

THE People's Voice

Dedicated to Inform, Enlighten & Educate

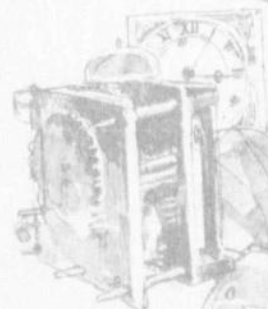
Recognition of Black History Month




Frederick Douglass



Malcolm X



 University of California, San Diego

Vol 6, No. 3

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THE

People's Voice

University of California, San Diego

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Keeping Pace in the Computer Age

TECHNOLOGICAL REVOLUTION

When Stanley Kubrick produced his famous film, *2001: A Space Odyssey*, it was considered a futuristic fable. Few of us imagined that computers could actually become "thinking" machines challenging man's survival. Kubrick gave us science fiction. Fourteen years later, we find that 2001 is here in the year 1983. Although a computer is only endowed with "artificial intelligence" designed and programmed by men and women, it is limited in its "thinking" capacity. However, when a manager, engineer or doctor, for example, turns to the computer to calculate equations, organize data and help solve problems, then in a way, it does a form of thinking for the professional. And, with the proper software, the computer can interpret, analyze and even make projections. But the old adage still stands: garbage in, garbage out. The performance of the computer is directly dependent on the operator's ability to handle the machine and the quality of computer software used. The razzle-dazzle, push-button approach to finding answers with the use of a computer has converted even the most staid executives into hardcore computer hobbyists—often on company time.

Even though these executives may appear to be "playing" with these new electronic toys, they are learning the most intimate details of how computers allow them to manipulate data. All of us, no matter what our profession involves, must step into the computer age in full stride to ensure that we will not continue to be relegated to the ranks of the unskilled because we are not computer literate. For many, this involves retraining to integrate computers into their present careers.

The International Business Machine Corp., Xerox Corporation, Wang Laboratories, Hewlett-Packard and Honeywell are just a few of the computer giants who are aggressively trying to computerize the white collar work force.

Computer technology, aided by advances made in the telecommunications and video fields, has revolutionized the management and transmission of data. Now a simple conversational call is just one

function of the telephone. Businesses and individuals are using telephone lines to transmit data in the form of texts, charts and graphics (often in full-color) to be displayed on video terminals, similar to television screens.

A modulator-demodulator makes this transfer of information possible. A modem, as it is commonly called, is a device that allows one computer to communicate with another through telephone lines. Information is also transmitted through signals bounced

manufacturing (producing goods) or providing services. Now Naisbitt says the percentage has leaped to 60.

Information occupations are careers geared to the creation, processing and distribution of data. One might do this, for example, as a teacher, secretary, accountant, stockholder, manager, lawyer, banker, or a graphic artist. Almost all of the 15 million persons labeled "professionals" by the Bureau of Labor Statistics are classified as information workers. Dr.

devices, according to an International Data Corporation survey.

Without question, in the next ten years power will go to those people who have enough information to make the choices and decisions that will affect their businesses and occupations as well as their personal lives. Knowledge is power, and computers give us access to vast amounts of information. For Blacks, understanding how to tap into the right sources can enhance our decision-making abilities.

However, you could be flooded with a deluge of information which would be useless if it were not stored in a computer. These computer storage units, called data bases and on-line information banks, are essentially electronic libraries. The information available ranges from reports of recent court cases to abstracts of medical cases to national sales projections for condominiums.

If you are a business person or a serious investor, and a subscriber, information from the Dow Jones/Retrieval data bank based in Princeton would be available to you. This bank gives you stock quotations, prices of bonds and commodities and corporate financial statements. The *New York Times* Information Service, based in Parsippany, N.J., will produce every article every published in the *Times*.

Mastering Computer Technology

Besides retrieving information and manipulating figures, most of us are not familiar with the full range of functions which most computers can handle. Many of us wonder how we will be qualified to enter the professional work force or obtain the necessary retraining to keep pace in traditional careers without advanced degrees in technological fields. Unfortunately, what often prevents us from meeting the challenge of the computer age is our own technophobia—our fear of technology.

The computer is merely a tool to help you complete a task. It is a machine with the ability to receive (input) information, manipulate that information (process it) store it (memory), and give it back (output) upon request. Since the machine does not think—although it may appear to—it must be told (programmed) what to do.

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off satellites which are then picked up by equipment attached to the computer.

John Naisbitt, a social forecaster and publisher of the *Trend Report*, discusses the impact of the decline of the industrial society and the rise of computers in his best-selling book, *Megatrends*. According to Naisbitt, what some sociologists call the post-industrial economy, has actually evolved into the information economy. In the 1950s, only about 17 percent of the work force was involved in information occupations, as opposed to

Mark Porat, and information specialist, made a study for the US Department of Commerce on the "information economy." He concluded that in 1967, information accounted for 46 percent of the GNP and that almost "90 percent of the new jobs created in the 1970s were information, knowledge or service-oriented jobs."

Right now only one in five white-collar workers use some type of electronic keyboard device (computers, terminals, word processors, electronic typewriters, etc.). In three years only one in five will not use any of these

Editor's Notebook

February 6, 1983

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TO: Prospective New Members

The People's Voice Newspaper is recognized as an official print medium by the UCSD Media Board, and serves the San Diego community. We are an independent organization working in conjunction with XHRM 92.5 F.M. Radio. Readership 20,000 San Diegans.

Dedicated to Inform, Enlighten and Educate is what The People's Voice views as a worthwhile service...for people...for the community...for Better Business... and College Placement. The greatest single satisfaction of the newspaper is to be a non-profit service to people.

Published monthly since January 1983, The People's Voice is well known as a Creative Historical publication of African-American Heritage. Highlighting San Diego's best writers and photographers.

Specializing in feature stories, Politics, Arts, Entertainment, Sports, College campus news, and things to do in the city. The People's Voice also publishes a comprehensive listings of movies, events, theater, book and film reviews, and free classified advertisements for its readers. We encourage the submission of material—articles, letters, art work, poetry, suggestions and criticism.

The People's Voice Executive Board is looking for people who can demonstrate a strong sense of enthusiasm and conviction for the Newspaper. We are looking for strong reports with both guts to defend a view point and the flexibility to see and adapt to other positions.

The Newspaper field is a fast paced, demanding, and often difficult field. Your work will be criticized, and articles edited. If you are sensitive to



The People's Voice Reaching Out

Dedicated to Inform, Enlighten & Educate

pressures, moody and maintain an erratic schedule, then The People's Voice might not be for you. But hopefully we are for you, and you for us. Together we must work as a productive team.

Once again, I am glad to see "new blood" on The People's Voice.

Take Care,
Nathaniel DeVaughn

Nathaniel DeVaughn
 Editor-in-Chief

The Key to Soul in Southern California

XHRM RADIO



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SPECIAL THANKS TO:

Black Enterprise Magazine
 Dawn Magazine
 Ebony Magazine
 XHR, 92.5
 Sam Lacy
 Urban Scene

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Letters to the Editor

January 25, 1983

I wish to commend you for the excellent Newspaper product by the Black Student Union. The coverage on Dr. Martin Luther King, Jr., was outstanding.

Continue to use your writing skills for excellence, and if I can ever be of service to you please let me know.

Sincerely,

Charles Brooks
 Executive Director
 Strongly Oriented
 For Action

The People's Voice:

Decided to inform, enlighten and educate. It is my opinion that we share many similar concerns and recognize that our economy is undergoing a transformation as significant as the Industrial Revolution.

I would like to thank you for making the San Diego community more aware of the day to day encounters of Black struggle here in America.

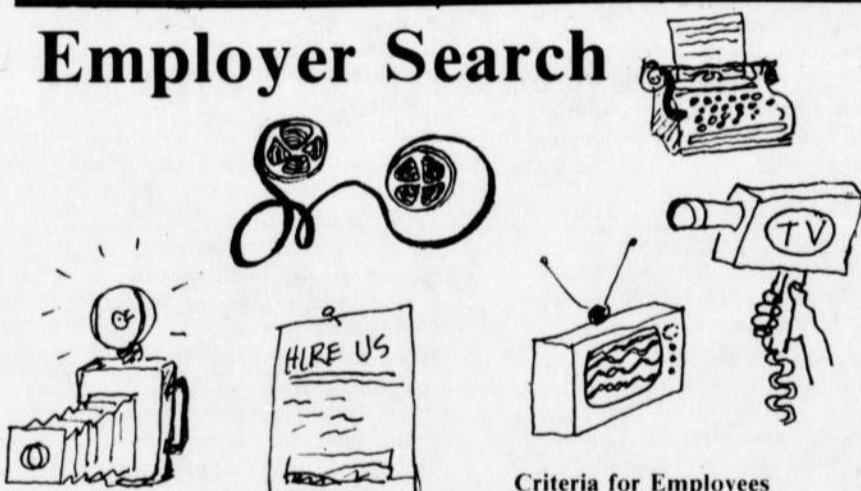
Jerome Williams
 San Diego, CA

After reading your last issue, I'd like to offer my congratulations on what I think was one of the most informative newspapers I've read this year. I wish more of our people would read The People's Voice because it shows the real status of Blacks in the great American economic mecca. I particularly enjoyed the article featuring the interview with Dr. M.L. King, Jr.

There are some great minds at work on the Editors staff. I'm sure they will continue to discuss their viewpoint, however varied they are, and communicate them to us. San Diego has long needed a newspaper of this quality. Keep up the good work, editors.

Eddie Smith
 Atlanta, GA

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For more information contact The People's Voice Classified Ad Department, "Employer Search", 452-2152.

Urban Scene

The Objectives of Police Power

Throughout the the 1960s and 1970s, the police have been both a part and reflection of the political chaos of that era. Many argue that the police have been the cause of the social upheaval of those times. Nevertheless, they have been, and remain a controversial element in American society. Controversial not only because of what they have done in the past, but also because the actions they exemplify are manifestations of deeply rooted conflicts in American society. Many of the long-term social and political consequences of this period uncovered the tight lid over race relations. And as legitimate police authority declined, the police have been the focus of th need for change in our urban centers.

Although the emotional intensity over the police reached critical levels a decade ago, they have never died completely, and recent events in many major cities have reawakened them. The brutal and malicious slayings of a murder suspect and his wife in New Orleans just last November is one example, of many, of how the police usurp their discretionary powers over local communities. The violence in Miami in the spring of 1980, and even more recently, last December, notes a frustration and frightening development that appears to signal that many of the underlying conflicts of the 1960s have reemerged, and once again the police are catalysts and central actors of social conflict. This wicked pattern of violence which is directed towards minorities, particularly Blacks, has again raised the old questions of how minorities are treated in our American system of justice.

Through the years the American police have become professionalized. Los Angeles has what is regarded as the model of police professionalism. Of course, in the spirit of professionalism the modern police force will do what is necessary to protect and "serve" the community. But considering the many incidences of police power abuse and the heated hostility between the police and minorities, we might want to justifiably ask whether police professionalism is all that many presume it to be. Although the issue deserves passionate research and study, this is not my intention. Rather, I have realized the important consequences of the increase in police violence in many minority communities, and the urgency in the need to voice my concern over this serious matter. It is time to call for a STOP to the sanctioned cold-blooded killings that go on in our cities by police. Many of which remain uninvestigated, and many cases where investigations close very soon after the incident.

Police professionalization has changed the relationship between police officer and the civilian. Rather than responding to the particular needs of the various segments within the community, police today serve the area by controlling crime and enforcing the law as they see fit, within the community as a whole. As professionals they view their position as sacrosanct in the community and thus assume the responsibility for interpreting, and judging what the serious crime problems are, and what should be done about them. Only they know how to deal with the problems of crime and civil disorder, which leaves very little room for the opinions of community leaders for whom the police serve.

Professional police departments, in Los Angeles for example, have acquired a significant level of

autonomy from external influences. Autonomy give the police department the ability to select priorities of law enforcement according to their professional judgment, and to use very aggressive tactics to handle situations when they deem necessary. Thus departmental autonomy limits political, and community controls and pressures over the police. How a specific incident should be handled are not based on the needs and demands of community groups, but rather the police officer's analysis of what is required and needed. Administrative or structural autonomy of professional police departments drastically limits the ability of citizens to influence departmental policies and practices. These limitations consequently lead various judgemental questions of what constitutes abuse of police authority. This inability to effectively influence departmental policies adversely affects minorities and poor more so than others within society.



The degree of separation between, the community and the police depends on many factors, paramount among them is the structure is the departments and administrative policies. Such policies are invariably based on the attitudes of police administrators. The crucial factor in determining how responsive the police will be to the demands of the community is largely dependent on the attitudes of the police chief. For it is the police chief who sets the cadence of activity within the force, and it is the chief's interpretation of professionalism that is important. The chiefs' view of the relationship between the police and community is based on their attitudes of police professionalism, and what they consider to be the constraints of police authority; for all police chiefs realize the necessity in maintaining the "legitimacy" of their officers' authority.

Also important in the type of accommodation between the police and community are the values and beliefs police officers have about the community they work. It is clear that the more police and community citizens share common values, the more likely they will share the common definitions of law and order, and agreements of priorities. But, in many minority and poor communities this is far from the case. Socioeconomic differences and contrasting life styles heighten the conflicting attitudes between police and ghetto neighborhoods, not to mention the simple understood fact that many police officers hold racist attitudes.

One of the largest police departments in the country is the Los Angeles Police Department (LAPD) with over 7,000 sworn personnel, and over 3,000 police officers in the streets.

LAPD is also one of the most professionalized and have the most significant degree of relative autonomy from the communities they patrol. The credit for its professionalism and autonomy is given to William Parker, one of the early chiefs. His efforts and reforms were directed toward limiting the external control over the police thus assuring the department of the autonomy he thought necessary to maintain law and order. He also reformed the Internal Affairs Division which investigates and prosecutes those officers accused of police misconduct, thereby creating a centralization of authority and power within the department. Even after the power of the LAPD became a political issue, immediately following the Watts riot of 1965, it remains a very autonomous unit to this day. Parker's successors, especially Edward Davis and Daryl Gates, maintain the belief that only the LAPD is in a position to judge what various crime problems are and how those problems should be

A second indication of the department's autonomy is its ability to manipulate the city's budgetary process. It does this in two ways, by cultivating alternative sources of revenues which are not controlled by the City Council or the Mayor. These include federal grants which are used for innovations, or non-routine appropriations such as narcotics and office support systems. It also gains financial autonomy by the department's ability to get reductions in the budget restored. Many of the cuts in the budget of the city administrative officer, are often restored by the Mayor or City Council. Even with a more skeptical Mayor like Tom Bradley, and declining revenues due to the current fiscal crisis, the department has still been able to enjoy its prerogatives. The ability of the police chief to appeal to the public for support has also helped in the department's success in achieving autonomy from the commission and the budgetary process. They accomplish this by playing on the nervous fears of the public commissioners, the fears of violent crime. This in many cases falsely alarms much of the public, while at the same time perpetuating many of the negative stereotypes about minorities and the poor.

Whether or not the engagement of police professionalism, in its modern form, has made the police more responsive and more subject to public restraint and external control is the primary question. Unfortunately, if recent events are to be any indication then the answer is negative. With the modern police force emphasis on crime fighting as the central element in civil order, police professionalism has led to a distinct police culture. The implications of making crime fighting the focus of police work are many. The belief of many modern day police that they themselves are soldiers of fortune in an urban jungle, and that the differences between chaos and order rests on their shoulders. This belief increases the capacity of the police to act viciously and in many situations illegally. This type of police officer is a more dangerous character than many criminals they prey upon. Modern day cops see their job on the streets as a holy crusade for civilization. It is evident then, that this emphasis on crime fighting has been unsuccessful in its intended objectives, which is to eliminate and prevent crime thorough intimidation (in many cases this has proven to have the opposite effect). I need only to refer to the events in Miami very recently, and the angered cries and calls echoing from urban centers across the country. These cities are only a few examples that I can draw upon where serious questions of police aggressiveness have arisen in the past, and unfortunately, unless some form of political and local level control over police departments can be initiated, they will continue to arise in the future. Thus in many ways police professionalism has made democratic control more complex.

