

# THE PAPER

So we stand here  
on the edge of hell  
in Harlem  
and look out  
on the world  
and wonder  
what we're gonna do  
in the face of  
what we remember.

Vol. 48 No. 1 © 1977 Published at City College, New York, N.Y. 10031 Thursday, September 22, 1977

—Langston Hughes

## Placement Office Provides Aid In Career Planning

by Angela Henderson

For college students seeking guidance in career planning, the Office of Career Counseling and Placement, located in Shepard 206, is the place to begin.

Though there is no extensive counseling services offered, the office has numerous materials available.

Mr. Larry Cooley, one of the office staffers, said, that in order to help students with decisions, the center "maintains several services."

The Career Information Center has material that relates information about different types of jobs and careers. It includes information on how to look for a job, how to write a resume and how to take an interview.

### Library Of Information

The office's library has many company brochures. These brochures describe businesses, and the type of people these businesses seek. The library has various directories to different corporations. For example, there are the *Newspaper and Magazine Directory* and the *Social Health Agencies of New York City Directory*. There are also books on various careers (e.g. *Careers In Psychiatry*). The *Occupational Outlook Handbook*, which contains job titles and descriptions and the prospects for future employment, is helpful. The office also has graduate school bulletins. Information on Civil Service jobs is available, too.

### Workshops

#### And Job Information

Mr. Cooley said that the Career Counseling Center runs workshops on various subjects such as the job market ten years from now, where to look for information on particular things, etc. The workshops have also brought in outside speakers from industry. He pointed out that these workshops are sparsely attended.

The office maintains a bulletin board which lists part time and full time (for evening students) job opportunities.

### The Educational Work Experience

The office emphasizes the "value of work experience while going to college. Any work experience is an education." Work helps students to make career decisions as to what they want to do. A series of part time and summer jobs are available. Mr. Cooley said that it is hard to make decisions as to what to study without knowing what the business world is doing.

There is also an active program for graduating seniors. Companies are invited to send representatives to campus to speak to students. Mr. Cooley said that companies seeking Engineers predominate, though.

### For More Information

For students interested in programs such as college work-study and co-operative education, Rita Liegner in Shepard 205 is the person to see.

If you are not sure of where to begin, come into the office and tell the receptionist your job interest. You will be directed to the proper information.



Larry Cooley, Office of Career Counseling and Placement

## Black Alumni Association Holds Leadership Seminars

The City College Black Alumni Association is planning a series of Leadership seminars designed to acquaint the participants with skills which are essential for career and personal development.

This series of 3, hour seminars will be conducted on successive Saturdays beginning Sept. 24, 1977 in the Finley Center (Room 121), at 12 noon. In order of presentation, the topics are as follows:

I) *Assertiveness Training*—G. Kushner/C.C.N.Y. Affirmative Action Office.

An examination of methods and approaches to be used in confrontational circumstances or in the development of personal goals. In brief, How to Succeed.

II) *Career Decisions*—Edward Evans/Student Affairs

Contrary to the popular misconception, over-choice, among many possible career alternatives, is a major problem facing the new college graduate. We will explore the ways in which the best alternatives are selected and how to effectively pursue these selections.

III) *Management Skills*—to be announced

An exploration of the principals of productive administration of organizational units, ranging in size from large companies to one's own time and efforts.

IV) *Legal Action*—to be announced

A survey of the various types of legal actions which may be initiated by groups and/or individuals. Also, an examination of the considerations which must be made before Legal Action is taken.

V) *Public Relations/The Media*—to be announced

How to effectively marshal media resources in the communication of your objectives.

VI) *Data Processing*—Ms. Ena Malone/John Brathwaite

In an increasingly computerized world, a basic understanding of Electronic Data Processing is essential. We will explore the basic uses, capacity and limitations of computer systems.

The aim of this series is to provide an introduction to the above topics which will stimulate further individual exploration.

## Core Requirements Change

by J. Sills Jihoji

Effective this September, new requirements for the Core Distribution will be put into effect. While the old math, language, english, speech and physical education requirements are unchanged, incoming Freshmen will have a choice of at least two plans to complete the rest of the Core Distribution. The two plans are divided into science, humanities and social science.

### Plan I

Plan I, which consists mostly of old Core courses, is departmental or disciplinary in nature, while courses in Plan II are more interdisciplinary.

The new system has created some new and interesting

courses within each section of the Plan II embodiment. One such creation is Humanities 102, entitled "The Arts: Understanding and Experience." The course description describes it as "the expressive and communitive nature of art using an interdisciplinary approach to Dance, Art, Music, and Theatre."

Part of the new distribution plan allows a transition policy where students who are attempting to complete the old forty-two credit program may use some of the new distribution courses (which requires only thirty-six credits) for completion. This policy, as well as the old and new Core requirements, are specifically outlined in the new City College Bulletin.

# Liberation Bookstore Ten Years Of Service

by Selwyn Carter

On September 9, 1967, in the midst of the Black Urban Rebellions, sister Una G. Mulzac founded the Liberation Bookstore. At that time SNCC (The Student Non-Violent Coordinating Committee), RAM (Revolutionary Action Movement) and BPP (Black Panther Party) were probably the three most important organizations in the Black Liberation Movement. In Una's words, one of the main reasons for opening the store was "to give all of the progressive and revolutionary movements information about the Afro-American Liberation struggle, the African Liberation struggle world wide and all other National Liberation struggles." The store was opened in Harlem, at 131 St. and Lenox Ave, because Harlem is still the "heart of the Black Community."

### Categories of Books

Liberation does not sell pornography, best sellers by white writers, or distorted books by racist historians. However it does carry a wide range of reading material: 1. Afro-American History: Racism, Black sociology, Black Music, Origins of Black Nationalism, Reconstruction period, Slavery period and Children's books. (The above categories include books by noted Black historians, writers, and literary critics such as Dubois, James Baldwin, Richard Wright, E. Franklin Frazier and many more.) 2. Ancient African History, 4. African Languages, 5. The Caribbean and South America, 6. African Names.

The above categories include material on the origins of Civilization, documenting facts about great African Civilizations of antiquity. One learns the truth about who built the pyramids and the great walls of Zimbabwe. We learn that the Saharah was once a fertile place and that it only dried up 5,000 years ago. We become clear that the builders of the civilization in Egypt was the Black man, who knew engineering, chemistry, physics and other forms of science.

In Ivan Van Sertima's *They Came Before Columbus*, we learn that Africans were crossing the Atlantic ocean in simple water crafts hundreds of years before Columbus was conceived in his mother's womb. The book describes the African presence in the Americas and its effect upon various Native American civilizations in North, South, and Central America. There is an abundance of material at Liberation to tell us about the European destruction of African Civilization.

