00:12:19,319 --> 00:12:23,142  
things that can happen to them  
if they study math. You need to

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00:12:23,142 --> 00:12:26,865  
start early because math is one  
of those subjects where you build

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00:12:26,865 --> 00:12:31,219  
on what you learned yesterday, and  
if you miss a few steps in between,

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00:12:31,219 --> 00:12:35,508  
there's no way to catch up unless  
you go back and build that

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00:12:35,508 --> 00:12:39,671  
foundation. What happens is kids  
miss the basic foundation and by

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00:12:39,671 --> 00:12:43,458  
the time they get to middle school,  
they can never do math because they

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00:12:43,458 --> 00:12:47,654  
do not understand basic fractions  
and all of these things. I think

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00:12:47,654 --> 00:12:52,936  
we have to spend more time on the  
younger kids to get them to

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00:12:52,936 --> 00:12:57,691

understand the concept, exposure  
to things like NASA, the Space

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00:12:57,691 --> 00:13:02,152  
and Rocket Center, places like  
that so they can see what is

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00:13:02,152 --> 00:13:07,025  
happening there, and then provide,  
better teacher training so they

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00:13:07,025 --> 00:13:12,164  
can teach math to young people so  
they can understand and make it fun.

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00:13:12,164 --> 00:13:18,141  
I look at math and science as one  
of those equalizing areas because no

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00:13:18,141 --> 00:13:20,719  
matter what your background is, if  
you can work the problem,

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00:13:20,719 --> 00:13:25,175  
nobody say it is wrong. That is  
one of the reasons that I like math

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00:13:25,196 --> 00:13:32,721  
because based on my knowledge  
of the formulas and the background,

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00:13:32,721 --> 00:13:39,043  
if I work the problem, no matter what  
kind of teacher I have.

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00:13:39,043 --> 00:13:45,464  
In this whole country, to me, we  
have to do a better job in STEM

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00:13:45,464 --> 00:13:51,386

education. If you look around the world, we are ranked way down in

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00:13:51,386 --> 00:13:55,503

the number of kids that study math and science all over the world.

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00:13:55,503 --> 00:14:01,415

To me, that is what made us great, our technology advances.

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00:14:01,416 --> 00:14:05,243

If we do not pay attention to that in this country, we're going to fall

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00:14:05,243 --> 00:14:08,522

behind and I do not think we'll be able to continue to be the leader

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00:14:08,522 --> 00:14:13,254

in the science area. I often tell people that the biggest war we are

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00:14:13,254 --> 00:14:18,405

in is in education in the STEM area because if we lose that war, the

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00:14:18,405 --> 00:14:21,815

technology around the world will just overtake us.

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00:14:21,815 --> 00:14:27,209

Early on when I first started school at Alabama A&M, we did not

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00:14:27,209 --> 00:14:31,595

have a lot of the equipment, we did not have the computers, we

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00:14:31,595 --> 00:14:34,628

did not have a lot of the lab equipment that they have now.

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00:14:34,628 --> 00:14:39,972

One of the things we did have, we had instructors that were really

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00:14:39,972 --> 00:14:46,098

interested in teaching you to learn. I know I often use Dr.

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00:14:46,098 --> 00:14:50,927

Howard Foster as an example, he taught us physics, and we did not

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00:14:50,927 --> 00:14:54,924

have a lot of the lab equipment to do the experiments, but he made

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00:14:54,924 --> 00:15:01,037

us derive our formulas mathematically and work the whole problem and

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00:15:01,037 --> 00:15:05,066

understand the concept from a theoretical standpoint as well

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00:15:05,066 --> 00:15:10,029

as from application. I think we really learned the basis more

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00:15:10,029 --> 00:15:14,954

although we did not have the equipment to do a lot of the

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00:15:14,954 --> 00:15:18,566

experiments. I remember one of the experiments we did was the

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00:15:18,566 --> 00:15:26,334

electronic resistance and we set up this little thing and cooked

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00:15:26,334 --> 00:15:31,277  
the hotdog. Most of us had never seen anything like that done that

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00:15:31,277 --> 00:15:34,534  
you could plug in some electricity and do a little resistor thing and