The discretion given police officers in the streets brings us to a very complex question of how it should be implemented, if at all. This is the dichotomy that confronts many large cities today: should we be concerned about how much discretion police officers have, and to try and limit it? Or, should we try to broaden their qualities of judgement and make them more responsive to the communities they serve? Professionalization has resulted in greater autonomy for today's modern police departments.

resolved. Unfortunately, chief Gates will face more opposition, political and vocal, than chiefs of the past. The ability of the department to maintain its strong stance against large opposition and external influence is due largely to its autonomy in the Los Angeles municipal system of government. The formal basis of the department's autonomy is seen in its status within the city charter. The police chief is appointed and can be removed only under civil service procedure. The Mayor can influence the operation of the department, but the formal authority for governing the department is given to the board of commissioners, who are appointed by the mayor. There are only two places where elected officials can exert some control over the police department. That is through the police commission and through the budgetary process. The police commission sets policy for the department but rarely is able to oppose the will of the chief, whomever that may be. This is due by and large to the fact that there are no real deep ideological differences between the police commission and the recent police chiefs. This is partly the result of the fact that most commissioners represent Los Angeles' conservative business establishment who accepted the standards of police professionalism preached by Parker, and continued by his successors. Yet, recently, under Tom Bradley's administration, the commission has tried to assert more control over departmental policies. In 1977 they forced a revision of the department's shooting policy after the shooting of an unarmed man. But it remains to be seen whether current and future commissions have any more success in controlling the department than their predecessors.

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Economic Perspectives

Last Hired, First Fired

The US Supreme Court is rapidly closing the door to judicial challenges of union seniority systems. Several recent decisions by the court may force Black workers to look elsewhere for protection against seniority-related employment bias.

The court ruling appear to threaten Black workers particularly, as unemployment soars to the highest levels since the 1930s. The situation is reviving the old conflict between Black and white workers over the "last hired, first fired" policy.

But a few labor organizations are finding ways around the seniority rule by backing voluntary job-sharing or preferential layoff systems. The National Education Association (NEA), for example, urges its affiliates to negotiate union contracts which prevent disproportionate layoffs of Black teachers who entered the work force after their white colleagues.

Under such a system, if 20 percent of teachers are Black, no more than 20 percent of those laid off will be Black.

Some unions and employers are also experimenting with work-sharing systems in which all employees work fewer hours, so that none need to be laid off.

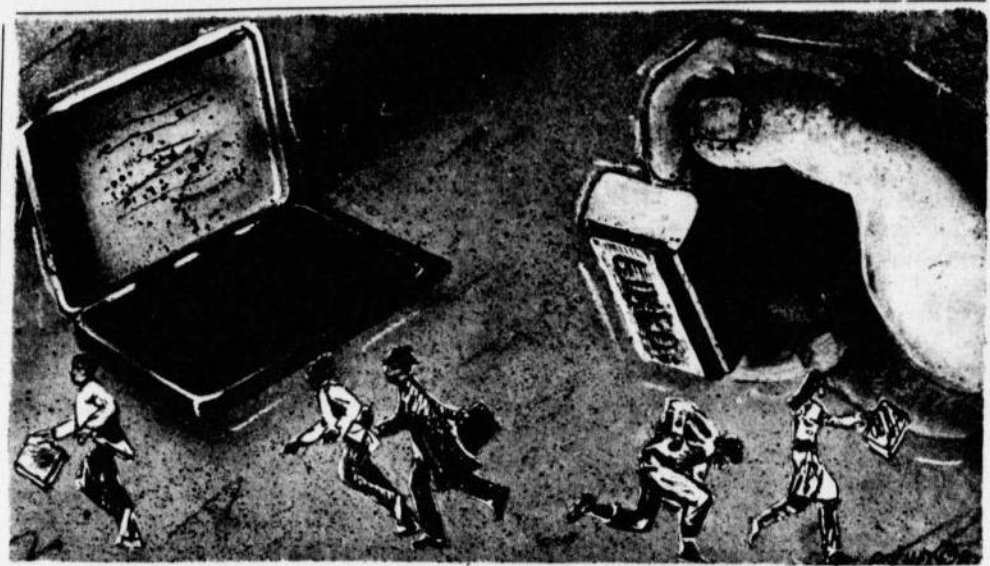
Most unions, however, are resisting efforts to tamper with seniority rules, and the conservative-leaning US Supreme Court seems equally reluctant. The United Steelworkers of America, for example, fought all the way to the Supreme Court to defend—so far successfully—the seniority system, which had been used in a Pullman-Standard railroad car plant in Bessemer, Alabama. The American Federation of Teachers (AFT) said it will seek the reversal of an appeals court ruling which, to protect minority job gains, partly set aside the seniority clause in a Boston teachers union contract.

This year's Supreme Court decision in the Pullman-Standard case will make it even harder to prove job bias by requiring proof that discriminatory seniority systems were set up with intent. The justices based their stance on a provision in the 1964 Civil Rights Act, which restricts challenges of "bona fide seniority systems." In a dissenting opinion, Justice Thurgood Marshall wrote that the Court's new stance "frustrates the clearly expressed will of Congress and effectively freeze(s) an entire generation of Negro employees into discriminatory patterns that existed before the act."

Civil rights activists found the other decision, involving two Richmond, Virginia tobacco-processing plants, particularly distressing, because the workers involved were unquestionably kept out of top paying jobs because of their race.

The workers first proved their claims of discrimination in a case filed with the Equal Employment Commission. They continued winning at every level in a protracted series of court appeals which followed. In 1980, an appeals court outlawed the progression system—an agreement reached by the company and the union in 1968 which set up separate lines of progress for Black and white workers—because it perpetuated the effects of past discrimination.

The Supreme Court ordered a rehearing of the case, declaring that challengers must prove discriminatory intent. NAACP Legal Defense Fund



lawyers believe they will win on appeal because the offense was so blatant. The Supreme Court's decisions do not directly address the most explosive seniority vs. civil rights question: "What can be done when layoffs threaten affirmative action gains?" —Steve Askin

Writing an Adaptable Resume

A well-written resume can be an important asset in your job hunt. This article contains guides to help you in its preparation and use. We recommend your spending only enough time in preparation of these materials to insure effective products, and not an inordinate amount, since a resume is only one part of a job hunting campaign.

Step One: Jot Down Facts That Relate to Your Employment Goals

Without concern for style or format, jot down pertinent facts about your present and past. Focus on relevant accomplishments and successes. Don't overlook volunteer experiences and extracurricular activities.

TIP: Try putting yourself in the position of those who will be reading your resume and provide information about your skills and strengths you feel they need to know.

Step Two: Condense, Clarify, and Decide on a Format

a) From your raw data, abstract the details for your resume. Remember it is not to be a complete history, but a specialized capsule of significant facts which qualify you for the job. Use strong action words. Eliminate unimportant and irrelevant material; keep it clear and concise.

b) Before deciding on the final style and format of your resume, you may wish to refer to the Resume Notebooks in the reference section of the Career Library at Career Planning and Placement. There you will find an assortment of resumes and cover letters. As you look through them you will notice that this kind of information can be printed in diverse ways, with no one particular style.

Step Three: Finalize Your Resume

a) If you wish to have your draft (and that of your cover letter) critiqued, you may see a career advisor. Details on "open hours" or "individual appointments" for each advising program are available at the Career Planning & Placement reception desk.

b) Before having it duplicated, ask a friend to double check for typographical, spelling and grammatical errors. Errors in detail may suggest to the prospective

employer that your work is careless. TIP: Plan to attend workshops sponsored by Career Planning & Placement for tips on using your resume and other job-hunting skills.



THE PEOPLE'S VOICE NEEDS WRITERS!

If you are interested in gaining the experience and knowledge of newspaper operations; Please come to The People's Voice Meetings every Thursday at 6:00 pm in The People's Voice office, Rm. 214 Student Center, Bldg. A



Employment Outlook '83

Six years ago, when 21-year-old Anthony Patterson was about to step into the job market armed with an industrial engineering degree from Northwestern University, he thought he had everything he needed to make it in the business world. "The degree was a ticket to the good life," says Patterson, "but, more than that, it was a ticket to be able to compete with white people in the United States." But four days after Labor Day 1982 Patterson was out of a job. The Michigan company for which he had been working for two and a half years was absorbed into a larger firm and Patterson was released as "excess personnel."

The prospects for a worker whose specialized training is predicated on industrial expansion have recently grown quite dim. "I've gotten a nibble here and there," Patterson says. "But with the economy so depressed, a lot of companies are either not hiring or else they're looking for people in their own cities."

Patterson's dilemma could have prompted bitterness and despair. After all, success and the college degrees are supposed to go hand in hand. That is the American Way. But Patterson hasn't let being out of work faze him. If you have the right stuff, he says, you "get tough and buckle down."

Patterson is going back to school again—this time for an MBA. With such a prestigious business degree and his technical skills, he figures he'll have solid entree into the corporate world. And then? He answers that readily. "Five or ten years down the line. I'll set up my own business."

A lot of other workers in the American job market are finding that suddenly they have to buckle down and look for some kind of competitive edge. In the 80s the rules of the job-hunting game are changing almost daily and the unemployed must stay on top of things to win. "It's a buyer's market out there," says Richard Clarke, who runs his own recruitment firm in New York. "The employer is in the catbird seat."

Good jobs—ask anyone who has hit the pavement recently with the newspaper want ads in his hand—are hard to come by. You might as well forget the comfortable old career ladders—such as the well-traveled route from liberal arts degree to MBA to the Fortune 500 company. Gone are the days when a graduate degree assured you of a lucrative managerial or professional job.

"Companies can be very picky about who they hire now," says Suzanne Elsoffer, president of Data Base Innovations, in Ossining, N.Y., a firm that provides companies-in-need with a computerized bank of resumes of engineers and technicians. "A much larger percentage of the employment market is available to them now. Their hiring standards are way up."

Consider for a moment what the prospective employer has to choose from nowadays. One out of every four workers aged 25 to 64 is a college graduate now, as compared to one out of seven only ten years ago. Today, when you tell a personnel director that you're a college graduate, you're likely to get only an indifferent shrug.

It is no wonder, then, that everyone from the plant manager to the educator to the job applicant is thinking in terms of retraining. "The technology is changing every day," says Sylvia Weatherford, chairperson of the Western Region Black Engineers and Scientists, "and entirely new occupations are being created overnight." She cites the electronics and aerospace industries as

particularly good examples where technologies have surged forward dramatically in recent years. At the same time, she says, old skills are becoming obsolete. Key punch operators, postal clerks, telephone operators are some of the workers who are being phased out by automation and the new technology.

Retraining is in full swing in our society. The federal government recently committed funds to retrain about a million workers a year. Private technical schools all over the country are flourishing, as an estimated 2 million students seek to learn new, marketable employment skills.

Personnel managers say that they are having an increasing number of applicants who have shifted career directions in mid-stream. "We're finding a lot of people who started college in the liberal arts area and then redirected themselves towards more technological areas," says John Riddick, equal opportunity manager at IBM's Thomas J. Watson Research Center in Yorktown, N.Y. "We recently hired a young lady as a computer operator. She had a psychology degree from a very prestigious school—Brandeis University—and she had been looking for a job in her field, but had no luck. So she ended up in a community-based training center. That's where I found her."

While jobs have been shifting from blue collar to white collar, the United States has been wallowing in the depths of a mammoth recession. Just in the last year the nation lost 2.3 million jobs. We have an oil industry that is suffering from glut, and an automobile industry that is in a deep freeze.

Today, even people with impeccable qualifications are out of work. "When there's a recession, it's a lack of jobs, not a lack of skills," says Samuel Ehrenhalt, Mid-Atlantic regional commissioner for the U.S. Bureau of Labor Statistics. "There are a lot of people with good skills who are out there pounding the pavement."

The College Placement Council's annual survey of employer recruitment prospects for the 1983 graduating class shows a generally depressed job market. Employers expect to hire substantially fewer business and social science graduates this year, and, most surprising of all, fewer engineering graduates. Only science and mathematics graduates will show a modest gain. "A lot of employers are still looking cautiously at the economic situation," says Linda Pengilly, spokeswoman for the Council. "The engineering estimates follow on the heels of a couple of very high recruiting years."

In New York, Clarke says, "It's the first time in my memory that companies have cancelled their college

visits on a large scale. Of course, there's no reason for them to go down to the campus if they have no jobs to offer." In short, the experts say, this is a lousy time to be looking for a job unless you have some solid skills that are in immediate demand.

John Mack, president of the Los Angeles Urban League. It's the same all over the country. Here, again, the Bureau of Labor Statistics projects a shortage of more than half a million computer operators and other technicians during the next ten years. There are other fields that have seemed to be recession-proof. The Reagan Administration's commitment to vastly increased defense budget has been a boon for engineers. "In Los Angeles and the Southern California area in general, the greatest opportunities have been in the aerospace industry," says Mack. "The defense industry is one area that hasn't suffered."

The medical professions are bullish, despite the economy. The number of hospital workers has grown by 100,000 in the past year alone. Therefore, it is no surprise that three of the fifteen fastest-growing professions requiring a degree—physical therapy, dietitian and veterinarian—are in the medical field.

Between 1972 and 1980, the number of bank officials and financial managers increased by 215,000 jobs. But the outlook may not be as promising in the next few years. Ehrenhalt says that prospects for self-employed managers are fading as the businessworld becomes increasingly centralized. Whereas, he says, "The demand for salaried managers, on the other hand, will continue to grow strongly as larger firms become increasingly dependent on trained management specialists, particularly in highly technical areas of operation." The key word, of course, is "technical," the businessmen say. As a corollary to this, the National Black MBA Association recently heard an expert advise that would-be MBAs should specialize in technological fields during their undergraduate years. Black graduate business students, says one expert, must face a business world in which personnel managers are going to be "much more exclusive in their choices."

One of the strongest job areas in recent years has been the clerical field. Clerical jobs increased by 30 percent (4.5 million) between 1972 and 1980. And between now and 1990, the field is expected to expand by at least 3.6 million more jobs (19 percent). But most of the new jobs and an increasing number of the old ones will require new skills. Says Ehrenhalt: "The clerical field is rapidly changing as new types of information systems are introduced into the work place, many of which will require retraining and new technical skills."

After the recession ends, there is a question as to whether there will be jobs for everyone. There will be jobs, experts say. But competition is going to be particularly strong for the better ones. Look for a "promotion crunch" as the country moves into the late 1980s. The children of the post-World War II "baby boom"—an especially well-educated generation of workers—will be moving into middle-age. "That's the prime age to be making it," says Ehrenhalt. "There will be the question of job satisfaction. The economy isn't expanding fast enough to provide all of them with the kinds of jobs they're heading into."

Job-hunting specialists offer a number of suggestions for frustrated present-day job-seekers. All of them emphasize flexibility and aggressiveness. "Job hunting is going to have to be pretty much of a creative process," says Clarke. "Every single available resource will have to be used: college fraternity or sorority, professional organization, friends, continued on page 18

FASTEST GROWING OCCUPATIONS THAT GENERALLY REQUIRE POSTSECONDARY EDUCATION AND TRAINING (BUT LESS THAN A BACHELOR'S DEGREE)

| OCCUPATION | Employment, 1980 (in thousands) | Projected Increase in Employment, 1980-90 % |
|---|---------------------------------|---|
| Paralegal Personnel | 32 | 109 |
| Data Processing Machine Mechanics | 83 | 93 |
| Computer Operators | 185 | 72 |
| Office Machine and Cash Register Servicers | 55 | 60 |
| Tax Preparers | 31 | 49 |
| Employment Interviewers | 58 | 47 |
| Peripheral EDP Equipment Operators | 49 | 44 |
| Travel Agents and Accommodations Appraisers | 52 | 43 |
| Claims Agents | 40 | 43 |
| Brick Masons | 146 | 40 |
| Nurses, Professional | 1,104 | 40 |
| Surgical Technicians | 32 | 39 |
| Dental Hygienists | 63 | 39 |
| Health Records Technologists | 32 | 38 |
| Concrete and Terrazzo Finishers | 113 | 37 |

The reasons for what's happening in the American economy to put the job market into such a topsy-turvy state are dynamic and deep. For one thing, economists say, a cataclysmic restructuring process has been going on for several decades. The national work place is shifting from one that is predominantly blue collar (i.e., manufacturing) to one that is largely white collar (service). It's a wholesale shift. Last year, three out of every four nonfarm workers were in service-oriented jobs. And, as technological advances are made, they require increasingly complex skills.