Una said "We are very proud of those young Black political scientist and historians who have contributed so much to the analysis of African Liberation struggle worldwide."



Liberation Bookstore 421 Lenox Avenue

We can read the works of Frantz Fanon, Earl O'Fari, James Boggs, Tony Martin and innumerable others.

In Walter Rodney's *How Europe Underdeveloped Africa*, we learn just that. In *Capitalism and Slavery*, Eric Williams talks about the development of the slave trade, British commerce and the slave trade, British industry and the triangular trade and the development of British capitalism. He clearly establishes the fact that the surplus capital needed to invest in new inventions and machinery (so that British industry could move from small scale manufacturing to large scale factory production) came from the slave and triangular trade. Europe would not have gone through an industrial revolution and advanced to capitalism, without enslaving the Black man. From this analysis we can concretely see that Black Liberation is the antithesis of the capitalist system, i.e., capitalism was born and grew out of African enslavement, thus its destruction is clearly related to African Liberation.

Liberation Bookstore has many books and pamphlets on African Liberation on the continent and here in the Americas. We learn about the revolutionary nationalist nature of the Black liberation struggle, from Denmark Vesey to Malcolm X through the present. Una pointed out that "Books on Malcolm X have always been the bestsellers in this store."

Continued on page 3

## Insight

by Ken Jones

While perhaps many of us giggled with delight at having a summer job, unfortunately quite a few were unemployed during the two and a half month interval. Of these poor souls, some of whom neither went vacationing or attended summer school, it's well imagined that their whole summer was about as exciting as watching noodles dilate in a pot of boiling water.

But summer is over now. The official toll knelled at the stroke of Labor Day Past, and it's back to the slightly overcrowded classrooms. Funny how we are often found asking ourselves the very same questions we asked at this same time last year . . . you know, the "Will it have all been worth it when I finally get outta here?" type questions. Naturally, of course, there's no real way of answering; unless maybe you had a Magnavox crystal ball or something.

The truth is that if you're actually that concerned about whether or not attending college will pay dividends, you must first try and greater the chances of reward while in college. Here I stress the importance of a handsome index or at best a respectable one. If yours is sporting a rough beard and slouching posture, I suggest you try and find a way to inject it with some vitamin "A," oh plenty of vitamin "A."

One alarming paradox concerning college and college students involves freshmen. From the very beginning, even before they decided which college to attend, they are often faced with one major psychological stumbling block.

Higher Education, to someone looking in from the outside, has always been perceived as being very, very heavy . . . textbook big time. But too, college has sometimes been a strong and perverse stimuli for self-sufficient attitudes, or ego tripping if you will. Many an ego has been tripped up however, due mostly to students entering college, knife and fork in hand, making the mistake of assuming that going to college puts pie in your plate, when in fact the actual name of the game is trying to obtain the recipe for making your own pie. Don't expect it to do a metamorphism right in front of you.

The Paper/Ryan Moore

**Save on Calculators**

**Hewlett-Packard**

Model	Your Cost	Model	Your Cost
HP 21C programmable	\$229.95	HP 21C group	\$199.95
HP 19C	\$149.95	HP 19C	\$149.95
HP 15C	\$99.95	HP 15C	\$99.95
HP 11C	\$69.95	HP 11C	\$69.95
HP 10C	\$49.95	HP 10C	\$49.95

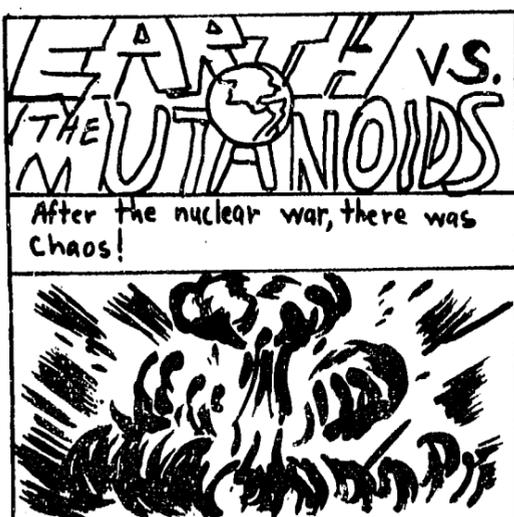
**Texas Instruments**

Model	Your Cost	Model	Your Cost
TI 59C	\$299.95	TI 59C	\$299.95
TI 58C	\$199.95	TI 58C	\$199.95
TI 57C	\$149.95	TI 57C	\$149.95
TI 55C	\$99.95	TI 55C	\$99.95
TI 54C	\$69.95	TI 54C	\$69.95

**Specials**

Model	Your Cost	Model	Your Cost
HP 19C	\$149.95	HP 19C	\$149.95
TI 59C	\$299.95	TI 59C	\$299.95
TI 58C	\$199.95	TI 58C	\$199.95
TI 57C	\$149.95	TI 57C	\$149.95
TI 55C	\$99.95	TI 55C	\$99.95
TI 54C	\$69.95	TI 54C	\$69.95

**OLYMPIC SALES COMPANY, INC.**



CONTINUED...

Continued from page 2

If we remember, it was Malcolm who so correctly and scientifically said, "There can be no Black-White unity until there is first some Black unity, there can be no workers solidarity until there is first some racial solidarity."

Aside from prison writings, novels, health guides, records, and cookbooks the store has sections on the mis-education of Black people and the Black woman. The section on the Black woman is impressive. Una, being a proud Black woman, would welcome many of you sexist brothers to come in and learn more about the history and importance of the Black woman. In the section on "the importance of knowing your enemy" one finds books like *The Glass House Tapes* and *The Iron Fist*. And the *Velvet Glove* (an analysis of the U.S. police system).

By reading *The Black Panthers Speak* along with *Cointelpro* you learn that because the Black Panthers were advancing the National Liberation Struggle of Black People, the F.B.I. was trying, by any means necessary, to destroy them. Una told me that, during the Nixon era, when the store was attempting to establish itself firmly in the community, it became the target of government surveillance. Furthermore, Nixon sent the IRS to investigate her books.

Una agreed with me that repression from the Government (murders, wire-taps, infiltration, illegal breakings, frame-ups etc.) was the main cause for the partial destruction of the Black Liberation movement. However, she refrained from characterizing the current status of the Black Liberation Movement as a lull, for in her words "they're people still struggling."