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00:15:34,534 --> 00:15:39,332  
put a fork on the end and put a hotdog on it cook. So, those small

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00:15:39,332 --> 00:15:43,261  
experiments gave you an idea of what you really could do with

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00:15:43,261 --> 00:15:48,193  
technology and how it worked. Today in the Black colleges, they

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00:15:48,193 --> 00:15:55,051  
have a lot more equipment and I do not know whether the students are

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00:15:55,051 --> 00:15:59,761  
as eager to really put in the work to learn as in the past, but I

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00:15:59,761 --> 00:16:05,972  
think they still do a good job in teaching the technical areas.

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00:16:05,972 --> 00:16:09,720  
For instance, at Alabama A&M when I went to visit, the physics

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00:16:09,720 --> 00:16:13,291

department was just getting started and now they have a PhD program

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00:16:13,291 --> 00:16:16,011

in physics, so they have been able to bring in a lot of professors

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00:16:16,011 --> 00:16:20,834

with PhDs to do a better job down there. Going back to our earlier

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00:16:20,834 --> 00:16:25,277

conversation, I think that one of the issues still is we do not start

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00:16:25,277 --> 00:16:28,140

early enough with students and a lot of students. When they come

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00:16:28,140 --> 00:16:32,899

to college, they are not prepared to do STEM work because these days,

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00:16:32,899 --> 00:16:39,345

I took calculus as a junior in college and now you are expected

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00:16:39,345 --> 00:16:44,910

to know calculus as a freshman when you come to college. We have

209

00:16:44,910 --> 00:16:49,632

to do a better job in the high school to get students involved in

210

00:16:49,632 --> 00:16:54,746

these high-level math classes for them to be able to major in the

211

00:16:54,746 --> 00:16:56,863

STEM program once they get to college.

212

00:16:56,863 --> 00:17:06,663

The whole thing of exposure. I think NASA can do a better job of exposing

213

00:17:06,663 --> 00:17:10,841

underprivileged kids to technology and let them know the possibility

214

00:17:10,841 --> 00:17:18,934

of things. We have a lot of programs where we reach kids that are in

215

00:17:18,934 --> 00:17:23,083

school and already in some math classes or science classes, but we

216

00:17:23,083 --> 00:17:27,785

need to go into these underprivileged areas like the

217

00:17:27,785 --> 00:17:33,788

projects around Huntsville and have technology demonstrations. NASA

218

00:17:33,788 --> 00:17:38,859

used to have a technology bus that used to go around from community to

219

00:17:38,859 --> 00:17:43,284

community to show the kids because people come through to see that. I

220

00:17:43,284 --> 00:17:47,460

think we could spend more money on that. Again, we could go down to

221

00:17:47,460 --> 00:17:51,378

Menford Court or some  
of these projects around Huntsville

222

00:17:51,378 --> 00:17:58,149  
just once and month and have kids  
get exposed to this. NASA has a

223

00:17:58,149 --> 00:18:07,127  
lot of programs that allow you to  
get within NASA; they have the

224

00:18:07,127 --> 00:18:14,853  
interns, it is not called a co-op  
anymore, but they have Pathways.

225

00:18:14,853 --> 00:18:18,645  
If we get more kids involved in  
those programs, give them experience

226

00:18:18,645 --> 00:18:24,869  
here to come in, and then hire them  
at the end of the program. Back in

227

00:18:24,869 --> 00:18:35,022  
the 1970s and 1980s and 1990s, NASA  
had some good programs with Morehouse

228

00:18:35,022 --> 00:18:40,074  
and Spellman, and they paid the  
kids way to college, but they

229

00:18:40,074 --> 00:18:43,431  
did not offer them jobs at the  
end of the program. We were

230

00:18:43,431 --> 00:18:47,437  
spending a lot of money educating  
kids and those kids would go on