"Take the computer for example," says Joe L. Giles, an executive placement specialist in Detroit, who finds that in his battered section of the country technical skills are becoming more and more a principal requirement in the job market. "It has changed every industry that I know of. Banking, housing, you name it—the computer has completely changed them. The emphasis on the technical side won't change now."

Personnel officers are scouring the country's labor pool for people with "high-tech" skills. "The whole computer field is thriving here," says

Education

Can You Afford to Attend UCSD?

Financial Aid Applications Due!

You really can afford to go to college. Thanks to help from a wide variety of sources, no truly qualified student will be denied an education at UC San Diego because of lack of funds. The Student Financial Services Office brings together UC San Diego students and all available financial assistance. In order to receive aid, you must complete the application materials, be financially eligible according to state and federal criteria, and you must be enrolled at UC San Diego.

Instructions for Completing Financial Aid Forms:

1. Complete the "Financial Aid Information and Scholarship Application Request" which is one of the items on the "UC Undergraduate Application." The packet is available at high school and community college counselors' offices and at all UC campus admissions offices. When we receive the notification that you wish to apply for aid, we will mail you an acknowledgment letter, with additional forms.

2. Complete the California "Student Aid Application" (SAAC). This form is available at high school and community college counselors' offices. If you are unable to obtain the form at your school, contact the UC San Diego EOP office, or the Student Financial Services Office (452-4686). Follow the instructions on the form carefully and be sure to enter "UC San Diego" and code number "4836" in the section for institutions to receive the Student Aid Application. Also, you should indicate in this space the UC San Diego college (i.e., Revelle, Muir, Third, or Warren) to which you are applying.

Eligibility for Aid

The basic philosophy governing the awarding of financial aid is that you and/or your parents will first contribute as much as is reasonable toward the costs of attending UC San Diego. The amount expected from you and your parents must be the same as the amount expected from other students and their parents in the same financial circumstances.

Budgets

Budgets are established by the director of the Student Financial Services Office and are based on the reality that students have different total costs of attending UC San Diego even though their fees are the same. The major budget-related factors are where you reside, whether you are a California resident for fee purposes, and the number of other persons dependent upon you for financial support.

Medical Career

Although UC San Diego does not offer a premed major, those students who are interested in preparing for a medical career can do so here as biology, chemistry, psychology, or biochemistry majors. These majors are offered by each of the four undergraduate colleges (Third, Revelle, Muir, and Warren).

Basic Courses You Must Take in High School

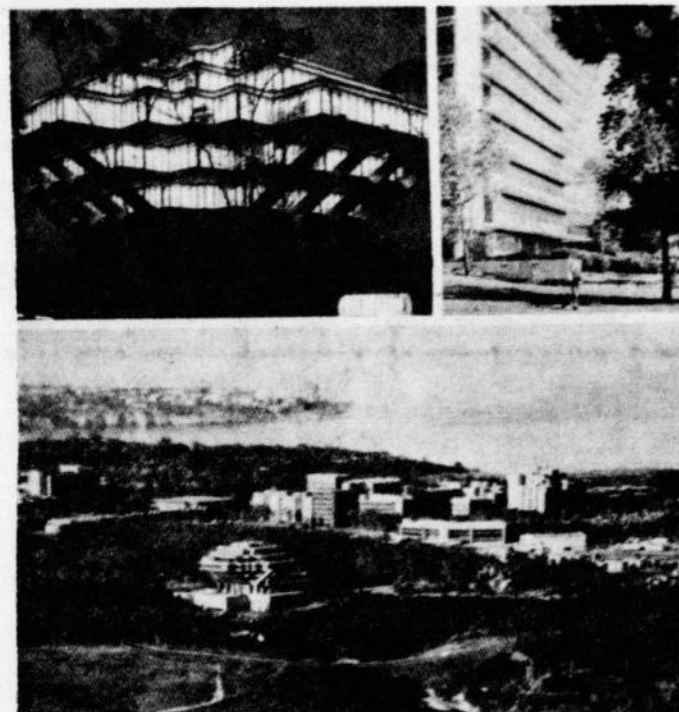
1. **Mathematics**—Algebra and Geometry
2. **Sciences**—Biology, Chemistry, and Physics

Take a laboratory in conjunction with your science classes. The experiments and projects in the laboratories will give you a better understanding of classroom discussions.

- a. Have a positive attitude; it will make a difference in your approach and subsequent success.

- b. Apply yourself; it is never too early to learn a little self-discipline.

- c. Do not avoid these courses; they may be a challenge, but others have mastered them and so can you. The



material is all very logical and can be learned.

Your high school years are the time to develop basic learning skills, study skills, and study habits. The development of these skills is of vital importance to your success in the health professions, or in any other career.

During your secondary education (high school years) is the time to develop basic learning skills, study skills, and study habits. The development of these skills is of vital importance to your success in the health professions, as well as in any other career.

Undergraduate Requirement (University) Minimum undergraduate preparation suggested by most medical schools includes the following:

Required Courses

| | |
|--------------------|--------|
| Biology | 1 year |
| (excluding botany) | |
| Chemistry | 1 year |
| Organic Chemistry | 1 year |
| Physics | 1 year |
| Mathematics | 1 year |

(may include calculus, statistics or computer science)

Suggested Courses

| | |
|--|--|
| Behavioral sciences | |
| Biology of cells and developmental biology | |
| Genetics, English, conversational Spanish | |
| Physical chemistry or biochemistry | |

Law Career

As an entering student interested in law you should find UC San Diego a mix of stimulating academics and strong support services. Your studies will help you develop many of the fundamental skills sought by law schools and enable you to focus on fields of interest which might have future application. You will also be part of a large community of similarly committed students and have the support of University advising and resource services.

Most law schools place a strong emphasis on the quality of academic work. However, there is no one "prelaw major;" law schools accept students from diverse educational backgrounds, and most UC San Diego majors offer a superb education for students wishing to pursue a legal education. You should choose a curriculum which stirs your natural interests, is long in intellectual substance, and where your academic performance is high. The following guidelines might be helpful as you choose your studies over the next four years.

Placement. Legal internships, which allow a greater personal involvement in legal professions, are provided by the campus's Academic Internship Program.

Academic Advising Can Help to Solve Problems

Academic Advising is a process of providing academic and curricular information, recommending course selection, and discussing all aspects of academic problems and progress. Academic advisors also can help with problems concerning career choices and decisions.

What Can Academic Advising Do For You?

The functions of the advising offices on campus are many:

1. Provide accurate and current course and program information.

2. Coordinate the new student registration and orientation program.

3. Assist with advising for continuing students.

4. Provide information and assistance with respect to completing the General Education and Graduation Requirements.

5. Assist students who have not yet declared a major.

6. Provide academic counseling with regard to program changes, career shifts, new academic opportunities, and special programs.

7. Provide assistance for students with general problems, including referral to other offices when appropriate.

8. Provide a direct communication link with departmental offices, Admissions/Registrar/Evaluations, and other administrative offices regarding academic problems and policies.

9. Provide assistance to:
 - students who plan to discontinue their education for a short period of time;
 - academically disqualified and probationary students;
 - students who wish to transfer to another college or UC campus.

10. Develop, organize, and implement special programs which are designed to meet the needs of UCSD students.

General Skills. You should develop demonstrable writing competence, taking courses in which your work is vigorously edited. Sharpen the analytical skills and acquire the intellectual discipline and experience derived from intensive work in a selected field of study. Finally, acquire breadth in the humanities, natural sciences, and social sciences along with a basic understanding of the business world.

Law-related courses. Before you commit yourself to pursuing a legal career, you might benefit from taking a few courses which deal with the field of law; many such courses are offered by departments in the humanities and social sciences.

Work experience. In addition to academics, many law schools include community involvements or other related working experience in the admissions equation.

Prelaw at UC San Diego includes a wide range of support services which provide data to keep you up-to-date on law schools in legal trends, and help as you clarify your goals (and even change them) and plan strategies. A large student organization, the Prelaw Education Association (PLEA), actively presents programs and facilitates access to information. Prelaw advising and resource services are offered through Career Planning &

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Education

Preparing for University Work

A carefully planned program of high school courses provides you with the best preparation for University work. It can give you a definite edge in your undergraduate studies and the opportunity to do advanced preparation for your chosen field of study. Most important, if you master certain basic subjects and skills in high school, you substantially increase your chance of success at the University.

As a prospective University student, you should give priority to completing the high school courses required for admission. In addition, you should give careful thought to the general field of study, if not the specific major, that you want to pursue at the University. If you can make this decision in advance, you can then plan to take additional high school courses related to your field. Your school counselor or one of your teachers can help you select the courses you should take.

You should understand that the a-f requirements for admission are *minimum* entrance standards. Completing the required high school courses with satisfactory grades will not automatically prepare you for freshman work in every subject, much less in your major or program of study. Many entering students discover to their dismay that they are not adequately prepared for basic courses, such as English composition and calculus, which they are expected to take in their freshman year. Also, many undergraduate majors, particularly those in sciences and mathematics, require more high school preparation than that necessary for admission. This lack of preparation can cause problems for students who do not choose a major until after they enter the University, or for those who prepare for one major but later decide to change to another.

For these reasons, you should take courses that will prepare you beyond minimum levels of competence in reading, writing and mathematics. A student who is well-prepared for University work will have taken four years of English in high school, three to four years of mathematics, two to three years of foreign language, two or three years of laboratory science, one year of history, and one or more years of art or humanities.

Good study habits and skills are essential for success at the University. These are developed in the more advanced courses in high school. University courses assume that students know how to read a textbook effectively, how to take notes, and how to plan a proper study schedule. Background material is expected to be thoroughly mastered.

To prepare for the demands of University work, you should take a full load of challenging, advanced courses in your senior year in high school. Since grades earned in academic courses beyond those required for admission are not used in determining your high school grade-point average, your chances for success at the University can be improved without jeopardizing your eligibility for admission.

READING Many students are not prepared for either the kinds or amounts of reading demanded of freshmen at the University. You should become proficient in reading and understanding technical materials and scholarly works. You should learn

to read analytically and critically, actively questioning yourself about the author's intentions, viewpoint, arguments, and conclusions. You should also become familiar, and comfortable, with the conventions of standard written English, and with various writing strategies and techniques. Your reading experience should include original works in their entirety, not just textbooks and anthologies, and should encompass a wide variety of forms and topics.

WRITING Effective critical thinking and proficiency with the written language are closely related, and both are skills which every University student must master. By University standards, a student who is proficient in English composition is able to (a)

fields such as medicine, dentistry, optometry and pharmacy. Moreover, many majors in the social sciences require statistics or calculus, and sometimes both.

If you select a major that includes statistics or calculus, you should expect to take that course during your freshman year at the University. You should prepare yourself for such courses while you are still in high school. In addition to the two years of mathematics required for admission, you should take a second year of algebra and a year if precalculus mathematics. These courses should include (a) basic operations with numerical and algebraic functions; (b) operations with exponents and radicals; (c) linear equations and

accepted in lieu of the regular high school diploma.

You must complete certain high school subjects with at least a grade of C in each semester of each course. (Counselors often refer to these subjects as "A through F.") If you are a graduate of a California high school, these courses must also appear on the certified course list placed on file with the University by your high school principal. With one exception, any of the "A through F" requirements may be used to satisfy admission requirements even if taken prior to tenth grade, as long as your high school gives you credit for them. The exception includes the "D" requirement courses in laboratory science, which must be taken after completion of the ninth grade. Courses taken in high school summer programs are considered as if they were taken during the following school year. For example, a summer school course taken after completion of the ninth grade is considered a tenth-grade course.

UCSD Fees Increase

California's Governor George Deukmejian has announced a 2% cut in the state's educational budget. This means that the higher educational institutions UC & Cal State will have to bear \$42 million of the total \$72 million being cut from the budgets.

This 2% cut applies to *this fiscal year*, of which there are only 5½ months left. In other words, most of this year's educational funds have already been spent and there is little left to cut out. Drastic measures will probably have to be imposed in order to balance the budget and comply with the proposed cuts. According to the Chancellor, a 2% cut really translates into a cost close to 5% so late in the fiscal year.

Students at UCSD will see a \$100 increase in their reg fees as of Spring Quarter 1983 as the Regents attempt to bring about the cut. In addition, some valued employees, faculty and programs may have to be sacrificed. Financial aid recipients and other students already on tight budgets will be hard hit. Students on financial aid should be very careful to meet all deadlines.

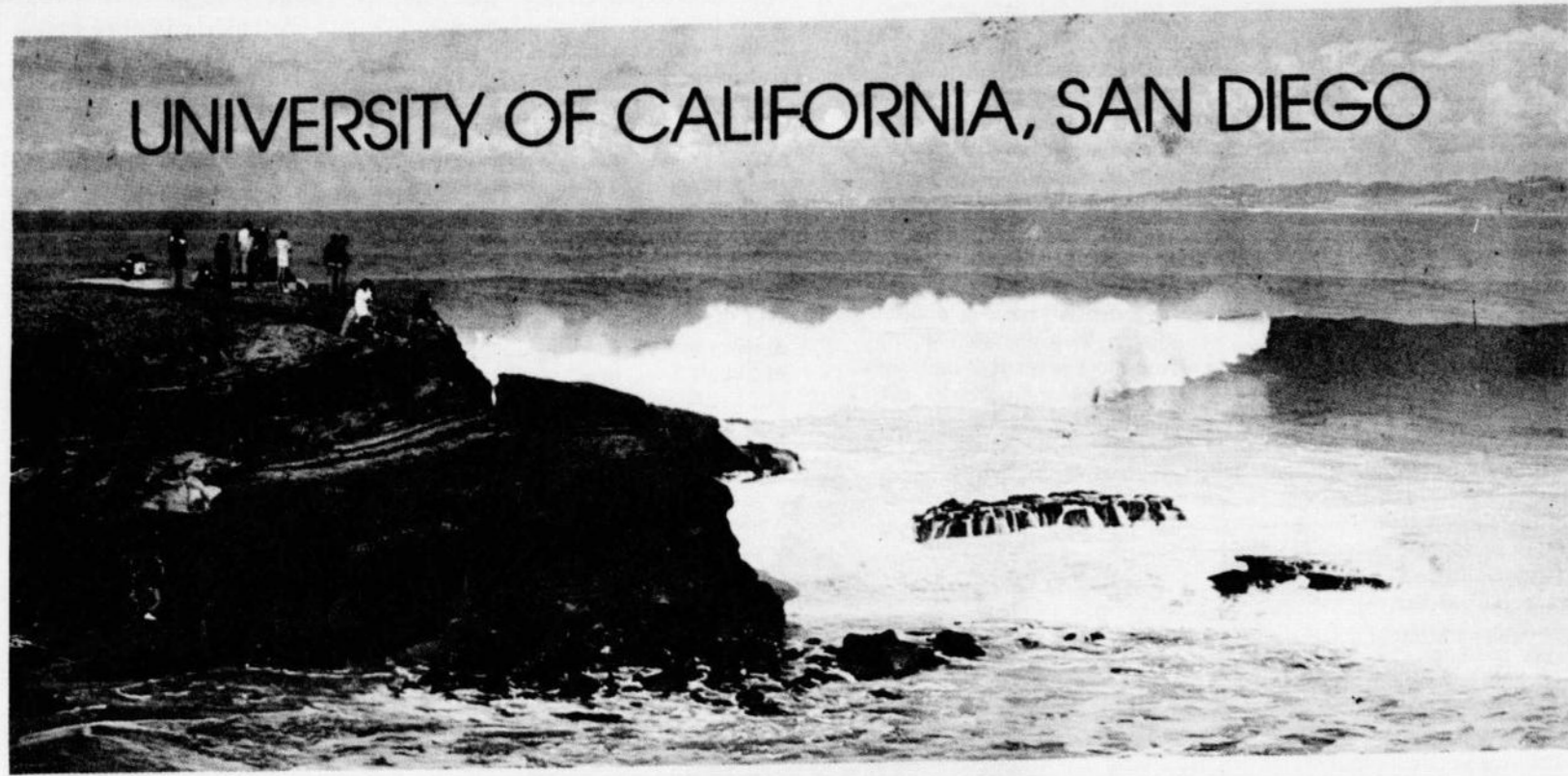
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Retention



Retention on this campus has been a topic of much heated discussion, especially among people of color. Defined simply, retention is the ability to retain, and in the university's case it is the ability to retain people of color. The reason could be that the university doesn't meet the needs of the students, such as not offering the particular major. But, more often than not the problem is that people don't do well and thus drop out.