Despite the fact that there is not a mass popular Black political organization around, Una is quite confident that the movement is being rebuilt much stronger than ever. Black organizations and political parties are being rebuilt and bookstores like Liberation are a great asset, simply because Black people today have the opportunity to learn from those who waged struggle before them.

Una considers herself to be working in one of the best jobs, since she has the unique opportunity of meeting many of those who have become involved in rebuilding the Black Liberation struggle. People like James Foreman, Stokely Carmichael, H. Rap Brown and many others, have bought books in her store. Black Studies students from all over New York go there to buy books. However, Una says that her most consistent customers are Black people who work for a living and, want to get information about the struggle. "One Black railroad worker has not missed a week in the store."

Una Mulzac, whose father was an officer



The Paper/Ryanard Moore

on (the Brooker T. Washington) one of Marcus Garvey's ships, is quite confident that the central task facing Black people today is organization. She knows that a Black person with a liberated mind will not have confidence in "false politicians like Percy Sutton. I was so angry when I saw Jimmy Carter in Harlem with those misleaders mobilizing Black people to support him; now not even a year later many of them are denouncing him." She told me that Carter's supporters came into her store to leave campaign literature and she "put them out."

Una Mulzac and Liberation Bookstore are performing a task in the Black Liberation Movement. Are you?

my word or the word of those who got it-----

I write to you that you may know the truth about these things."

In October 1889, a royal charter was granted to the British South African Company by Cecil Rhodes and some other nobles. Lobengula knew nothing about this transaction. The area was named a British protectorate in 1891.

According to the Anti-slavery and Aborigines protection society, one Doctor Jameson drew up the plot for the invasion of Lobengula's country. The plot provided the incentive for the Europeans to invade the area by offering every invader £10,000 in gold and cattle. The invasion was over in three months, leaving thousands of native people dead. Many fled to the Zambesi river where they died from fever and famine. Lobengula was never heard from again.

By January 1894, over 900 "farm rights" were issued and over 10,000 gold claims were registered. The Amandebele, who at the time of the invasion had 200,000 head of cattle had only 29,000 two years later.

The imperialist division of the land into alienated and unalienated regions placed Africans into reservations. All Africans living on alienated land had to pay rent and those living on the "unalienated" reservations could be displaced at the colonialist discretion.

In March of 1896, the Amandebele rose up. The crushing of the rebellion led to a great loss of lives to the natives.

#### Oil Conspiracy

In 1965 Rhodesia unilaterally declared independence from Britain. The British government immediately imposed economic sanctions against the white minority regime. One year later the U.N. Security Council instituted mandatory sanctions on a number of key commodities (including oil) going to the country.

By 1968 Mobil, an American oil company, had developed a highly complicated system to sell oil to Rhodesia. This included the creation of six South African bogus companies, to hide the transactions. This company alone sold over \$200,000 of oil products to the rebel regime. Four other Western companies, Shell (Anglo-Dutch) British Petroleum, Caltex (America) and Total (French) are involved in the conspiracy. It is quite clear that both Rhodesia's army and its economy would have sunk, if these oil shipments had been curtailed.

This oil conspiracy clearly demonstrated the scheme between the western governments, the multinational corporations, and the minority regimes of Southern Africa.

In the last fifteen years Zimbabwe has had three constitutional conventions and three constitutions. In addition, it has been the major topic at many conferences ranging from the United Nations Security Council to the African Heads of States and Governments. However, the Geneva conference of October 1976 was the biggest gathering of political leaders from Zimbabwe.

Present were the Zimbabwe African National Union (ZANU) led by its Secretary General Robert Mugabe; The African National Council-Zimbabwe (ANC-Z) led by Joshua Nkomo; the external wing of ANC led by Bishop Abel Muzorewa; Reverend Ndabaning Sithole (deposed ZANU leader) and the British delegation, led by conference chairman, Ivor Richard (this delegation included Ian Smith and his Rhodesian Front Party).

In 1974, ZANU cadre voted to replace Sithole with Robert Mugabe.

In September 1975, Nkomo pulled out from Muzorewa and Sithole to form the ANC-Z. Sithole, who had become associated with Muzorewa through the

Continued on page 6

## Zimbabwe! Not Rhodesia

by Selwyn Carter

The Great stone ruins of ZIMBABWE lie a few miles from the main road now linking Salisbury, the Rhodesian capital with Johannesburg, the South African capital. Archaeological evidence suggest that Great Zimbabwe appeared to have flourished as an iron age culture from the fifth century A.D. to the middle of the eighteenth century. Functionally, Great Zimbabwe was the headquarters of a ruler and a distributing center for gold. The "Elliptical Building", prominent among the ruins, is some 300 ft. long and two hundred and twenty feet broad with walls reaching the height of thirty feet with a thickness of twenty feet. These stone walls required no mortar to bond them together.

The Zambezi river separates Rhodesia of today from the Zambia and Malawi of today. The area between the Zambezi and the Limpopo rivers occupies some 148,000 sq. miles, about three times the size of England.

In the middle of the eighteenth century, an African people calling themselves the Amandebele (since corrupted to the matebele) occupied the land area. In February 1888, a British missionary named Moffat encouraged the Amandebele ruler, Lebengula, to sign a treaty which stipulated that "peace and amity shall continue for ever between the Britannic majesty, her subjects and the Amandebele peo-

ple." In October of 1888, some British nobles, commissioned by Cecil Rhodes and Alfred Beit tricked Lobengula into signing a document which gave them full control over all minerals and metals in the country in exchange for a monthly payment of £100 and a thousand Martini-Henry rifles and 100,000 rounds of ballcartridge.

Lobengula in a letter dated April 23, 1889, informed Queen Victoria of England that:

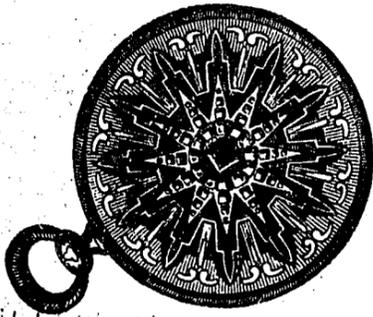
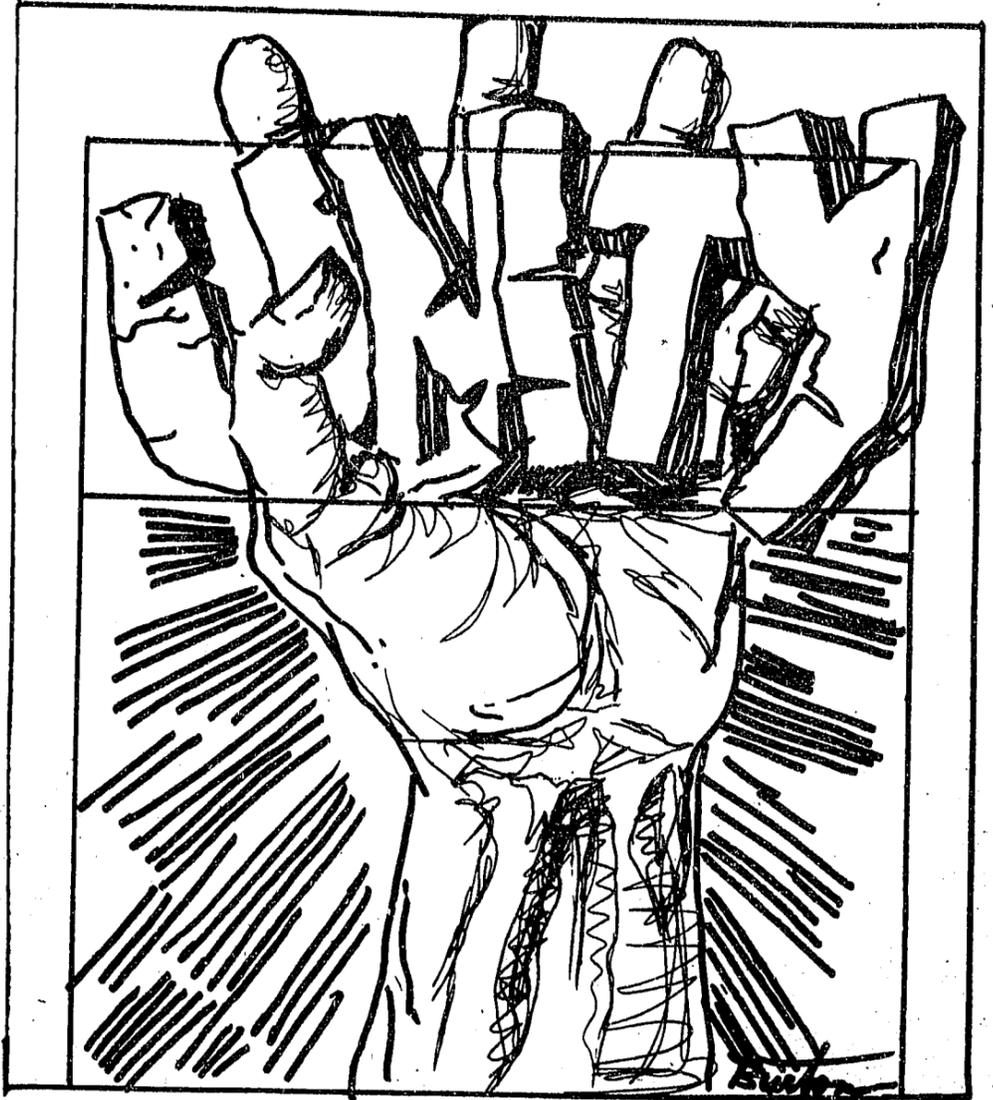
"-----Some time ago a party of men came into my country, the principal one appearing to be a man called Rudd. They asked me for a place to dig gold and said that they would give me certain things for the right to do so. I told them to bring what they would give and I would show them what I would give. A document was written and presented to me for signature. I asked what it contained and was told that in it were my words and the words of the men. I put my hand to it. About three months afterwards, I heard from other sources that I had given the right to all the minerals in my country. I called a meeting of my Indunas (counsellors) and also the White men and demanded a copy of the document. It was proved to me that I had signed away the mineral rights of my whole country to Rudd and his friends. I have since held a meeting of my Indunas and will not recognize the paper as it contains neither

# T H E P A P E R

The City College of New York  
Room 337, Finley Student Center  
133rd Street & Convent Avenue  
New York City 10031  
690-8186

## EDITORIAL COLLECTIVE

Editor-in-Chief: Beverly A. Smith  
 Managing Editor: Sadie A. Mills  
 News Editor: Angela A. Henderson  
 Features Editor: Kenneth D. Williams  
 Creative Arts Editor: Ken L. Jones  
 Contributing Editors: William L. Ballinger, Ted Fleming, Jill Nelson, Stephanie Skinner, Diane Wilson, Rynard Moore  
 Photography Editor: Christopher Quinlan, Pedro Delphin  
 Photography Staff: Seltu Oronde  
 Business: Magalle Louis, Darnell Parks  
 Staff: Carmen Bell, Ed Butler, Selwyn Carter, Jerold Fuller, Benny James, Lidj Lewis, Ayad Mohamed, Filip Montas, Bob Nicholson, Synnova Percy, Joanne Sillis-Jihoji, Sami Rehman.



## Student Activism Resurrected

A new term always brings a touch of excitement. And, we hope a new dedication and awareness. An awareness that things are changing rapidly. Look at the imposition of tuition, the implementation of the second year test, the reduction of TAP monies. That these measures were imposed testifies to how ineffective students have become. But students can be a powerful force. Witness the anti-war demonstrations in the United States a few years ago. Witness the recent demonstrations in the South African ghetto of Soweto.

The student movement can be resurrected. Here on campus some of that disco energy can be rechanneled.

City College has many student organizations dedicated to informing and aiding the Third World Community. *The Paper*, one such organization, was established in 1968. In terms of time, not long past; but in terms of activism, a lifetime ago.

Attending college often changes our perception of life. Times have changed for many of us but for the majority, things remain the same: unemployment, no education, poor housing—with no hope for the future.

This term, become a force to be reckoned with. Join a student organization, form your own, join *The Paper*, but most of all become involved.

## Another Move To Shut Out The Poor

When registration for the Spring, 1978 semester begins, students had better be prepared to pay whatever monies they owe the school. There will be no more payment deferrals. This directive comes from Robert Kibbee, Chancellor of the Board of Higher Education.

Thousands of students will be affected.

They won't have the chance to use their BEOG money to pay their bills. Students receive BEOG checks well into the semester. Because of red tape, students may not be able to take out a loan before late registration ends. Borrow the money? Most students don't know someone from whom they could borrow large sums.