231

00:18:47,437 --> 00:18:52,992



to graduate school, go on working  
for other companies, because we at

232

00:18:53,038 --> 00:18:58,104

NASA did not offer them a job. There  
ought to be a way where we tell

233

00:18:58,104 --> 00:19:02,888

the kids we are going to give you  
this scholarship, you go study,

234

00:19:02,888 --> 00:19:06,458

and at the end of this scholarship,  
there is a job waiting for you at

235

00:19:06,458 --> 00:19:09,995

the end of this work. I  
think we can do a better job

236

00:19:09,995 --> 00:19:18,971

exposing NASA technology to kids  
at a younger age, especially kids

237

00:19:18,971 --> 00:19:23,522

that do not have the opportunity  
to come to the Space and Rocket

238

00:19:23,522 --> 00:19:27,775

Center, come to NASA because they  
have parents working here, make a

239

00:19:27,775 --> 00:19:32,360

concerted effort to do that, and  
then stretch out programs so at

240

00:19:32,360 --> 00:19:38,521

the end of their education, they have  
an opportunity to have a job there.

241

00:19:46,795 --> 00:19:53,002

I am working for a group that is trying to get these underprivileged

242

00:19:53,002 --> 00:19:57,609  
or underserved people exposed to science and engineering. One of the

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00:19:57,609 --> 00:20:03,052  
things we do is we go into the community and have other people come

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00:20:03,052 --> 00:20:09,669  
into talk to them. There are a lot of people that want to help, but

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00:20:09,669 --> 00:20:14,279  
they do not know how to get to the kids, so this group is identifying

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00:20:14,279 --> 00:20:22,449  
the kids they are working with them. My Brothers Keeper program out here,

247

00:20:22,449 --> 00:20:26,245  
and they were able to get NASA in touch with the kids and bring them

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00:20:26,245 --> 00:20:31,541  
out. To get exposed and have somebody to work in those communities while

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00:20:31,541 --> 00:20:35,416  
also working with the school system, the Huntsville school system, on

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00:20:35,416 --> 00:20:39,643  
some programs to help identify some of those kids. I think those

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00:20:39,643 --> 00:20:43,607

are the things we have to do. Once you identify them and once you get

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00:20:43,607 --> 00:20:49,896  
them to where you can take them places, you know there is money to do it

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00:20:49,896 --> 00:20:54,147  
but they have people who know where the kids are and can

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00:20:54,147 --> 00:20:57,670  
go network in those communities, that is one of the things that is

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00:20:57,670 --> 00:21:01,401  
really lacking. So you have to work on doing that and there is a lot of

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00:21:01,401 --> 00:21:06,353  
work to be done. One other thing, we need more integration of all

257

00:21:06,353 --> 00:21:11,191  
these efforts. Everybody sees it as a problem, everybody is trying

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00:21:11,214 --> 00:21:13,760  
to do their little thing, but there is not a whole lot of

259

00:21:13,760 --> 00:21:16,624  
coordination. That is another thing we're trying to do is trying

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00:21:16,624 --> 00:21:21,332  
to coordinate some of the efforts that people are doing to work

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00:21:21,332 --> 00:21:26,246

together to get a bigger umbrella.  
One of my things is always that

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00:21:26,246 --> 00:21:31,672

you can't just do it with the  
schools, it has to be done with

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00:21:31,672 --> 00:21:38,778

the whole community and you have  
to get the social services

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00:21:38,778 --> 00:21:42,819

organization working with the  
education organization to be able

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00:21:42,819 --> 00:21:47,742

to make an impact. Social services  
is always doing one thing, the

266

00:21:47,742 --> 00:21:51,851

schools are doing another things,  
but both of them have rules, so

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00:21:51,851 --> 00:21:56,065

the problem is you do not have that  
bridge to get to talking together

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00:21:56,065 --> 00:21:59,980

and working together to get the  
whole. That is one of the big things,

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00:21:59,980 --> 00:22:06,044

especially with the schools, it is  
we cannot teach this class unless we

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00:22:06,044 --> 00:22:10,640

have X number of students in it and  
there's a certain level of

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00:22:10,640 --> 00:22:14,228

qualification you get. Well, if you missed that step back there, they are

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00:22:14,228 --> 00:22:18,987

not going to take a thirteen-year-old and take them back to fractions again,

273

00:22:18,987 --> 00:22:22,909

so you just lost. You have to have something in between that is willing