The following article will include some facts as to why people of color leave UCSD and make suggestions as to what we as "Brothers and Sisters" can do to help one another to make it through. Most of the suggestions come from Eric Gravenburg, Assistant Dean, Academic Office of the Chancellor, who addressed the topic of "retention" at an Affirmative Action Retention Committee (AARC) forum in mid-January.

We all entered this university with the idea of attaining higher education which will hopefully assure us a place in the job market. In order to reach this goal we must take it seriously, by studying hard. Upon entering college right after high school we must be aware of the diversions of "Home Coming games and Proms" and realize that the celebrating has to end, for awhile. We must change our study habits to meet the demands of the curriculum.

Some of the problems I've detected this year in people of color, especially Blacks and freshman are as follows: First, I see us unsure of why we're really here. Many freshman are undeclared and seem to lack interest. Another problem, is this urge to want to "party" all the time. I spoke to one brother on the subject and his remarks was, "yeh, there ain't nothing to do 'round here, so I'm gonna leave and maybe go to San Diego State." Remarks such as this are commonly heard and indicate to me as to where we set our priorities. Further problems include not seeking for help, even when its right in our laps, or simply being too "proud" to ask when it is needed. All these contribute to retention, as well as attrition.

Here are a few facts and solutions from Eric Gravenburg, which are compiled in an interview format.

"Higher education scares people to death; and its not for everyone. But, once you are in here you feel a whole lot better your second year than your

first year. That second year you should know some people, what to do and what not to do. Then you get real sophisticated as to finding out about teachers; good teachers and bad."

"What happens is you keep all that information to yourself, instead of sharing it with other individuals." Like freshman.

One important thing Mr. Gravenburg stressed was the need to seek help and use support systems: "Being able to seek help is important, but a lot of times people don't know where to go for help. Most support systems are such that you have to come in and get help."

A lot of us are afraid to go talk to the professor, but you must, so they can find out what your needs are."

"Let faculty be accountable; they are paid to help you; let them know your needs."

We must support and help our own "Brothers and Sisters" as well as get help from the institution. Gravenburg says: "You have to depend on other folks sometimes who have expertise. Studies show, people that end up doing well are those who study together."

Strategy and organization were the key points Mr. Gravenburg stressed that will help us here. We must find ways to help ourselves, then we can organize to help others.

The point I'd like to make is that once we're here, where are our priorities? Why leave this institution and go to another if all you want to do is "PARTY?" The problems we encounter here in education, I believe will haunt us wherever we go. We must go to OASIS, talk to T.A.'s, join group study sessions, so to sections, and most importantly see the professor. The load only gets heavier if you don't do anything to lighten it. And with the added pressures of the institution it is impossible to make it through alone. It would seem like we should try to get our money's worth, as much as fees are increasing. By doing what we have suggested, I guarantee you the celebrating will begin in June on the graduation steps...

—Kim-Maria Jackson

Bible Teachings

Sunday - Prosperity: A countless multitude of persons will be praying this month and joining in the consciousness of prosperity and abundance. Jesus said "where two or three are gathered in my name, there am I in the midst of them. Accept the invitation of the Christ to do more, to be more, and to give more. As you do so, you shall demonstrate prosperity and abundance."

Monday - Peace of Mind: I have peace of mind no matter what the challenge, large or small as I look to God in faith. I have peace of mind about my family, my friends, about people halfway around the world as I trust God to bless and help each and every one of them.

I have peace of mind as I pray for light and understanding for myself and for others. I have peace of mind as I know that God's love, God's light, God's peace are driving forces within me and with all God's children. I have peace of mind as I let God's wisdom guide me, as I let God's love guide my words and actions.

Tuesday - Needed: To know that someone cares can make a great difference to one who is having to cope with difficult circumstances. Today we can make ourselves important to someone by caring—caring enough to offer words of encouragement, caring enough to include someone in our prayers.

The need for love and understanding is felt by all persons. Today we can make ourselves necessary to someone by expressing love, through understanding, by giving spiritual support.

Wednesday - Love: Jesus said, "you shall love God with all your heart and with all your soul, with all your mind...and...You shall love love your neighbor as yourself."

Love is a transforming, uplifting power. Love works to bring forth good. Love heals and harmonizes. Love comforts and strengthens. Love brings fulfillment and satisfaction. Love opens doors and hate closes doors. Love is the answer; Love is the way. We are inspired by Christ's love, and love is born anew in the world.

Thursday - Appreciate: Think about the people you appreciate, those closest to you, your family, your friends. Think of the many people who serve you and care for your needs.

Everyone has something and someone to appreciate. May be you appreciate the mail man who brings your letters, the television people who bring you news and enjoyment. Whoever you are, you can be appreciative today and everyday. You can share your love and, pour out a blessing on the world.

Friday - Harmony: Friction and misunderstanding cannot remain when we are in harmony within ourselves. This is not to say that there will be no differences of opinions and attitudes. But when we are in harmony with ourselves, we do not allow difference to upset us.

No person can upset us or make us depressed or unhappy when we are in harmony with ourselves. We are able to be serene, loving, patient, understanding, and in so doing we bring blessing to our human relationships. We help foster a spirit of tolerance and loving kindness.

Saturday - Sight: How many precious gifts we often take for granted!! It is good now and then to single out one of our taken-for-granted gifts and express appreciation for it.

Whether it be seeing with our eyes or our hearts the gift of sight is a tremendous blessing bestowed upon us by our loving father.

Health Sciences

HYPERTENSION

The term "hypertension" leads some people to believe that it is a nervous condition. It isn't.

It is often called the "silent killer." This insidious disease strikes its unsuspecting victims with lightning speed. Its potentially lethal blow can result in heart attack, stroke or kidney failure.

This mysterious disease is hypertension. It is, quite simply, abnormally high blood pressure. Generally a blood pressure reading that is higher than 140 over 90 is considered worrisome. The first number measures the force of the blood in the arteries as the heart contracts. The second number represents the pressure when the heart is at rest between beats.

Hypertension is painless, often symptomless, and if undetected and untreated it can cause extensive damage to the complex circulatory system that delivers blood and oxygen to the body tissues and major organs.

Although many medical experts would be hard put to explain exactly what causes most hypertension, Dr. Charles L. Curry, chief of cardiovascular medicine at Howard University Hospital, says that there are several risk factors which contribute to the disease. These include a family tendency towards obesity, hormonal imbalance, stress, high alcohol consumption (more than three drinks a day), and smoking (nicotine constricts the blood vessels).

Blacks and hypertension
Studies indicate that about 60 million Americans have high blood pressure. The majority of these people are over 40 years old. While doctors do not agree on whether men or women are more prone to the disease, all researchers seem to agree that Blacks have twice as much chance as whites of developing high blood pressure.

Dr. Curry believes that mental stress plays an important role in hypertension and that Blacks, especially the men and women who are in highly competitive jobs, may be under more pressure than their white counterparts under the same conditions.

Dr. Antonie W. Voors, who is studying hypertension in children in rural Bogalusa Parish, Louisiana, has found that some Black children have slightly above average blood pressure as compared with white youngsters of the same age. Voors hypothesized that because the ancestors of Black Americans lived in a hot climate—where they perspired constantly and ate low salt diets—their kidneys had to preserve fluids and sodium (an element of salt) to prevent dehydration. But now Blacks live in a cooler climate, and the extra sodium our kidneys hoard tends to increase the susceptibility to high blood pressure.

The salt connection
There is a strong relationship between sodium (which of course is the principal component in salt) and high blood pressure. Excess salt causes the body to retain water. When this happens, the blood vessels can swell and bulge with the increased fluid.

If you are among those who ask for the salt shaker even before you taste your food, you could be heading for trouble. According to the Center for Science in the Public Interest, based in Washington, D.C., the average

American consumes between 4000 and 10,000 milligrams of sodium a day, but needs only 1000 to 3000.

Kicking the habit

Salt is sneaky stuff; it's everywhere. Throwing away your salt shaker is just the beginning. Most canned and processed foods are loaded with salt, so learning to read labels is a must. An abundance of salt can be found in more prepared foods: soups, TV dinners cereals, sandwich meats, salad dressings, some cheeses (Swiss cheese has only 150 mg. of sodium per 2 oz. serving, whereas a 2 oz. serving of American cheese has 810 mg.), puddings (half a cup of instant chocolate pudding has 460 mg. of sodium). Also, some over-the-counter drugs, such as antacids, can be loaded with sodium.

Salt is really an acquired taste—we aren't born with it. If you are truly addicted, tossing salt out of your diet may seem boring. But after just a few weeks of a low-sodium, or near salt-



Dr. B. Walker



Dr. Bailus Walker Jr. knows he can't save the world. But, at least, he's trying to save Michigan from its health problems and ease the effects of financial cut-backs on his department.

During his year as director of the Michigan Department of Public Health, the hard-winning environmental health specialist has become a spokesman for preventive health care, especially in the Black community. Through a column in the Michigan Chronicle, and by working with community groups and local health administrators, the 50-year-old director has tried to give priority to often neglected health needs.

"You can't be concerned about health when you're wondering where your next meal is coming from," he says.

Since his appointment, Walker, the first Black and first non-MD in the \$64,000 post, has attempted to expand the role of Blacks within his own department. He created committees to oversee and review affirmative action, and established an apprenticeship program to enhance upward mobility among minorities and women.

Despite a budget shrinkage, Walker says the department's preventive health measures and enforcement abilities will remain intact.

Before coming to Michigan, Walker, who has a doctorate in environmental health, administered health programs in several cities and was director of health standards development for the US Occupational Safety and Health Administration.

—Michael Tucker



Photo of Desire'e DaCosta

free, diet you will begin to taste the real flavor of foods, perhaps for the first time.

When you cook, try substituting fresh herbs and spices, such as garlic, onion, rosemary, cumin, ginger, pepper, and basil, in place of salt. Vinegars, as well as lemon and lime, are especially good seasonings for vegetables and salads. There are a number of good low-salt cookbooks on the market that can give you new ideas. Some people use commercial salt substitutes. If you are looking for something to nibble on that's low on salt, try dipping raw carrots in vinegar instead of breaking open a bag of salty potato chips or have some salt-free tortilla chips with a spicy dip, or treat yourself to a handful of unsalted nuts with raising.

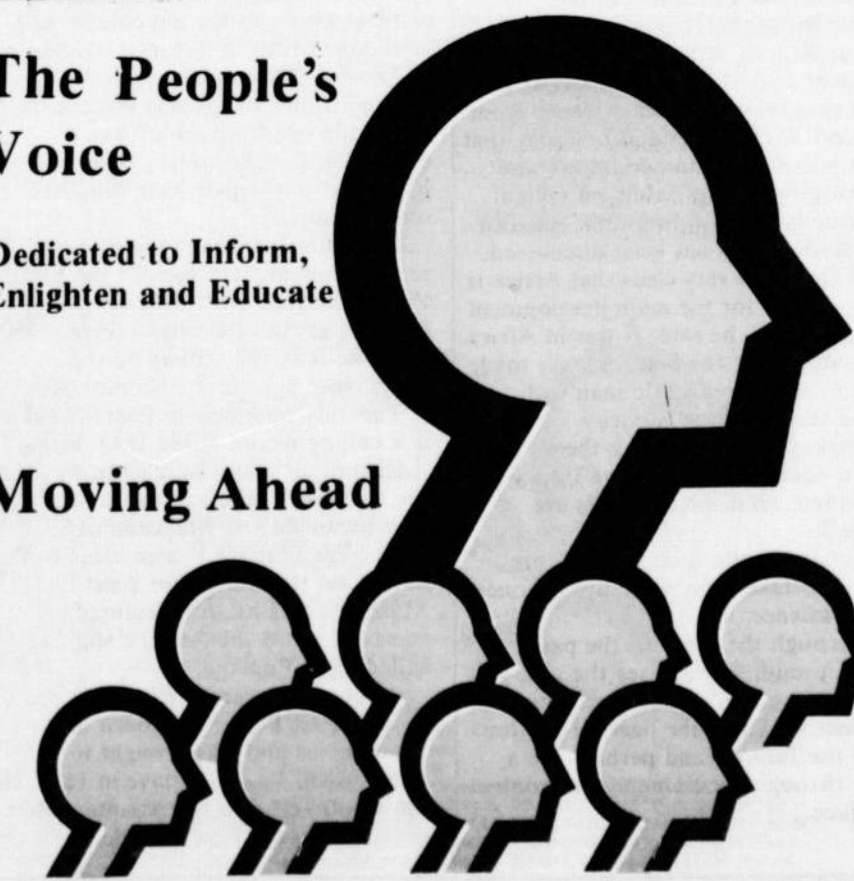
And most important of all, have your blood pressure checked at least once a year—frequently if you suspect that you are at risk of developing hypertension. Once you're reassured of your good health, the peaceful thump-thump of your heart will be your reward.

—Sandra R. Gregg

The People's Voice

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Moving Ahead



Recognition of Black History

Famous Scientist Claims Africa as Main Development of Mankind

Submitted by Marcia Strong

"I think it's very clear that Africa is the crucible for the main development of mankind."

The knowledge of human origins was the theme of a series of three public lectures given recently by a world famous paleontologist at the U.C., Davis campus.

During a 10-day visit, Dr. Richard E. Leakey, director of the National Museums of Kenya, delivered the lecture series.

Leakey has been directing research of human origins from fossils in northern Kenya for more than a decade. He and his coworkers in Kenya have discovered, prepared and interpreted the best preserved fossil record of humans existing between two and one million years ago, according to experts in the field of anthropology.

Leakey recently announced the discovery of an eight million-year-old fossilized jawbone that, he says, could be a key link in the record of human evolution.

Leakey told reporters prior to his lecture series that, while there is no absolute proof in any science, there is a "long and substantial fossil record of change through time."

He said that the fossil record from Africa goes much further back in history than the record from Asia, Europe and other regions.

He noted, for example, that primitive hand axes have been found on several continents, but only in Africa have even more primitive and ancient tools and weapons been discovered.

The search for man's origins, he indicated, has been aided in Africa by a combination of geologic and climatic factors which have preserved remains near the shores of the continent's inland lakes.

Turning his attention to man's cultural evolution, Leakey stressed that artwork and other evidence from around 30,000 years ago indicates that man was turning to agriculture and developing similar habits on several continents, although no link between the civilizations has been discovered.

"I think it's very clear that Africa is the crucible for the main development of mankind," he said. It was in Africa, he stated, that the first find was made of a kind of prehistoric man with some technological capacity.

Leakey added: "I think there's a lot more coming out of Kenya than we expected... but the easy sites are done."

Future fossil finds, he said, are going to take a lot more time, money and patience.

Through the study of the past, Leakey said, "we can see the origin of some of our problems," he continued. "When we know the past we can look into the future—and perhaps see a way through the tremendous problems we face."