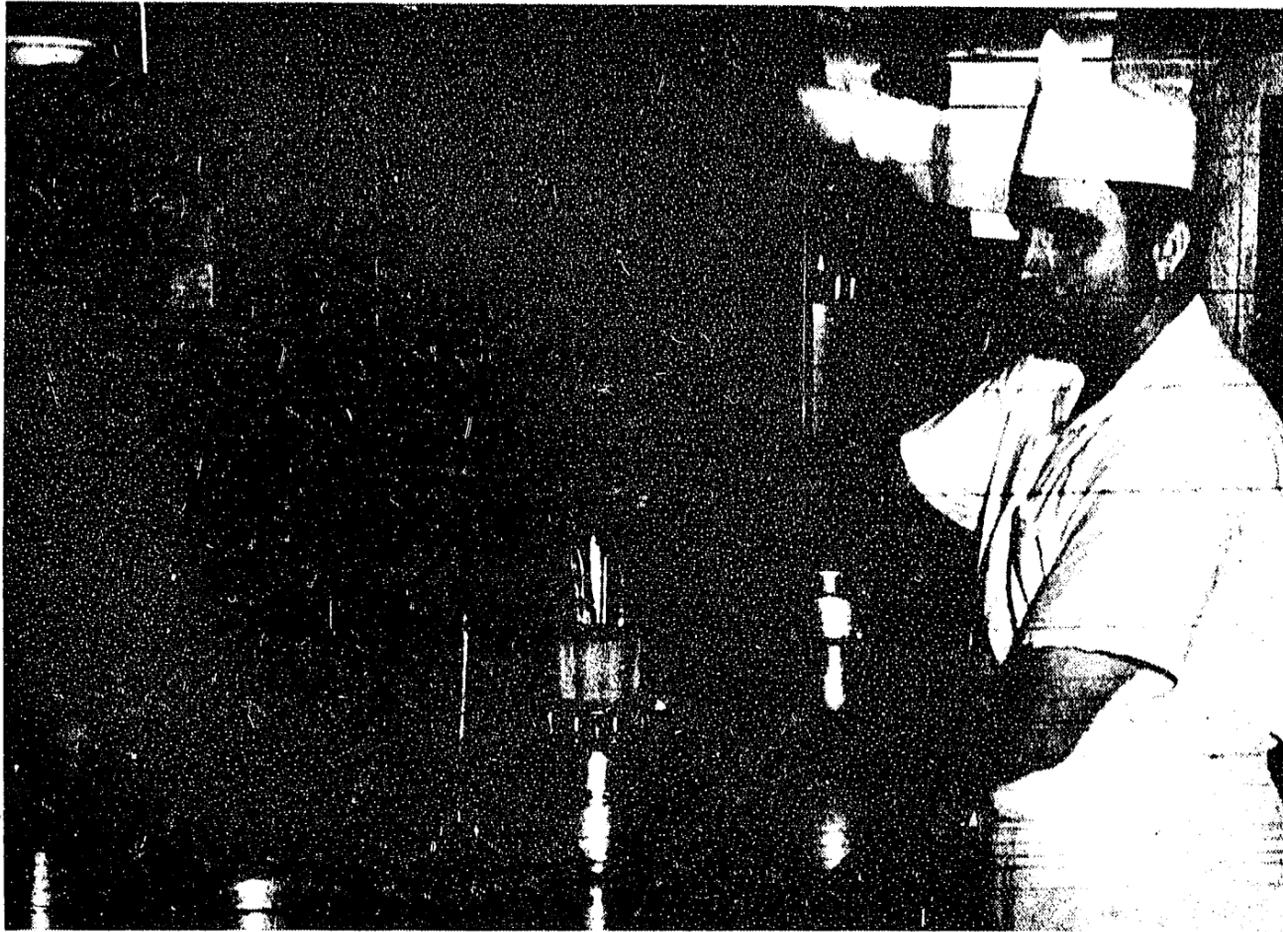
This is just another tactic implemented to prevent poor people from attending college. Are only the

wealthy entitled to a college education Chancellor Kibbee?

The Chancellor maintains that students owe the University millions of dollars in deferrals. Yet according to CUNY's "Voice," the "vast majority of students" pay their deferrals. At City College the rate of payment is 95%.

This is just one more nail in the coffin. College officials have really been coming down on students. But their policies are not irreversible.

Students have to become organized and more sophisticated when it comes to officialdom. With more unity, it can be done.



The Paper/Saitu Oronde

The Snack Bar in Finley Student Center now offers health foods. The cafeteria in the basement of Finley will offer those foods previously sold in the Snack Bar.

### Survey To Be Conducted

In collaboration with the National Conference of Black Lawyers, City College, under the leadership of the Center for Legal Education, will conduct a survey of the legal needs of students. The results of the survey will be used to develop a plan of pre-paid legal services for students here at the College.

A meeting will be held on September 29th from 12:00 to 2:00PM in room J-3 of the science building, at which time representatives from the National Conference of Black Lawyers and from the College will outline the proposed survey in detail and answer questions you may have.

Lennox Hinds, Esquire, National Director of the National Conference of Black Lawyers and a City College graduate, will be among those present. Any and all students are welcome to come to the meeting.

### Locator Service For Minority Students

Are you a member of a racial or ethnic minority interested in pursuing graduate study? The Graduate Record Examinations Board offers the Minority Graduate Student Locator Service. This is a free service that provides your name to graduate schools recruiting minority students.

For further information write to: Minority Graduate Student Locator Service, Box 2615, Princeton, NJ 08540.

**For Your Information**

### Magazine Has Guest Editor Competition

"Mademoiselle" magazine is having its 41st annual college board/guest editor competition. To be eligible you must be an undergraduate regularly enrolled for a degree at an accredited college and you must not be graduated before March 15, 1978.

To receive a booklet containing rules and further entry information write to: Mademoiselle College Competitions, Conde Nast Building, 350 Madison Ave., New York, NY 10017.

A competition assignment is due November 1, 1977 (choices are listed in the booklet). So send for the booklet immediately.

### Books Available At Bargain Prices

The Hudson Guild, a neighborhood house, will be holding its Fourth Annual Book Festival, September 29-October 2 at 441 West 26th Street. Thousands of new, used and rare books will be on sale at prices from 25¢ and up. Records will also be on sale.

The times of the Festival are: Thursday, September 29, 5-8 PM; Friday, September 30, 1-8 PM; Saturday, October 1, 1-8 PM; and Sunday, October 2, 1-5 PM.

On Thursday evening there will be an admission charge of \$2.00 and books will be double-price. Refreshments will be available. There will be no admission charge at other times, and on Sunday books will be reduced to half-price.

The proceeds of the Festival support the work of Hudson Guild.

For further information call 760-9813.

### Job Workshops For Seniors

The Office of Career Counseling and Placement, located in Shepard 206, is offering graduating seniors programs and workshops to assist them in finding suitable employment upon graduation.

On-campus job interviews will be included in the program.