KING OF RAGTIME

SCOTT JOPLIN

1868 - 1917

BORN IN TEXARKANA, TEXAS ON NOV. 24, HIS FATHER A FORMER SLAVE AND A FREE BORN MOTHER, BOTH OF HIS PARENTS WERE MUSICALLY INCLINED. SCOTT WAS ONE OF SIX CHILDREN. HIS INTEREST WENT TO THE PIANO. HE LEFT HOME AT AN EARLY AGE AND WENT TO ST. LOUIS. HE PLAYED RAGTIME PIANO WHICH WAS BIG AT THAT TIME AND TOURED THE VAUDEVILLE CIRCUIT. HIS COMPOSITION "MAPLE LEAF RAG" (1897) REPORTEDLY SOLD OVER A MILLION COPIES OF SHEET MUSIC. AFTER THIS SUCCESS, HE TAUGHT AND COMPOSED SUCH MUSIC AS "GUEST OF HONOR," "RAGTIME OPERA," "THE ENTERTAINER" AND THE "PADGLON RAG." HIS GREATEST, A NEGRO FOLK OPERA—"TREEMONISHA." JOPLIN WAS CONSIDERED BY MANY AS A GENIUS.



SCOTT EXCELLED IN PLAYING A RAGTIME PIANO... KING OF RAGTIME.

ALTHOUGH HE WROTE "TREEMONISHA" IN 1911... IT WAS NOT PRODUCED UNTIL 1972... IN ATLANTA'S MEMORIAL ARTS CENTER.

Abraham Pearce First Black Settler of Plymouth

Historians said Wednesday they have enough evidence to suggest that one of the first settlers of the Plymouth colony in New England was a Black man.

"We have decided—and we are about as definite on this as we can be—that he came to Plymouth in 1623," said Robert Marten, director of Programs at Plimoth Plantation, a village recreating the early settlement.

"He was not there as a slave or that sort of thing," Marten said, adding that the Black—Abraham Pearce—apparently owned land, voted and had equal standing in the community, "spelled 'Plimoth' at the time.

Some historians have thought for years that there was a Black Pilgrim. But Marten said researchers only recently have compiled enough documentation to substantiate the claim.

"The presence of a Black man in early Plymouth shatters the popular stereotype of the strictly European Pilgrim," Marten said.

In June, plantation officials installed a Black modern-day Pilgrim to take part in the village's activities for tourists who visit the old colony, said Richard Ehrlich, director of education.

The decision to place a Black Pilgrim in the village was made after the "body of information" was re-evaluated, he said, noting that historians in the past have disagreed over the issue.

By combing through the colony's records, researchers decided the Black Pilgrim arrived at Plymouth—about 40 miles south of Boston—three years after the first 100 settlers on the Mayflower landed at Plymouth Rock.

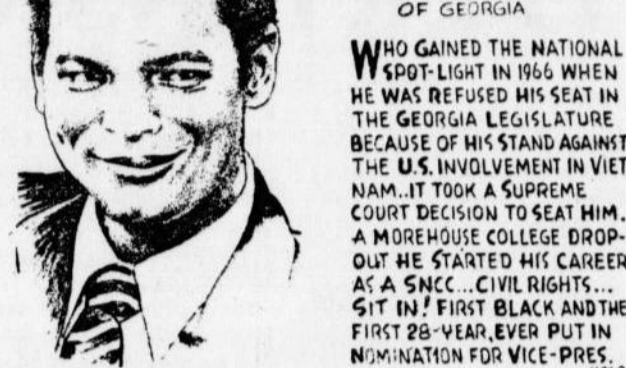
The only reference to Pearce's color is a colony record dated 1643, listing the names of men available to serve in the Plymouth militia. The list said: "Abraham Pearce, Blackamore."

Records indicate Pearce came to the colony on the windswept coast of Massachusetts as an indentured servant aboard the Anne, a ship that sailed from England.

Although researchers have no proof, they suspect Pearce was born in the West Indies and was brought to Jamestown, Va., as a slave in 1619. He apparently crossed the Atlantic before returning to the New World.

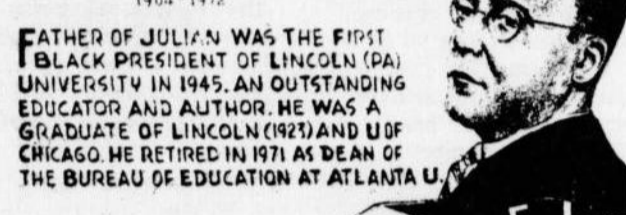
STATE LEGISLATOR JULIAN BOND OF GEORGIA

WHO GAINED THE NATIONAL SPOT-LIGHT IN 1966 WHEN HE WAS REFUSED HIS SEAT IN THE GEORGIA LEGISLATURE BECAUSE OF HIS STAND AGAINST THE U.S. INVOLVEMENT IN VIETNAM. IT TOOK A SUPREME COURT DECISION TO SEAT HIM. A MOREHOUSE COLLEGE DROP-OUT HE STARTED HIS CAREER AS A SNCC. CIVIL RIGHTS... SIT IN! FIRST BLACK AND THE FIRST 28-YEAR-OLD EVER PUT IN NOMINATION FOR VICE-PRES. (1968)



DR. HORACE MANN BOND

FATHER OF JULIAN WAS THE FIRST BLACK PRESIDENT OF LINCOLN (PA) UNIVERSITY IN 1945. AN OUTSTANDING EDUCATOR AND AUTHOR. HE WAS A GRADUATE OF LINCOLN (1921) AND UOF CHICAGO. HE RETIRED IN 1971 AS DEAN OF THE BUREAU OF EDUCATION AT ATLANTA U.



MAJOR CHARITY E. ADAMS

OF COLUMBIA, S.C. CAR.

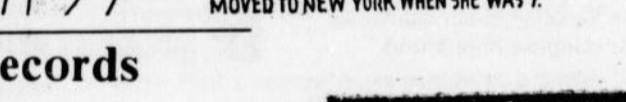
LED THE FIRST AND ONLY CONTINGENT OF BLACK WACS ASSIGNED TO OVERSEAS SERVICE, DURING WORLD WAR II. IN FEB. 1945 26 OFFICERS AND 686 ENLISTED WACS LANDED IN ENGLAND THE FIRST WAC POSTAL UNIT.



EMILY H. WILLIAMS

OF COLUMBIA, S.C. CAR.

AFTER MORE THAN 25 YEARS OF SERVICE IN THE GENERAL POST OFFICE OF NYC., SHE WAS APPOINTED THE FIRST BLACK WOMAN SUPERVISOR ON JUNE 16, 1945. ALSO THE FIRST IN THE UNITED STATES BORN IN WILMINGTON, N.C., HER FAMILY MOVED TO NEW YORK WHEN SHE WAS 7.



Black Records

Many Black all-stars aren't in the record books.

Long before Black Americans made headlines on the playing field, they were making history. Lots of it. In fields like medicine, exploration, industry, and on the field of battle.

The names of these early "all-stars" probably aren't on the tip of your tongue.

That's because they aren't in most history books either.

A Black man was the first to reach the North Pole. Matthew Henson, a member of Commander Peary's expedition, raised the flag there in 1909.

Dr. Daniel Hale Williams, a Black surgeon, performed the world's first successful heart operation almost one hundred years ago.

In 1761, Benjamin Banneker designed and built the first striking clock. It was also the first clock made entirely in America.

And, on a September morning in 1864, thirteen Black soldiers earned Congressional Medals of Honor. They led the Union Army's successful assault on Chaffin's Farm, a Confederate stronghold on the outskirts of Richmond, Virginia.

There are thousands of stories like these.

Enough to fill a library.

And, thanks to efforts like Black History Month, someday they will.

PRINCE SAUNDERS

1764 - 1837



AUTHOR, LECTURER AND TEACHER WHO WAS BORN IN THE FORD, VERMONT. HE STUDIED AT THE INDIAN AND MOORS SCHOOL. LATER HE TAUGHT IN BOSTON, MASS. WILLIAM WILBERFORCE SENT HIM TO HAITI WHERE HE MET KING CHRISTOPHE AND BECAME HIS FRIEND AND TEACHER. SAUNDERS WON GREAT FAVOR IN ENGLAND WITH THE ARISTOCRACY BECAUSE OF HIS LEARNING, HIS ELOQUENCE, HIS POLISHED MANNERS, HIS TASTE IN DRESS AND HIS ATTACK ON AMERICAN SLAVERY. HE WAS A PERSONAL FRIEND OF GEORGE III OF ENGLAND. AT THE TIME OF HIS DEATH HE WAS ATTORNEY GENERAL OF HAITI.

Black History Word Puzzle

ACROSS

- 1 —vark: creature of 8 Across
- 5 Degrees
- 8 First iron ore was smelted in this land
- 14 —Madonna: worshipped by many Europeans
- 16 Jazz notes?
- 17 Jas. H. Banning & Thos. C. Allen: 1st Bkts. to pilot transcontinental flight (1932)
- 19 Black Sea port of 55 Down
- 20 Black Brazilian soccer star (born 1944)
- 21 —due: slaves were sold here
- 22 Year in 23 Down
- 24 —o, WI: this ST had 10 Bk. political office holders in June, 1979
- 27 Founder of 'Black History Week' (later extended to a month)
- 35 An "X" to Septimus Severus: Bk. emperor of Rome (193-211 A.D.)
- 36 —le: part of 32 Down
- 37 Inst. used in works of "Beethoven" or "Haydn" (both men were of Bk. ancestry)
- 38 Message to the readers
- 43 "Peg-leg" Bates danced — a —
- 44 "N—P": founded in 1909
- 45 Gwendolyn Brooks, Bk. poet, won the "Pulitzer" for this (1950)
- 46 African blood flows through the veins of members of the — in Europe
- 51 —, OK, ST of Bk. Rep. Hannah Atkins
- 52 Black 'King Tut' to the French
- 53 —to, Mex.: the "Zambos" of this land are of Bk. ancestry
- 56 —we, Sudan: area of the Nubians
- 59 Slaves were shackled here
- 63 Song of the 'civil rights movement'
- 67 Gabriel Prosser (1800 VA) tried to — responsibility to free slaves
- 68 Dr. Lloyd Hall, Bk., concocted this for food
- 69 Lewis H. Latimer, Bk., invented the "Parallel Circuit" for this light
- 70 Abbreviated notice for incoming slave-ships
- 71 In June, 1979, Bk. political office holders in the following states: ID, MT, ND, SD, UT, VT, and WY equalled —

DOWN

- 1 Violette Johnson, 1st Bk. fem. to practice before the Supr. Ct. (1882): abbr.
- 2 Exclamation
- 3 Made by Emmett Scott, Bk., to refute "Birth of a Nation"
- 4 Moms Mabley, Bk. comedienne, e.g.: 2 wd.
- 5 Thos. Bethune "Blind Tom", (1848-1908) Bk. musical genius
- 6 Action to cut Sam and Ruth Lowery's product: Bk. inventors of a silk-culture
- 7 Math. function taught by Bk. inv.-teacher, Otis Boykins: var. sp.
- 8 Arthur's love (tennis): 2 wd.
- 9 'Egg — Young': Willis Johnson's beater can help here: pat. 1884
- 10 Apply lotion from Madame C.J. Walker's cosmetic co.
- 11 Day in 1787 the Manumission Soc. opened Isr African Free School in NY
- 12 Dr. Charles Drew's initials: Bk. expert on 'blood plasma' (1904-1950)
- 13 "UNIA", e.g.: founded by Marcus M. Garvey (1914)
- 15 Robert —; Bk. inventor of anti-aircraft gun
- 18 Feature of Lewis H. Latimer's (Bk. inv.) light bulb
- 23 People of this land (abbr.) are infused with the blood of Hannibal's Moors
- 25 Karl Marx, 1848 (or Bk. ancestry) was a proponent of this system
- 26 One job for Ida Wells (1890s) was to — newspapers
- 27 Marshall "—" Taylor (1878-1932), world's fastest bicyclist
- 28 — —egr —, Brazil: land of Jose do Patrocinio, Bk. abolitionist (1800s)
- 29 Upon seeing slavers, many Africans reacted thus
- 30 S. African kraal, e.g.: abbr.
- 31 —It L., Quebec: slavery was introduced by the Fr. in 1688, and abolished 1834
- 32 —ia: African country at odds with Ethiopia
- 33 —, Island, Sweden: the king here was of mixed ancestry (Bk.)
- 34 O.S. (Ozzie) Williams, Bk., invented "lunr modules" for this agency: poss.
- 39 African Queen Ann Zingha (nee 1582?) and her fem. army effectuated this in the Port

THE REV. DR. MARTIN LUTHER KING JR. "There is no easy way



to create a world where men and women can live together, where each has his own job and house and where all children receive as much education as their minds can absorb. But if such a world is created in our lifetime, it will be done in the United States by Black people and White people of good will. It will be accomplished by persons who have the courage to put an end to suffering by willingly suffering themselves rather than inflicting suffering upon others. It will be done by rejecting the racism, materialism and violence that has characterized Western civilization, and especially, it will be accomplished by working toward a world of brotherhood, cooperation and peace."

Martin Luther King, Jr.

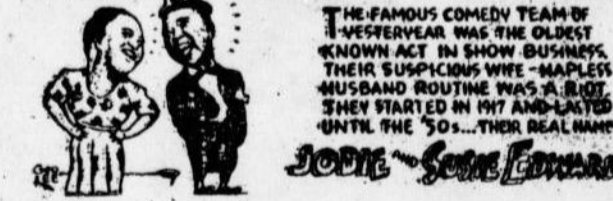
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| 69 | | | | | | | | 70 | | | | | 71 | |

- 40 Some Africans think that non-Black skin is this
- 41 Ethiopian king
- 42 Portable system invented by Frederick M. Jones, Bk. (1893-1961)
- 47 Ira Aldridge (Bk. Thespian, 1825) could've portrayed him
- 48 "The Third Rail" —an— route was inv. by Granville T. Woods (nee 1856)
- 49 Benj. Banneker, Bk. (1731-1806) made the 1st device to strike here
- 50 Many Bk.s lost their land to this knave: 2 wds
- 53 —so, OK: this ST had no Bk. county officials in June, 1979
- 54 African tsetse fly, e.g.
- 55 Country of the great Bk. poet, Aleksandr S. Pushkin (1799-1837)
- 57 L. Parks: heroic Bk. ladie of Montgomery, AL
- 58 —shoe: invented by A.L. Rickman, Bk. (pat. 1898)
- 60 Tabu: 2 wds
- 61 African God
- 62 Kalahari, Sahara and Nubian deserts are in this state
- 64 Black?
- 65 Church co-founded by Richard Allen, Bk., (1794)
- 66 The universal custom of adorning this: was derived from the Africans



BUTTERBEANS AND SUSIE

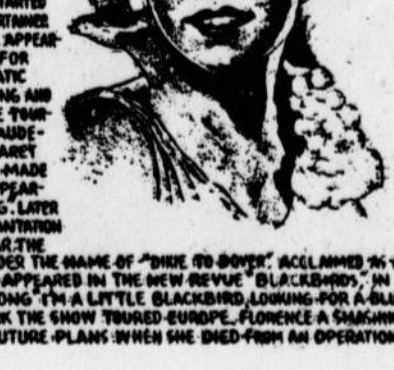


THE FAMOUS COMEDY TEAM OF BUTTERBEAN WAS THE OLDEST KNOWN ACT IN SHOW BUSINESS. THEIR SUSPICIOUS WIFE - MAPLES - HUSBAND ROUTINE WAS A BIG HIT. THEY STARTED IN 1917 AND PLAYED UNTIL THE '50s... THEIR REAL NAMES: JODIE & SAM LEVONSON

I'M A LITTLE BLACKBIRD LOOKING FOR A BLUEBIRD

FLORENCE MILLS

BORN IN WASHINGTON, D.C., SHE STARTED HER CAREER AS AN ENTERTAINER AT THE AGE OF 6, WHEN SHE APPEARED IN PRIVATE RECITALS FOR MEMBERS OF THE DIPLOMATIC CORPS. HER SMALL ANTIMONY AND TONGUE-WAGGING ACTING SHE TOURED IN A SISTER ACT IN WASHINGTON, D.C. SHE WORKED IN A CABARET IN HARLEM IN 1921 SHE MADE HER FIRST BROADWAY APPEARANCE IN "SWEETIE" ALONG WITH JEWEL LEE. SHE PLAYED "PLANTATION REVUE" AND BECAME A STAR. THE SHOW TOURED LONDON UNDER THE NAME OF "THE 100 DANCERS" ACCLAIMED AS A GIFTED ENTERTAINER SHE APPEARED IN THE NEW REVUE "BLACKBIRDS" IN 1926, SINGING THE BIG SONG "I'M A LITTLE BLACKBIRD LOOKING FOR A BLUEBIRD." A HIT IN NEW YORK THE SHOW TOURED EUROPE. FLORENCE A SHAKING SUCCESS WAS MAKING FUTURE PLANS WHEN SHE DIED FROM AN OPERATION.



Student Profile



ReDonda Smith
Age: 19 (Warren College). Native of Oakland, Ca. Major: Computer Science; Estimated Date of Graduation: 1985. She wishes to pursue a career in computer science as a computer technician or programmer.
Hobbies: Volleyball, Dancing and just having fun
And she goes under the astrological sign as Scorpio. Favorite Musicians: Michael Jackson, Al Jarreau



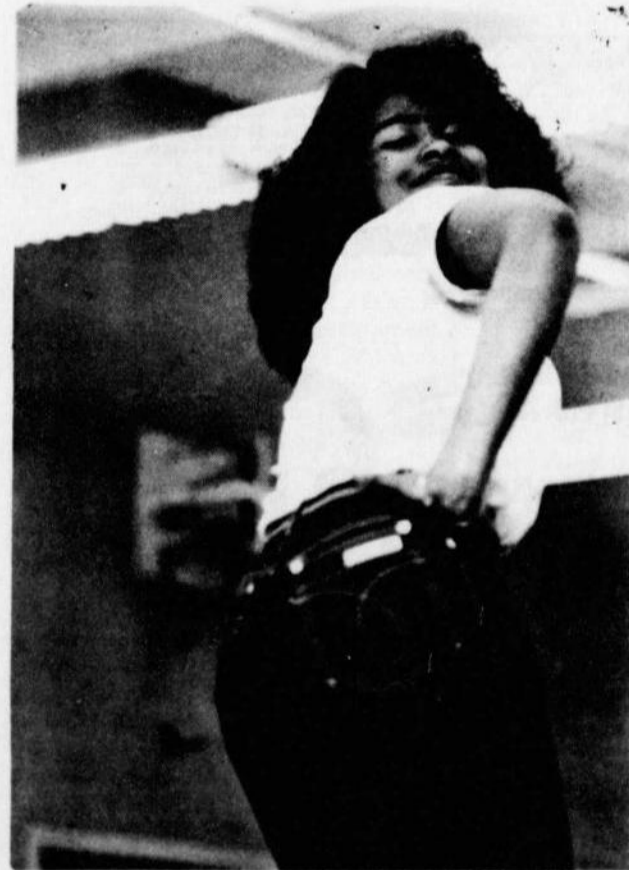
Greg Jones. Age: 21 (Third College); Born and raised in Los Angeles, Ca. Major: Sociology, pursuing a law career. He is graduating this June with honors.
Hobbies: Basketball, listening to music, socializing with ambitious people, Greg is also mechanically inclined. Greg goes under, I mean way under, the sign of Pisces, a water man. Favorite Musicians: Luther Vandross, Earth Wind & Fire



Debra Ann Zanders, born the 30th of January, is an aquarius majoring in Psychology. Debbie, a Revelle student, is interested in swimming, running, and reading Cosmopolitan. Her future aspirations are pursuing a Ph.D. in Psychology and to do research on senile dementia and to teach. She enjoys talking to others and considers herself a good conversationalist. Debbie is a senior and will be graduating next fall.



Nelda Bass, a sophomore at Warren College majoring in management science. Born Feb. 24, 1963. She goes by the sign of Pisces. Her hobbies and interests are dancing to modern jazz and she says she's interested in anything that keeps her body in shape, and she likes to seek out new horizons. Neida's favorite musicians are El Klugh, Bob James and David Sanborn. She says it helps her to relax her mind. Ms. Bass' future goals entail to get a B.S. degree in management and a Masters in business, ultimately to be the corporate executive in a high-technology corporation.



Dequpia McMillon, a Warren College sophomore majoring in Communication/Visual Arts. She was born October 12, 1963 and plans to graduate in 1985. This Libran, in the future, plans to buy a cable station and air all Black programs that depict our race as it is, and not how commercial television portrays our heritage.



Darrell L. Smith, head photographer for The People's Voice and Director of Student Profile, is a senior majoring in Communications/Visual Arts. I go under the sign of the Crab and I am sometimes indicative of that according to some of my peers. I am by all means a sports enthusiast, and enjoy the classics which include ballet, opera and plays. I enjoy listening to jazz and some pop, but my main concerns are getting my degree, going to graduate school and hopefully getting a job with a television network. I enjoy being around fun-loving people, and people that interject a positive attitude.

Poetry

Each Time I Love I Shall Be Loving You Black Woman

Remember the first time we were together,
You had left
And the loneliness filled every part of my body.
The champagne glasses sat, almost empty.
Warming as the evening grew and
Losing years of vintage with every passion second.
You had left.

I gazed upon the empty room,
Deserted
Except for the fragrance of your perfume
Lingering.
As if you were still occupying the space
That held you captive
..... Only moment before.

How I wish to hold you in my arms
This very moment,
Touching every inch of your Black silk body,
Softly..... Gently.....
Photographing each individual curve
As if drawing a map to my dream.

I need..... to hold you.
I need..... to be held.
And as I extended my loving arms
You were gone
Gone like the wind
Just Gone.

You have the most beautiful Black smile
In all the world.

Lips
Lips that I love
Just for being
Lips
..... Wait, I need to kiss
I need to consume your entire mouth.
Kissing you repeatedly
As if each kiss were my last
And my next breath
The final chapter.

Gone.
My mind and my body is racing, toying...
With every second we were together.
Gone.

Wait... Let me love you Black woman.

Your fragrance
Now has engulfed my shirt and body
I guide my fingers thru every inch of your coal black hair,
Caressing each individual strand
As though I was oiling the body
Of a newborn child.

I want to love you.

I turn and blink my eyes,
Only to find a tear.

Gone.
Wait... Let me love you Black woman.

Your voice reminds me of the golden harp,
Orchestrated by a thousand angels
..... And one love bird.

I love it
As I have never loved another
Voice,
Music
Flowing, pouring thru your lips,
Like fresh spring water rushing down the mountain
Camouflaged, in its own private stream,
Rushing..... rushing..... Gone.

Silence
Again, has recaptured the entire world
Around me.

With the absence of your rich, warm body near me,
My eyes grow tired.
My empty arms, heavy.
My last thoughts.....
Only of you.

And as my body seeks comfort
Between the cold satin sheets
They too I find
Are intoxicated with your fragrance,
And it sends my body soaring....
Thru the clouds
Into a deep sleep.
Only.....
Only to find
You
In my dream.
Wait.....

By Kambui



So Importantly Important

By Angela L. Knox

Concerning
All aspects of life. In today's
world, society and communities.
We need to strive for the ultimate,
we need each other. We need to
help one another.

That's what's so importantly
important. Once you make it my
brothers and sisters "Reach Break"
and help and support those who
are trying to attain their "goal" of
excellence. That's what's so
importantly important "Unity"
through our "Hearts" and
"Minds."

So
Importantly
Important.

Sparkle by Elana L. Dorsey

Sparkle
You big bright son of a sun
Shine on me until I ache
I look around and see the wonders
you perform
The tree that's lean, the rose that's
sweet
But still, I can't forget
The weeds that smother the food we
eat.
Sparkle
You one of a kind son of a sun
You shine alone; you surround
abundantly.
I often wonder who supplies your
strength
Who is your guide; who tells you what
to do.
I keep wanting to shine just like you.



Samory Toure—"The Black Napoleon of the Sudan" (1830-1900)

The ascendance of Samory Toure began when his native Bossandugu was attacked and his mother taken captive. After a persuasive appeal, Samory was allowed to take her place.
He later escaped and joined the army of King Bitike Souane of Torona. Following a quick rise through the ranks of Bitike's army, Samory returned to Bossandugu where he was soon installed as king.
Defying French expansionism in Africa, Samory launched a conquest to unify West Africa into a single state. He annexed the lands bordering Bossandugu and continued until his kingdom spanned 100,000 square miles, making him the most powerful native ruler in West Africa. In each city, Samory built a Mosque—a testimonial of his devotion to Islam.
During the eighteen-year conflict with France, Samory continually frustrated the Europeans with his military strategy and tactics. This astute military prowess prompted some of France's greatest commanders to critic the African monarch, "the Black Napoleon of the Sudan."

Music

SAN DIEGO'S BEST



KEPT SECRET

4165 Market St., San Diego, CA 92102 (619) 263-4485

Record Review Ratings

Excellent ★★★★★
Very Good ★★★★
Fair ★★★
Poor ★

Melba Moore
THE OTHER SIDE OF THE RAINBOW: Love's Coming At Ya, Underlove, Knock For Me, How's Love Been Treating You, Don't Go Away, I Can't Help Myself, The Other Side of the Rainbow. Capitol ST 12243

Rating—☆☆☆
The single out of this album, "Love's Coming At Ya," is really the main thing worth listening to. Remainder of the disc seems to be just filler. This is what brings the rating down, for the single itself is a goodie, but the rest—well... this accounts for the low rating.

Dayton
HOT FUNN: Hot Fun in the Summertime, We Can't Miss, Patiently, Krackity Crack, Never Repay Your Love, Movin' Up, Movin' Up (reprise). Liberty LT 51126

Rating—☆☆☆
Without a doubt, the title cut on this one is the best one, and undoubtedly will be used to promote the album. The group is no stranger, since some of the members first started out in a group called Sun. As things go, the members individually struck out on their own, the result—Dayton.

Prince
1999: 1999, Little Red Corvette, Delerious, Let's Pretend We're Married, D.M.S.R., Automatic, Something in the Water, Free, Lady Cab Driver, All the Critics Love U in New York, International Lover. Warner Bros. 32720

Rating—☆☆☆
People who are not into Prince and his ilk cannot understand this one. Although actually, it is no different than the other things Prince has been doing. A little of it goes a long way to the initiate, but for those in the Prince cult—this is standard fare.

Dionne Warwick
HEARTBRAKER: It Makes No Difference, Heartbreaker, Yours, Take the Short Way Home, Misunderstood, All the Love in the World, I Can't See Anything (but you), Just One More Night, You Are My Love, Our Day Will Come. Arista 9609

Rating—☆☆☆
The Dawn panel listened very attentively to this one, for some of them were determined to search for something new in the delivery of this established star. But, alas, the entire album is an exercise in sameness. It really was a bit of a letdown.

Confunkshun
TO THE MAX: Ms. Got the Body, Let Ride and Slide, Everlove, Hide and Seek, You Are the One, Take It to the Max, Love Train, Ain't Nobody's Baby, T.H.E. Freak. Mercury SRM 1-4067

Rating—☆☆☆
It was conceded by the panel that this one is a bit different from the last output of the group, and perhaps they would have been better off clinging to the tried and true. A noble effort, however, but it doesn't quite come off.

Bar—Kays
PROPOSITIONS: Propositions, Tripping Out, Anticipation, Do It, She Talks to Me with Her Body, I Can't Believe You're Leaving Me, You Made a Change in My Life. Mercury SRM 1-4065

Rating—☆☆☆
Kinda get the impression that the recording companies had a tendency to rush some albums to completion in time to take advantage of the holiday buying season, for this one too is right out of the same bag as the group has done previously. It's nice, but ordinary.

by Pamela Littlejohn

XHRM 92.5 Records

Top 40

1/28/83

| LW | TW | Title | Artist | Label |
|------------------|----|-------------------------------------|-----------------|-------------|
| 1 | 1 | Outstanding | Gap Band | Total Exp. |
| 2 | 2 | I Like It | Debarge | Motown |
| 5 | 3 | Billy Jean | Michael Jackson | Epic |
| 3 | 4 | The Walk | The Time | WB |
| 12 | 5 | Pass The Dutchie | Musical Youth | MCA |
| 7 | 6 | Bad Boy | Ray Parker Jr. | Arista |
| 17 | 7 | You Are | Lionel Richie | Motown |
| 4 | 8 | Baby, Come To Me | Patti Austin | Q-West |
| 11 | 9 | Love Me Right | Aretha Franklin | Arista |
| 13 | 10 | You Can Do It | Mason/Dayo | Salsoul |
| 15 | 11 | Mind Up Tonight | Melba Moore | Capitol |
| 9 | 12 | Kelley's Eyes | Andre Cymone | Columbia |
| 16 | 13 | Knockout | Marige Joseph | HCRC |
| 18 | 14 | The Beat Goes On | Orbit | RFC/Quality |
| 27 | 15 | Atomic Dog | George Clinton | Capitol |
| 20 | 16 | Last Night A D.J. Saved My Life | In Deep | SONY |
| 10 | 17 | Nasty Girl | Vanity 6 | WB |
| 6 | 18 | Take It Off | Chocolate Milk | RCA |
| 22 | 19 | Got To Get Up On It | Bobby Nunn | Motown |
| 23 | 20 | We Don't Have To Talk | Peabo Bryson | Capitol |
| 28 | 21 | Fall In Love With Me | EWF | Columbia |
| 24 | 22 | Look Before You Leap | Cheryl Lynn | Columbia |
| 29 | 23 | I've Made Love To You A Thousand... | Smokey Robinson | Tamla |
| 14 | 24 | Betcha' She Don't Love You | Evelyn King | RCA |
| 30 | 25 | Message II (Survival) | Mel/Bootie | Sugarhill |
| — | 26 | You Are In My System | The System | Mirage |
| — | 27 | Too Tough | Angela Bofill | Arista |
| — | 28 | Such A Feeling | Aurra | Salsoul |
| — | 29 | On The One For Fun | Dazz Band | Motown |
| — | 30 | He's A Pretender | High Energy | Gordy |
| new music | | | | |
| — | — | Try Again | Champaign | Columbia |
| — | — | I'm Freaky | O'brian | Capitol |
| — | — | Love's A Merry-Go-Round | Juicy | Arista |
| — | — | That's The Way I Feel 'bout Your... | Rodney Franklin | Columbia |
| — | — | Nobody Can Be You | Steve Arrington | Atlantic |
| — | — | Come Give Your Love To Me | Janet Jackson | A&M |
| — | — | One On One | Hall & Oates | RCA |
| — | — | I Believe In You and Me | Four Tops | Casablanca |

Who Gets Welfare?

Contrary to the typical stereotypical view that Blacks are welfare-dependent and receive the lion's share of public aid, recipients of government welfare funds are overwhelmingly White.

George B., 29, of Chicago, is paralyzed from the waist down from a fall he suffered last year. Since the injury was not job-related, he does not receive workman's compensation. He also does not receive social security benefits, because that system covered only one of his work years. While eligible for food stamps and Medicaid, his only cash income is the monthly \$264.70 he receives from the federal government's Supplemental Security Income (SSI) program for the aged, blind and disabled.

Joann W., 39, of Nashville, Tenn., a mother of three children (ages 7, 15, 17), is separated from her husband. An AFDC and food stamp recipient since 1975, she has worked in a nursery and held a few other jobs under the Comprehensive Employment and Training Act (CETA) program, but has never earned enough to leave the welfare rolls. She receives maximum monthly grants of \$148 in AFDC benefits and \$233 in food stamps.

Bertha C., 74, of Cheyenne, Wyo., has lived her entire life with relatives and friends. In recent years, she received free room and board and money to purchase personal items in exchange for taking care of a woman with whom she lived. When the woman moved into a nursing home, Miss C. found herself without shelter, food or money, and she subsequently filed Supplemental Security Income benefits. Each month she receives \$264.70 and \$70 in food stamps, and she is eligible for Medicaid.