Students must attend a Registration/Briefing. Follow-up sessions will be voluntary and will include such subjects as: writing resumes, interviewing skills, the hidden job market, etc.

The programs will be divided into two phases. The second will be in the winter and spring for June and August graduates.

The final Registration/Briefing for January graduates is scheduled for Thursday, September 29th at 1PM in Steinman, Rm. 123.

Registration for June and August graduates is scheduled for early December.

Continued from page 3

1974 Zimbabwean Declaration Of Unity, pulled away from Muzorewa. A possible explanation for this move is that he was isolated from the ZANU controlled fighting forces. His attention was to return to his former position in ZANU, however, the organization's membership refused him. With Sithole out on a limb and Muzorewa isolated from the fighting forces, two discernible tendencies emerged for Zimbabwean leadership: ZANU and ANC-Z.

#### Patriotic Front Formed

On October 8, 1976 ZANU, led by Robert Mugabe, and ANC-Z, led by Joshua Nkomo, combined to form the Patriotic Front (PF). The front is an alliance of National unity between workers, peasants, students, intellectuals and businessmen of Zimbabwe who are fighting for National Liberation against imperialism, capitalism, colonialism and racism. Another major reason for the formation of the front was to provide a political organization for the Zimbabwean People's Army (ZIPA), formed November 1975, Zipa was formed by the fighting forces of ZANU and ZAPU (which later became ANC-Z). Initially, the front was only a tactical front, but through ideological discussion the front is becoming both political and ideological.

In April and January (1976) the United States, Secretary of State, (Henry Kissinger) and the South African Prime Minister (John Voster) held two secret meetings in West Germany and in Switzerland respectively. These meetings led to Kissinger's shuttle through Lusaka (Zambia), Dar Es Salaam (Tanzania) and Pretoria (South Africa). On April 27, 1976 Kissinger released his "Lusaka Manifesto" on America's policy of 'majority' rule in Zimbabwe. On September 24, 1976, Smith publically accepted the Kissinger deal. The next occurrence was the convening of the conference.

In the words of the Patriotic Front's Press release of November 29, 1976. 'It was clearly the pressure of the armed forces that forced the British Government (the principal power of all forces that have exploited the people of Zimbabwe for 86 years) to convene the Geneva conference. The Patriotic front accordingly view this conference as a direct result of the armed forces, and indeed as a continuation of it.'

#### The Conference A Hoax

The conference turned out to be an internationally sponsored political fraud, when the imperialists (America, South Africa, Britain) attempted to remove Smith and replace him with a Black puppet who would protect the interest of the multinational corporations. Several facts justify this conspiracy.

In Geneva the Patriotic front announced with rage "The Anglo-American proposals were negotiated by Kissinger, Voster and Smith to the total exclusion of the African people of Zimbabwe."

The British left Ian Smith to announce to the Zimbabwean Nation the terms on which he would accept majority rule.

Conference Chairman, Ivor Richards tried to create division among the African delegation by trying to reach a settlement with Mugorewa and Sithole to the exclusion of the Patriotic Front.

The western press portrayed the Patriotic Front as uncooperative and divided, when in fact Mugabe and Nkomo did not even sit down with the colonialist, even for a cup of tea, without each other.

Upon announcing that the conference had collapsed, Ivor Richard neglected to consult the Patriotic Front. According to a statement issued by the Patriotic Front (Jan. 31, 1977) the British announcement that the conference had collapsed "has shown callous disregard for the interest of the six and a half million Zimbabwe and, in preference to its kith and kin".

In the media it appears that the British failure to make Geneva a success was because of their inability to force Smith to reason. However, their failure represents the West's failure to neo-colonize Zimbabwe.

The collapse of the conference left the Patriotic Front only one alternative—to intensify the armed struggle as the principle means of struggle. Diplomacy, strikes, demonstrations and all other forms of struggle therefore became secondary.

#### Lessons Learned From the Conference

The Patriotic Front learned a number of lessons from the conference.

1. Smith was not ready to give up power.
2. The Multinational Corporations were only interested in securing their economic investments. This was demonstrated by representations from LONRHO and UNILEVER and a permanent delegation from the European Economic Community.
3. There is an overwhelming fear of the guerilla forces by the white settlers and Black puppets with no fighting forces.
4. A common feature of the white settlers, multinational corporations, and the 'moderates' (Sithole and Muzorewa) was that they all wanted to install a Black puppet or semi-puppet regime while leave the country still in control of European settlers.

#### Transfer of Power

ZANU views the central question in any transfer of power as power of the forces of coercion—the army, police and security services. African leaders in an 'Independent' Africa made the mistake of inheriting colonial police forces and armies which lost no time in seizing power. The result is that over half of the continent is now governed by men brought up in the colonial forces.

ZANU says 'In Zimbabwe it would be foolhardy and political suicide, to rely on the army, police and security forces of the settler regime which has brutalized our people for a century.' Yet that was the strategy, of Muzorewa and Sithole, which established their role as puppets.

#### Front Line States and OAU Support P.F.

On January 9, 1977 in Lusaka, Zambia leaders of the five front line states surrounding Zimbabwe, gave full diplomatic, materials and political support to the Patriotic Front. This position led to the OAU's February 4, 1977 decision to do the same. The OAU's recognition puts the liberation in its true perspective. It makes it clear (both internationally and among the Zimbabweans) who are the leaders of the revolution. Recognition has caused many to break away from the reactionary ANC (Muzorewa) influence to join the P.F., spearheaded by ZANU.

#### The Rhodesian Army: A Mercenary Army

As the relentless pressure of ZANU's war cracks white Rhodesia the only way to buy time is to strengthen the white fascist

military. According to the *Zimbabwe Bulletin*, "This is why the CIA is covertly promoting and organizing U.S. mercenary reinforcements for the Smith regime."

If we remember, mercenaries were used to originally invade Zimbabwe. In December of 1976, the Los Angeles Times reported that there were 2,000 mercenaries in the Rhodesian Army. In that same article that number of U.S. mercenaries was given as four hundred. In the same month of December, Botswana radio reported the story of a mercenary deserter, who put the amount of mercenaries in the Rhodesian army at 30%. ZANU estimates that number to be as high as 50%.

These mercenaries include U.S. Vietnam veterans, Portuguese-Angolan veterans, and France's Algerian-Vietnam veterans; most have extensive counter-insurgency experience.

A 1977 issue of the Magazine, *ZIMBABWE BULLETIN*, traces the recruitment of mercenaries here in the U.S. According to the article, the network includes a Lt. Colonel Brown who, through a company called Phoenix Associates commenced publishing of the magazine, "Soldier of Fortune." Journal of Professional Adventurers. Brown is a member of the U.S. Twelfth Special Forces, (airborne) which distributes T-shirts entitled "Rhodesia Is Ready when you are."

A link is established between a Rhodesian Officer (Major Lamprecht) and the Twelfth Special Forces, between them and Robert Brown, between him and the CIA, between the CIA and *Soldier of Fortune*, and between *Soldier of Fortune* and the Twelfth Special Forces. *The Zimbabwean Bulletin* goes on to make a connection between the Twelfth Special Forces and SWAT; which they say is "A paramilitary elite force, armed to the teeth to suppress Third World Uprisings".

#### White Settler Colonies

ZANU makes it clear that Rhodesia, the U.S., Australia, New Zealand, South Africa and Israel are all settler colonies which imported entire populations of Europeans to create a local mass base for capitalism.

#### The U.S. And Rhodesia

As white Rhodesians massacred Zimbabweans and stole their land, so did the white Americans wage genocide and land piracy against the Indian nations. Just as the high standard of living of White Rhodesians is based on the exploitation and oppression of an African population, so is the wealth of white America based on the oppression of Black and other Third World workers. The United States Of Amerikka is not a legitimate nation, but an oppressor empire, imprisoning within, and without its current borders, other Third World nations.

## DIAGNOSTIC ULTRASOUND TECHNOLOGY PROGRAM

Classes begin October, January, April, and July. Six month course follows AMA curriculum. Evening and Saturday schedule during initial 3 month didactic program followed by clinical internship at one of several affiliated hospitals in the metropolitan area. Class size is limited.

Faculty consists of physicists, medical scientists, and registered ultrasonographers.

The course is open to individuals with a minimum of 2 years of college (science major), R.N.s, and registered x-ray, nuclear and medical technologists.

Write to the Program Director or call 201 826-8249 for an application and further information.

THE ULTRASOUND INSTITUTE  
308 Willow Avenue  
Hoboken, N.J. 07030

# Job Hunting . . . Which Road?

The following are excerpts from a booklet entitled: "Job Hunting . . . Which Road?" distributed by the National Urban League.

Have you thought seriously about your future? You should, because how you plan to earn a living will be an important factor in the years ahead.

Many times you may have asked yourself: "Will the courses I am taking in school help me better understand job requirements and the people I will work with? How important are trips, tutoring sessions and counseling?" Education is the answer to questions like these and is the foundation upon which you can build your future. There is a direct relationship between the education you receive and the skills required for a satisfying career.

To assist you in identifying career opportunities, you should speak with your guidance counselor, teacher or a representative from the local Urban League. They, along with your school or local library, have publications (*Occupational Outlook Handbook*, *Job Guide For Young Workers*) that give detailed career information. You may also find helpful articles in your daily newspaper and in magazines like *Ebony* and *Essence*.

Your school may sponsor a job fair or career day. Make these programs work for you. Participating representatives from in-

dustry, government, labor and social service agencies can provide you with helpful information.

There is no easy way to make a career decision. However, to begin the process, you should take a close look at yourself—your strengths, weaknesses, likes and dislikes. Take a careful look at the career you are considering, and ask yourself: "What is of most interest to me? Do I like to work with people, data, machines, ideas? Am I patient? In what school subjects have I done best? If I need specialized training, how will I finance it? Where is the right training available?" It is important to match your aspirations with the realities of the working world. Remember, in order to do your best to prepare for a career be certain to take full advantage of these resources: teachers, guidance counselors, ministers, employment agencies, the Civil Service Commission, employer representatives, newspapers and magazines, and community and social service agencies.

When applying for a job, there are two important key steps: completing the application and being interviewed. It is important that you review the application thoroughly and complete it according to the instructions

(print legibly and check your spelling). The job interview places you in direct contact with someone from the employing company or agency. Before going to the interview, ask your teacher or counselor how you should dress and what you might expect. You may be somewhat nervous, but don't be alarmed—being adequately prepared is the best way to reduce interview tension. Know something about the job you are seeking and the company or agency. Know why you want to work there. Know what you have to offer. These points are usually discussed during an interview. Don't be afraid to ask questions, especially if you're not clear about certain details pertaining to the job (training, benefits, salary, etc.). Having an interview is no guarantee you will be hired. It is important not to become discouraged. If you don't succeed at first, keep trying.

Your chief responsibility as a student is to learn as much as you can. What you achieve in school depends upon many factors, including self-discipline and hard work.

These same factors will also determine your success or failure on the job. Whatever you choose to do, do it well. A commitment to excellence is the best path to a successful career.

## Mommy, What's A Funkadelic?:

## Or The Funkatizing Of The American Reality!

by BR BROWN

The one question I would like an answer to is: "How long will we accept definitions of ourselves as ascribed to us by 'authorities' on Black culture or the established media?" Or have we, as students of higher learning, become so enmeshed in the system that we have lost almost all vestiges of ourselves?

I feel the need to expound on the image of Blacks as portrayed in established media, as opposed to relevant Black artists who cannot create or perform because of the nature of their work.

I am approaching this subject from the standpoint of one filled with the demeaning portraits of the Black Experience one witnesses on television, in film, in the articles in various periodicals. We are a creative people and to subjugate ourselves to the clubhouse/drawingroom definitions of a people with the greatest death-wish in recorded history, is an insult to the intelligence of any who profess to have claim to the Motherland (Alkebu-lan-Africa). To further allow this biased opinion of our culture is to attach oneself to death rather than embracing life.

Contrary to popular beliefs, the study of culture as related to man is a science and not an incidental of history. Culture is the relationship a person has with his environment; political, social, economic. These, added to ones history, produce or should produce, culture.

This brings me the original reason for this article, the Parliament/Funkadelic disaster at Madison Square Garden. After witnessing the landing of the HOLY MOTHERSHIP at the Nassau Coliseum last year, I had been anticipating this concert. This year's offerings (MC'D by Frankie Crocker) were a dismal disappointment. Looking at the age of the audience, I attributed this not to brother George Clinton, but to the audience's lack of knowledge of current affairs.

I have followed the career of this brother Clinton from the 45 record in '67, "(I Just Wanna) Testify" on the now defunct Revilot label, to the Westbound recordings (see discography) of the Funkadelic band. George Clinton has successfully combined Funkadelic, the guitar band with Parliament, the vocal group and Bootsy's Rubber Band (offspring of that union) with a stage presence that is at once Carnival African celebration and good ole American PARTY.