These welfare recipients, whose names have been altered to protect their privacy, are all White. They and their fellow Whites are not exceptions on the nation's welfare rolls. They are the general rule. Yet, running through too many public discussions about alleged "lazy loafers," "welfare chiselers," able-bodied men, trifling women and their illegitimate children crowding the welfare rolls is the widespread but not surprising belief that most welfare recipients are Black. That myth persists even though welfare demographics tell radically different story. As the chart shows, Whites—not Blacks—are the overwhelming majority of beneficiaries in all but one (public housing) of the nation's major welfare programs.

Indeed, in public policy decisions about who gets welfare, the Black totals have been limited by an apparent national bias concerning those who "deserve" to be helped and those who do not, according to New York human resources administrator Natalie Jaffe. Recipients lumped in the "deserving" category are primarily White. They include the aged, the infirm, the "honestly" unemployed who have lost jobs through no fault of their own, the widows and orphans. "These are the groups," observes Ms. Jaffe, "that represent traditional moral values: adherence to the work ethic and respect for marriage, family, age and infirmity."

On the other hand, about half of the welfare recipients relegated to the "undeserving" category are Black and Hispanic. They include fatherless families, unemployed youths who, because they lack solid education and marketable skills, are adrift in an increasingly specialized job market, mental patients, drug abusers, and members of troubled families who simply are unable to make it on their

own. Those poor people stigmatized as "undeserving," continues Ms. Jaffe, "are a very small proportion of the (20 million-plus) receiving some kind of public help..." Yet Blacks are assumed to be the majority welfare recipients partially because of their high visibility in big cities. For example, 22 per cent of AFDC recipients live in five of the nation's largest cities: New York, Chicago, Los Angeles, Philadelphia and Detroit—all of them heavily-Black with substantially—Black AFDC caseloads.

However, welfare rolls recently have been climbing faster in may of the nation's rural counties than in metropolitan areas—largely because of the current recession and increased

school, but resigned in May 1980 because of personality conflicts. Since then, she and her children have lived on AFDC and food stamps. She receives \$128 in food stamps and \$97 in AFDC benefits.

Doris Y., 38, of Dacatur, GA., a mother of five, is married to a second husband who pays child support to his former wife in another state. However, Mrs. Y does not receive child support from her first husband, the father of the two oldest children. Classed among the working poor because of her husband's sporadic income as a carpenter, her monthly \$183 in AFDC benefits were recently reduced to only \$90 because of Regan administration budget cuts.

income under \$6000) share in only two or less of the seven programs. And only 11 per cent of all Blacks receive benefits for four or more of the seven. Simply put, Blacks do not enjoy multiple sharing in most of the major income transfer programs for the poor.

Equally significant, welfare for the overwhelming majority of Blacks is the last resort—not the first—according to Hill. He reports: "Their primary sources of income are: a) the earnings of a household head and/or spouse, and b) the earnings of other relatives in the household. In short, most low-income Black families are not locked into dependency. They depend on government support (only) when they have no other person or place to turn to. And they immediately leave the public assistance rolls when that economic crisis is resolved."

The question of who gets welfare is answered by abundant evidence that Blacks 1) are outnumbered by Whites on the welfare rolls, and 2) are not welfare-dependent. Unanswered, however, is the equally urgent question of why Blacks are disproportionately represented among welfare recipients. Why do Blacks, who are fewer than 12 per cent of Americans, make up a third of those who receive food stamps, 44.1 per cent of Medicaid recipients, 47.1 per cent of those in public housing and 42 per cent of those receiving AFDC benefits? The answers are both general and specific.

Generally, Blacks support a larger proportion of nonproductive persons than do Whites. This is so largely because of the high number of Black children below working age. Poor health and medical care standards have increased the number of disabled of physically under-par Blacks as well as reduced the number who live to complete their working years. Poverty, racism and lack of communication have limited Black access to education, apprenticeships and job opportunities. Older Black workers who reach retirement age generally lack the resources for even modest self-support because so many have worked in poorly paid jobs which afford little opportunity for saving money or for building up rights to retirement funds. Incomes from land or capital are unavailable to most of these elder citizens. All of these general conditions help account for the disproportionate number of Blacks welfare recipients.

But more specifically, Blacks fortunes have ebbed and flowed with the fluctuations of the U.S. economy. For Blacks as a whole, the economic gains of the 1960s were reversed by the 1970s, thus making the gap between White and Black family income nearly twice as wide today as it was when Dwight D. Eisenhower became president 28 years ago. In 1953, a Black family earned 56 cents for every dollar earned by a White family; that income gap widened to 63 cents between 1964 and 1969, then slipped back to the current 57 cents for every White family dollar.

Most economists agree that three recessions (1969-71, 1974-75 and 1980) and double-digit inflation triggered these economic reversals in the 1970s. During this period, the Black unemployment rate was twice that of Whites and never lower than eight per cent, while official the unemployment rate of Black teenagers remained well above 30 per cent. More factories moved out of the cities each year and manufacturing jobs—historically the first step into the job market for the urban poor—dried up.

Predictably, these economic trends

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unemployment. More rural families are seeking public aid because of rising energy costs, a halt in rural-to-urban migration, increasing divorces, more unwed mothers keeping their babies, a breakdown of multi-generational families and a lessening of welfare's stigma. Hence, 34 per cent of Ohio's 183,359 AFDC households are in rural areas, up from 28 per cent of 176,192 AFDC families five years ago. Wisconsin reports a similar trend. And in the rural South, Otis Pinkard, a Macon County, Ala., commissioner, says: "Macon County is no different from any other rural county. More people are going on welfare."

Among the newest rural enrollees: Charlotte B., 35, of Douglass, Wyo., recently secured public aid for herself and her five children (ages 4 to 13) about three weeks after her newly unemployed live-in friend (the state does not recognize common-law marriages) beat, then deserted her. Granted \$165 in emergency assistance for rent and personal needs, she will receive \$445 in AFDC payments and \$334 in food stamps until she is able to support herself.

Betty G., 36, of Davidson County, Tenn., is a divorced mother of two. Unlike most other welfare recipients, she holds a college degree. She taught

Sports

EXPLOITATION: Problems Black Athletes Face

It is common knowledge by now that Clemson University is today under sentence of the most severe penalty ever imposed on a college for unsavory conduct in its practice of recruiting young people for its athletic program.

It also is rather well known that one or more of the recruits the school's coaches went out of bounds to bring to the Tiger fold are Black.

And, while no names have been given that would officially identify the players, it is not hard to guess that Homer Jordan is one of those who drew the attention of NCAA investigators.

For the uninformed, it is explained that the NCAA (the National Collegiate Athletic Association) serves as official watchdog for collegiate athletics. It sets guidelines which are designed to say how far college coaches (and their aides) can go in their efforts to lure topline high school prospects to their campuses.

The NCAA probe committee is especially concerned with any inducements that may be offered above and beyond a limited number of scholarships, meals, lodging and books.

Jordan's purchase of an automobile became suspect when probers looked into more than 40 violations Clemson is alleged to have committed (involving various athletes) over the past seven years.

One might read this and, remembering that Homer Jordan is a football player, could ask why this article deals with an athlete whose year is ended.

It is because this is actually a piece that is a rarity: an exploration of what is past, what is current, and what is yet to come.

The college football regular season is over, but for many teams the recent bowl games are looked upon as the ultimate.

Clemson and Jordan are aware of this since there are—or were until banishment by the NCAA—fond memories of last year's Orange Bowl where the Tigers whipped Nebraska and quarterback Homer Jordan was the MVP.

So, that brings us to what is current and what is yet to come: collegiate basketball and the ensuing NCAA championship tournament, which has the same annual excitement produced by the Rose, Sugar, Orange and Cotton bowls, etc.

Basketball, however, also has a sordid past for the Black athletes in general, and one Black athlete particularly: Skip Wise, who like Jordan answered the lure of recruitment by Clemson.

Wise, a brilliant young basketball player who led Clemson to the Atlantic Coast Conference championship as a freshman, was not prepared to handle the academic responsibility and was unable to return for his second year.

He tried the pro game, was not prepared for that and was later convicted of narcotics involvement in a desperate search for a livelihood. Jordan's case is dissimilar to that of Wise, even though both may have obtained access to college through questionable recruitment approaches. Homer has handled his classroom load and will receive his degree this spring.

There are other outstanding young men who have managed to cope with the academic requirements while delivering All-American performances

in the athletic arena.

Football star Herschel Walker, who sports a 3.2 average at University of Georgia and basketball sensation Ralph Sampson with an identical 3.2 at University of Virginia, to mention two who come readily to mind.

Unfortunately, though, for every Herschel Walker or Ralph Sampson there are an estimated 40 young Black athletes who reach major colleges at coaches' whims.

These are young men—predominately Black—who are promised all sorts of grand things by athletic officials who feel they can provide for them the difference between winning and losing seasons—for three or four years.

Since these unscrupulous coaches and their henchmen are not the least concerned with what happens to the young athletes after their years of eligibility have expired, they turn their heads when it is divulged that their crack running back or spectacular point guard is learning nothing useful when he's not in uniform.

Happily, there are instances when all the promising and cajoling by anxious coaches fail to gain the objective.

Moses Malone turned a deaf ear to an estimated 200 college recruiters, leaped over the university campus (for which he realized he was not scholastically prepared) and became an instant millionaire as a pro.

Patrick Ewing spurned more than 100 high-pressure pursuers and locked arms with Georgetown's John Thompson who told him he would love to have him—if he understood that the classroom came first, exemplary behaviour second, and basketball third.

Another who had the good fortune to keep things in proper perspective is Walter Lewis.

Lewis accepted recruitment to the one exclusive athletic society at the University of Alabama. For the past three years, he has quarterbacked the Crimson Tide and has been a significant force in helping the legendary "Bear" Bryant to his great coaching record.

Aware that he is not likely to quarterback in the NFL, Walter has maintained a "B" average in the classroom and is certain to be graduated.



Ralph Sampson



Emmett Ashford

When he called strikes, you could hear him from the right field stands of the old Westgate Park (now Fashion Valley Shopping Center). And even if you couldn't hear him, his exaggerated gestures—a combination of martial arts and fencing movements—left no doubt that the batter had been badly fooled. Yet what made Emmett Ashford especially memorable to Pacific Coast League fans was the fact that he was quite literally the most colorful umpire in baseball—the first Black man to hold that position in the game's history.

Ashford began umpiring as a hobby on the playgrounds and sandlots of his native Los Angeles after World War II. A postal clerk by profession, he graduated to working behind the plate at college games, eventually gesticulating his way through various semi-pro and minor leagues until he was hired by the majors (American League) in 1965.

Since his retirement in 1970, the flamboyant Ashford has toured the world, giving umpire clinics and lectures wherever he goes.

Otherwise there have been many stories in the media detailing how young Blacks have given four years of sparkling performance in football or basketball and been graduated by colleges without ever learning to read and write.

And it wasn't until they discovered that they were not good enough to make the pros, which was a lifelong dream, that they became aware of their plight as uneducated misfits.

Arthur Ashe combined a degree in business administration from UCLA with tennis to emerge from middle-class Virginia to a multi-million Dun and Bradstreet rating.

In one of his many fine, searching writings, Ashe estimated that, of every 4,000 youths who set their hearts and minds on becoming pro athletes, only one is likely to attain his or her goal.

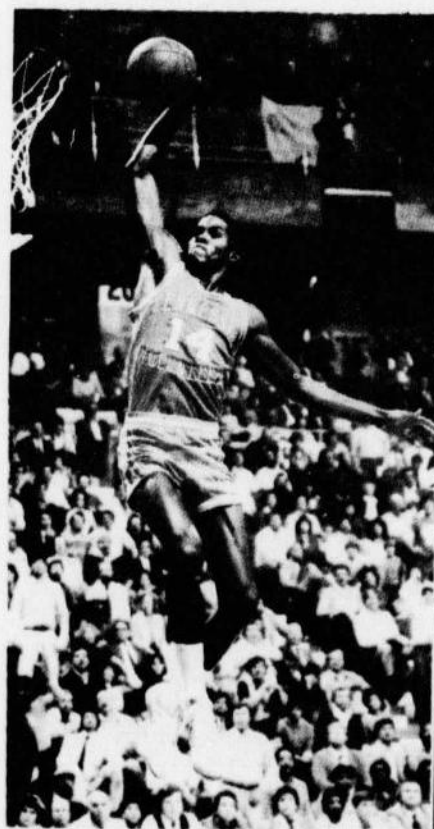
The odds notwithstanding, young Blacks snatch the baits tossed their way by fast-talking, rules-bending coaches who convince them that college is the surest and quickest path to the pros.

Win at my school, where I'll look out for you, and you've got it made.

The naive young athlete visualizing his position between a rock and a hard place, acquiesces.

Exploitation, born of greed and nurtured by need.

by Sam Lacy



Arthur Ashe

Strictly Comedy



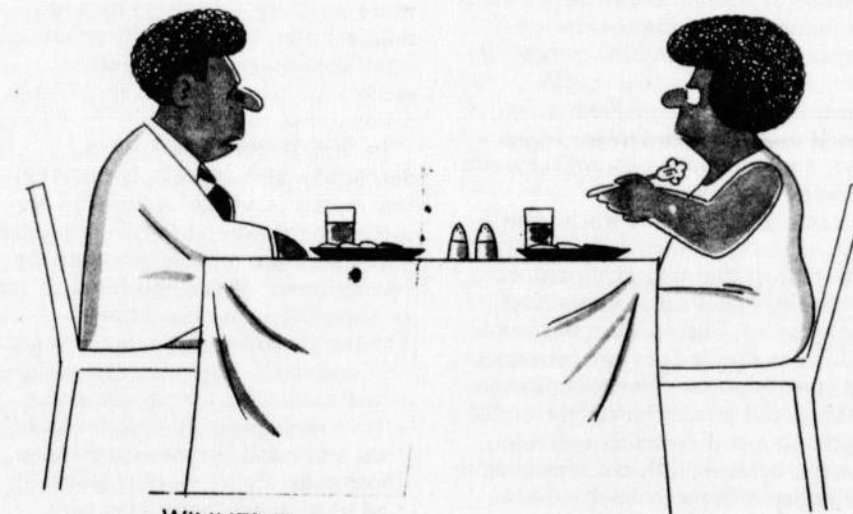
"That's not what I meant when I said we could do with a little profit around here."



"Did you leave your last job voluntarily?"



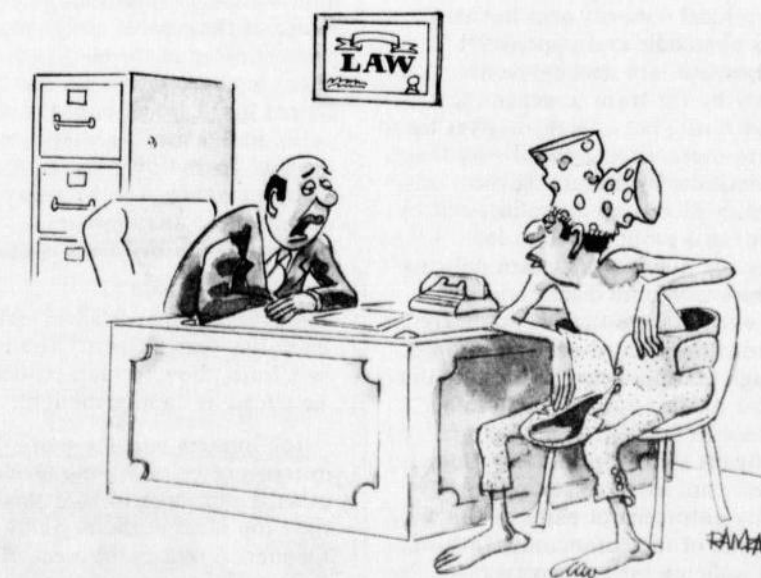
"Is it too late to get a second opinion?"



"Leftovers? What year are these left over from?"