Familiar with current events and African lore, Clinton's symbolism as reflected in his lyrics and costuming reminds one of SLY and JIMI, two other master musicians and theoreticians.

New York was not ready to receive the gospel according to the US FUNK MOB—Parliament/Funkadelic but Bootsy went over very well. They reminded me that the brothers on the West coast know about some music. I hope that the next time the MOTHERSHIP honors N.Y. with her presence New York will be ready to give up the funk. Are there any MAGGOTS out there!??

### DISCOGRAPHY

Parliament: Osmium (Invictus), Up For The Down Stroke; Chocolate City, Mothership Connection; Clones of Dr. Funkenstein; P-Funk (Casablanca) Earth Tour NBLP 7002; NBLP 7014; NBLP 7022; NBLP 7034 & NBLP 7053 respectively.

BOOTSYS RUBBER BAND: Stretchin' Out; Ahhh . . . The Name Is Bootsy Baby; Warner Bros. BS 2920 and BS 2972.

FUNKADELIC: Funkadelic; Free Your Mind And Your Ass Will Follow; Maggot Brain; America Eats Its Young; Let's Take It To The Stage; Standing On The Verge Of Getting It On; Greatest Hits; Cosmic Slop and Tales of Kidd Funkadelic and the Warner release Hard Core Jollies; WB1999; WB2001; WB2007, W2-221, WB1000; WB1001, WB1004; WB2022, W227 and BS2973 in order of listing.



Funkadelic

Warner Reprise

**READ  
FASTER \$98**

5 weeks guaranteed course **DOUBLE** or **TRIPLE** you speed. Understand more, retain more. Nationally known professor. Class forming now.

Reading Skills 864-5112

# How A Single Parent Manages Family And School

By Eleanor English

As a single parent there are always two things you never have enough of—time and money. And not necessarily in that order. If you have started back to school or work (or both), with no helpmate, you should be used to the idea that you will not be able to spend as much time as you'd like with your children. There is some relief in sympathetic family members and friends, but the weight is almost entirely on your shoulders.

Since there is usually too much weight there already, you should use your time as effectively as possible. Children are extremely adaptable to changes, but make sure they have a regular weekly schedule. That gives them a handle to hold on to. "Well, I know Mommy or Dad will be home at such and such a time." If you're not able to make it, always phone. Let them know who you'll be with, where you'll be going, and what time you expect to be home. These facts don't have to be absolutely correct all the time, but if the child hears your voice, and is given this information, that in itself is healthy for him or her. Don't underestimate your children. Children are notoriously self-centered, but they are also concerned about their parent.

If they are left alone, make sure they know where to go in an emergency. I know many parents will be askance at this statement, but there have been times when I have had to leave my children alone; to go to work or school or what have you. There is likely to be a neighbor in your building that can 'look-in' on the kids from time to time while you are away. For an arrangement of this type, you have to leave the door key and a few dollars a week, so of course the person would have to be someone you trust.

Sometimes children can be trained to stay alone. For example, if one of my children has a cold I ask them if they would or would not prefer to stay alone. If the answer is no, I tell one of their siblings to stay home from school. But nine out of ten times, the sick child will prefer to stay at home alone. Why? Special privileges of the ill; access to fruit juices or whatever they want in the refrigerator, freedom to watch whatever is on TV. My kids love to preside over the house in my absence.

A child with no siblings will not respond this way because they are used to or familiar with their privacy already. They should be talked to (after 8 years) as though they were small adults. Because they are not used to following the group, only children are more headstrong than children in a group. Actions and consequences should be spelled out clearly to any headstrong child. If the action is appropriate, verbal praise is in order, if not consequences should follow in short order. This manner of training will give the child more character and he will respect you for it.

Above all talk to your children. Conversations that don't mean anything to the world but that you and your children understand. Let them walk you to the subway or bus stop sometimes as you go to school. Sing popular songs with them, let them teach you the latest hustle steps (even if they don't know them). This gives them confidence and will enhance your child's personality.

It may sound like fun to the uninitiated, but it is work. Sometimes you really don't feel like hearing questions like: "Why do yellow cabs have to be yellow?" And you have to force yourself to be congenial. But marshal your resources. Parenthood, not motherhood or fatherhood, is rewarding, but take it a little at a time.

## Student Voices

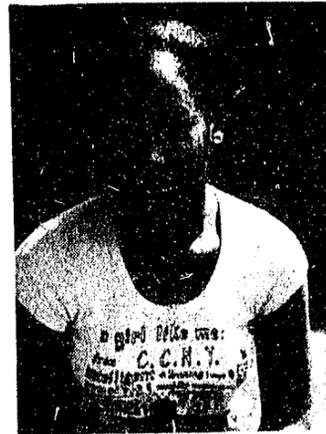
by Rynard Moore

Question: How effective is the Black and Hispanic vote in bringing desired changes to those communities?



**Jerry Oden, Sophomore:**

"I feel it is not too significant. But it can help."



**Donna Estwick, Sophomore:**

"I think that the Blacks and Hispanics play a very important role in bringing changes into the communities. Without them a lot of changes would be unable to happen. Keep on being involved, every little bit helps."



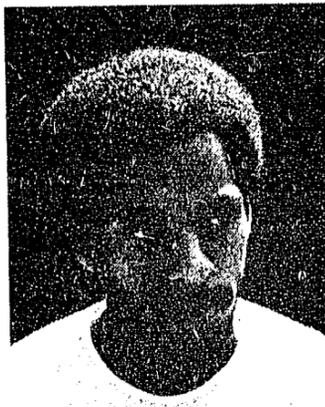
**Diana Johnson, Senior:**

"The Black and Hispanic vote is not very effective. I believe the reason for this is that the Blacks and Hispanics do not get out and vote. They are too apathetic. Also a vote cannot be effective if it is not cast. We must learn that we must take control of our own destiny and voting does help. It may seem not as much, but we must start somewhere."



**Keith Epps, Senior:**

"Not effective at all. Blacks and Hispanics have no faith in the system, therefore they usually don't vote."



**James Smith, Junior:**

"In order for a people to be noticed they must present certain pressures upon the society within which they live. If not, their needs, desires and existence are ignored for it is assumed that they are in full agreement with the status quo. Therefore, in order to bring about any desired changes one must at least vote or exercise some method of voice."



**Evette Simmons, Junior:**

"I'm a Black person for one thing and I'm not a registered voter. I don't know if that's good or bad. However, there aren't that many minorities interested in politics. This is because of what's been happening with our corrupt government system; one example of which is Watergate. So I would say that the Black and Hispanic vote isn't effective at all."