"I think it's flooded"



"I have no doubt, Mr. Smith, that I can get you off with an insanity plea."

Miss Black and Gold Contest

continued from page 3 The Objectives of Police Power

although many argue that it has created greater control over police discretion. Nevertheless, this autonomy allows the abuses of power by police officers. Political control over police activity has become an important issue which needs to be addressed. Regretfully, the current policies and practices of police departments throughout the country haven't solved this problem.

Any new reform proposal must be directed towards limiting the abuses of power by police officers and increasing their capacity for judgement. This is to say, that a major failure of professionalization is an institutional failure. The values and attitudes of police officers are developed within the institutional structure of the system. Therefore, any meaningful reforms must also encompass an institutional context.

There are many reform proposals offered by students of the urban police department, two of which I would like to consider here. These two arguments basically move toward decentralization. The first proposal is one of administrative decentralization, popularly known as team policing.

This type of policy is already being used in a few large police departments in response to the growing demands for decentralization of those departments. It is designed to increase the responsiveness of police to the demands of community residents while simultaneously easing the tension between the police and the community by assigning officers to a specific neighborhood for a specified period of time. It also requires contact between police and community through a series of regular town meetings.

Decentralization occurs when team leaders gain administrative control over matters that had previously been handled by middle and upper level management. The problem of team policing is that it does not decentralize the most important level of decision making, nor does it impair the use of legitimate (or illegitimate) coercion powers, because both are controlled by the police officers themselves. Also, the effects of team policing, in many cases, has resulted in a more aggressive style of policing. The autonomy of the police officer has not been circumscribed, as many supporters of team policing advocate. Hierarchical controls once in the hands of middle and upper level management, are now controlled directly by the team leader in the formal sense, but actually it gives team officers more direct control over their own actions. By decreasing the emphasis placed on discipline, and by providing a group sanction for aggressive police work, team policing has minimized the disincentives that once existed for police work. There is no indication that decentralization through team policing has resulted in greater contact between police and citizens. In fact, there has been no significant shift in priorities among officers, nor even an attempt to modify enforcement patterns to the demands of the community. In sum, team policing rarely increases community control over police operations, rather, as much of the popular literature suggests, team policing is an attempt at "formal cooptation"—participating without control.

Another reform proposal being kicked around many city councils and police commissions is one also based on a form of decentralization. This is

the community proposal which in effect is a move toward political, rather than administrative decentralization. The idea is to decentralize urban government to make public agencies more responsive and to consequently, redistribute power within the city. This would give neighborhood residents, and in particular minority groups, more control over local institutions. In effect it would delegate power over municipal activities to residents of the community. Residents would have some control over administrative appointments, and policy development and implementation. Community control of the police is control based on shared values between the police and the residents of the neighborhood. In effect community control is a decrease in scale of large professional departments. The arguments are as follows. First, community control will increase the responsiveness of police departments to the needs and demands of the citizens. Citizens therefore, will know more about the police who serve them, thus they will have more control over the actions of officers. Second, administrators will have greater knowledge of the community and of the complaints of the residents. Large departments, such as the LAPD, are known to be more aggressive on the streets and more callous in their handling of residents, because of their lack of adequate administrative supervision. Smaller scaled departments have greater degrees of administrative controls and officers are more sensitive to community and political pressures. The officers of small departments are subject to greater scrutiny than officers of large departments.

In sum, it seems that decentralization is the only direction that would be viable. Advocates of more centralization have, in effect, an elitist position, for they presume the incompetence of neighborhood citizens to supervise police operations. Decentralization, on the other hand, will encourage responsiveness while simultaneously requiring the police officer to logically analyze the ends of their work and the means to attain those ends. Police work is inevitably and passionately associated with politics. A long as the two are kept separated, we will continue to see the type of violent coercion that exists today in major urban centers throughout the country. It would be unfortunate, yet unavoidable, to see a return of the type of events that predominated in the 60s. Such events have already come to be, and have all started in the trenches of the city. The police in our urban centers are always the first institutional presence of authority confronted by angry voices of discontent and despair.

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relatives, newspaper advertisements, executive search firms." Job hunters will learn "how to market themselves, he added as an afterthought.

Job hunters must be more flexible in terms of being willing to move to other regions and in "not shooting for their top ideal in the beginning," says Elsoffer. A successful game plan, she says, may involve taking a job "where you have only a secondary interest. Because the longer you're out of work, the harder it is to find a job." Claudia Soifer, founder of Echelon Associates, a New York search firm, suggests that even MBAs check out small cities and companies for good career opportunities.

Clarke also suggests tailoring your continued on page 19

Miss Black and Gold Alpha Phi Alpha Fraternity



Monique says, "All my men read The People's Voice."

The Miss Black and Gold San Diego Contest is sponsored by the Eta Sigma Chapter of Alpha Phi Alpha, Alpha Phi Alpha, the first Black college fraternity, was founded December 4, 1906, at Cornell University, Ithaca, New York.

Over 75,000 men have been initiated into Alpha Phi Alpha fraternity since its founding in 1906.

The Eta Sigma chapter of Alpha Phi Alpha has 17 active chapters at SDSU. They wear the colors Black and Gold and wear the symbols A O A.

The Eta Sigma Chapter (SDSU) of Alpha Phi Alpha is accepting applicants for Miss Black and Gold San Diego.

The Miss Black and Gold Contest is run and organized as a beauty pageant and each contestant is judged by four major criteria: 1) acceptance, 2) dress wear, 3) talent, and 4) Personality/expression.

The contestant's eligibility requirements are as follows: the contestant must be an unmarried college female student enrolled in a 4-year institution in the San Diego County.

The following categories have influence in the final decision as indicated: (a) Personality/expression, 30%; (b) Talent, 30% (limited to six minutes); (c) appearance, 40% (poise, attractiveness, etc.).

The winner of the Miss Black and Gold San Diego contest shall represent Eta Sigma Fraternity (SDSU) in the Western Regional Convention in San Diego, March 31st through April 2nd. She will compete with other chapters for Miss Black and Gold West. The winner will represent the west, and compete for Miss Black and Gold in New Orleans, Louisiana.

The deadline for entry is Feb. 19, 1983, and the contest will be held March 5th, 1983. The winner of the pageant will receive a cash award and trophy. Interested women should leave a message at 284-8008.

—Alex Poinsett



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have boosted the number of poor Black families by 12 per cent (from 1.48 million to 1.66 million) over the past decade, while poor White family declined by six per cent. Similarly, while the total number of poor White individuals declined (from 17.5 to 16.7 million) the number of poor Black persons rose (from 7.5 to 7.8 million). Hence, Blacks are disproportionately represented not only on the welfare rolls but also in the ranks of the poor.

"When you look at this disparity," says University of California sociologist Harry Edwards, "you are looking at the impact of classism and racism. You are looking at the impact of a society in which the interests and perspectives of Whites prevail over those of Blacks." Edwards contends that America imposes a "nigger tax" on Black citizens; that is, their humanity and life chances are taxed. Because of limited medical care, they live less healthy lives than Whites and die earlier. But who is a "nigger" in America is more than just a matter of skin color, according to Edwards. The nation's "niggers" ultimately are the powerless—whether for race or class reasons. All welfare recipients are powerless. Hence, the conclusion seems inescapable that they also are "niggers," that they are oppressed by an often indifferent and uncaring society, and that their common cause in the 1980s should be to end that oppression.

In The News

continued from page 1

Programs are designed and written in a variety of computer languages such as BASIC (Beginner's All-Purpose Symbolic Instruction Code) or COBOL (Common Business-Oriented Language). Learning these languages (or as they say in the vernacular, "becoming computer literate") does not necessarily require linguistic skills or training as an engineer or computer specialist, according to Charles Hart, a computer consultant located in Fremont, Calif. Hart explains: "The first thing you must do to program a computer is to figure out what the problem is. Then using 'yes' and 'no' choices, program the answer in a sequential manner. People are already involved with this process without even realizing it. For example, when you go to the bank and use an electronic teller you identify yourself by using a code."

Hart believes that young people are better mentally equipped to handle computers than adults. "These kids grew up on television," he says. "They are accustomed to video; it's second nature to them. In my generation it may have been the automobile that excited young people; today it is video technology. If kids are good at videogames there is no reason to expect them not to be able to learn the skills of a computer. It requires discipline, but they are not afraid of the medium."

Computers In The Schools

In its Spring Survey of Education, the *New York Times* reported that in 1981 there were 92,000 computers available to students for educational purposes. Next year some analysts predict that there will be as many as 2,760,000 computers in our schools. The *Times* also reported at least half of all secondary schools and 14 percent of elementary schools use the new technology in their classrooms.

The Southeastern Consortium for Minorities in Engineering (SECME) has computer-trained 600 teachers and 7,000 minority students in secondary schools in southeastern states. SECME was founded in 1972 and funded by 55 corporations. Twenty-two colleges participate in the program. Says Guy Vickers, assistant director of SECME: "The goal of the program is to increase the pool of minority engineers by identifying secondary students interested in the field and preparing them for the rigorous science and math requirements of college engineering courses." Right now the push is on to develop high quality, imaginative educational software.

How do the schools use their computers? According to a 1982 survey conducted by *Instructor*, a magazine for elementary school teachers: 68 percent of the schools used computers for drill and practice, 62 percent for enrichment, 62 percent for games and 45 percent for computer programming lessons. The subjects which computers are mostly used for are: mathematics (86 percent of the schools), language arts (45 percent) and reading (43 percent).

Jeanette Carter teaches trigonometry at Brown High School in Atlanta, a SECME school, where Hewlett-Packard donated eight microprocessors. "Teaching is easier because of the computer," she says.

"I could go back to the older method of teaching," claims Carter, "but I wouldn't want to. I am able to do so much more with a computer; I am now able to give students individualized training. They come to us at varying levels of achievement and now I can get a program tailored to each student's specific need."

Brown believes that "coming into the system without computer literacy is a great disadvantage for today's teacher. Children need to be introduced to the computer in elementary school so that they can design their own programs by the time they become high school seniors." Mark Riley, a 16-year-old tenth grader at Boggs Academy, a small Black private school located in Keysville, Ga., learned computer programming from a teacher and an instruction book. Now he creates computer-generated graphic designs and math programs "just for fun." He also taught his friend, Lamar Williams, 14, how to program a computer. Williams, who believes that doing his homework on the computer would be "just like cheating," designs his own videogames with authentic arcade sounds.

At the college level: in 1983 students entering Clark College of Technology in Potsdam, N.Y. will be given a microcomputer. Students entering Drexel University in Philadelphia in 1984 and Carnegie-Mellon in 1985 will be required to obtain computer terminals linked up to the universities' main terminal systems. They are the vanguard in the new order.

The growth of computers in the educational system has caused some educators and social scientists to wonder whether society is not creating yet another disadvantaged group—the poor, who are unable to afford computers yet who live in a society run by computers. For Black people the big question is: Where do Black youth fit into this brave new world?

Consultant Charles Hart, who has written education programs, is not pessimistic. "There may be a gap of three or four years," he says. "But after that, Black families will have computers in their homes just like everyone else. Poor people bought televisions and telephones, didn't they?" Hart predicts that within 15 years almost every American home will have a computer. In 1980, 600,000 computer systems were in use, six times the amount used in 1970.

"That's not the point," says Charles Dixon, vice-president of marketing at Hurricane Laboratories, a Santa Clara, California-based company owned by Dixon and four others. "Sure, we'll put computers into our homes as entertainment devices when the prices have been brought down low enough. Black people have always been consumers. But we have to get into the production end. The area of computers is wide open. I opted to go on my own when I saw so many of my white colleagues become millionaires."

Hurricane Laboratories produces hardware that can be added on to the IBM personal computer and the Radio Shack Model III. The company also produces software for business programs. Dixon, whose educational background was in chemistry, believes that the future is in the new technology of computers. "Our future, of course, rests with our youth. That is why I gave my nephews a \$99 Jimex-Sinclair computer for Christmas," he says.

Students majoring in engineering and computer sciences should look carefully at these areas. They offer burgeoning opportunities in an industry that seems to be limited only by the imagination.

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resumé to suit a particular employer. "You may have to write several resumés, depending on the positions you're considering," she says. "Resumés should emphasize concrete skills, not general experience."

Get your degree, despite its apparent devaluation, the experts say. It's likely that the 1980s college graduate will be better off than his co-workers with less education, even if the degree leads to a nontraditional job. Get technical skills, and get them early, say technologists. Skills should be taught no later than junior high school, says Weatherford, whose Western Region Black Engineers and Scientists Council members go into West Coast schools to encourage young Blacks to study technology. "You really have to start early to get a firm foundation."

In the fast-moving 1980s the key to finding a new job may ultimately be an ability to adjust to new circumstances. "Increasingly," Ehrenhalt, "our most important skill will be our ability to learn."

By Edmund Newton



Eddie and Shirley Carthan

The mighty bell of victory rang out from Mississippi last November and touched the hearts of Blacks all over the country. Eddie Carthan, former mayor of Tchula, Mississippi, was acquitted of the charge of conspiracy to commit murder. The verdict was returned by an all-Black state circuit court jury in Holmes County after a two-and-a-half week trial.

Carthan was on trial for the June 28, 1981 alleged murder of a Black Tchula grocery store clerk and town alderman, Roosevelt Granderson.

Carthan's acquittal was a bitter-sweet victory. Immediately after the court decision he attended a rally and then was put in jail to serve a three-year sentence on his 1981 conviction for assaulting a white Tchula policeman. The State Supreme Court has rejected his appeal, but Carthan expects to be freed on bond and will file another appeal with a federal court.

Carthan, 33, who has spent the last year travelling the country to explain his case, has remained in high spirits throughout his ordeal. It was Carthan, in fact, who delivered his closing argument in court. In a rousing speech which reportedly brought most of the witnesses to tears, Carthan exclaimed that Black people must go forth and claim the promised land. He added that the jury could now bring justice to Mississippi when years ago this would not have been possible because Blacks were not allowed on juries.

"You have the opportunity to ring the bell for freedom," Carthan told the jury. "Ring the bell for Martin Luther King. Ring the bell for Malcolm X and ring the bell for Mississippi."

by Frank Dexter Brown



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The tapes can answer simple, often asked questions in easy, understandable language, through the privacy of your own phone. You can obtain the information and save yourself the time and frustration of trying to find straightforward answers.

To use Dial INFO, dial 4636. Tell the operator the number of the tape you wish to hear. Dial INFO will then play the tape of your choice. Should you wish further information, to hear a new tape, or even the same tape again, redial I-N-F-O.
A10 Library Hours
A27 Educational Opportunity Program

A31 Career Planning & Placement
A32 CP&P Activities

Legal

- L8 Do I have The Right to a Free Attorney?
- L20 How Can I Have My Criminal Conviction Set Aside?
- L32 Dividing the Community Debts in Dissolution of Marriages
- L34 Supplemental Security Income
- L35 Benefits Available If You're Had An Accident
- L42 Medical & Legal Malpractice
- L46 Chemical Test For Drunk Driving-
- Must I Take It?
- L77 Why You Should Read Food Labels
- L101 What If I'm Injured at Work?
- L102 Giving Testimony Out Of Court
- L103 Can Bankruptcy Help Me?
- L104 How My Marriage Can Be Dissolved
- L106 Small Claims Procedures
- L107 Rights & Duties of Landlords
- L108 Rights & Duties of Tenants
- L109 What Is Escrow?
- L110 What To Do About Noisy Neighbors
- L112 Restraining Orders In The Dissolution of Marriage
- L113 Financial Support In A Marriage Dissolution
- L114 What To Do If Alimony Is Not Being Paid
- L115 What Is Joint Tenancy?
- L116 What Should I Do If I'm Arrested
- L117 Should I Fight My Traffic Ticket?
- L118 What Should I Do If I Have Been Sued?
- L119 Restraining Orders And Injunctions
- L120 Welfare For Families
- L121 Info About Medi-Cal
- L122 Food Stamps
- L123 Auto Repair & Service
- L124 Illegal Sales Gimmicks
- L125 Right New Car At The Right Price

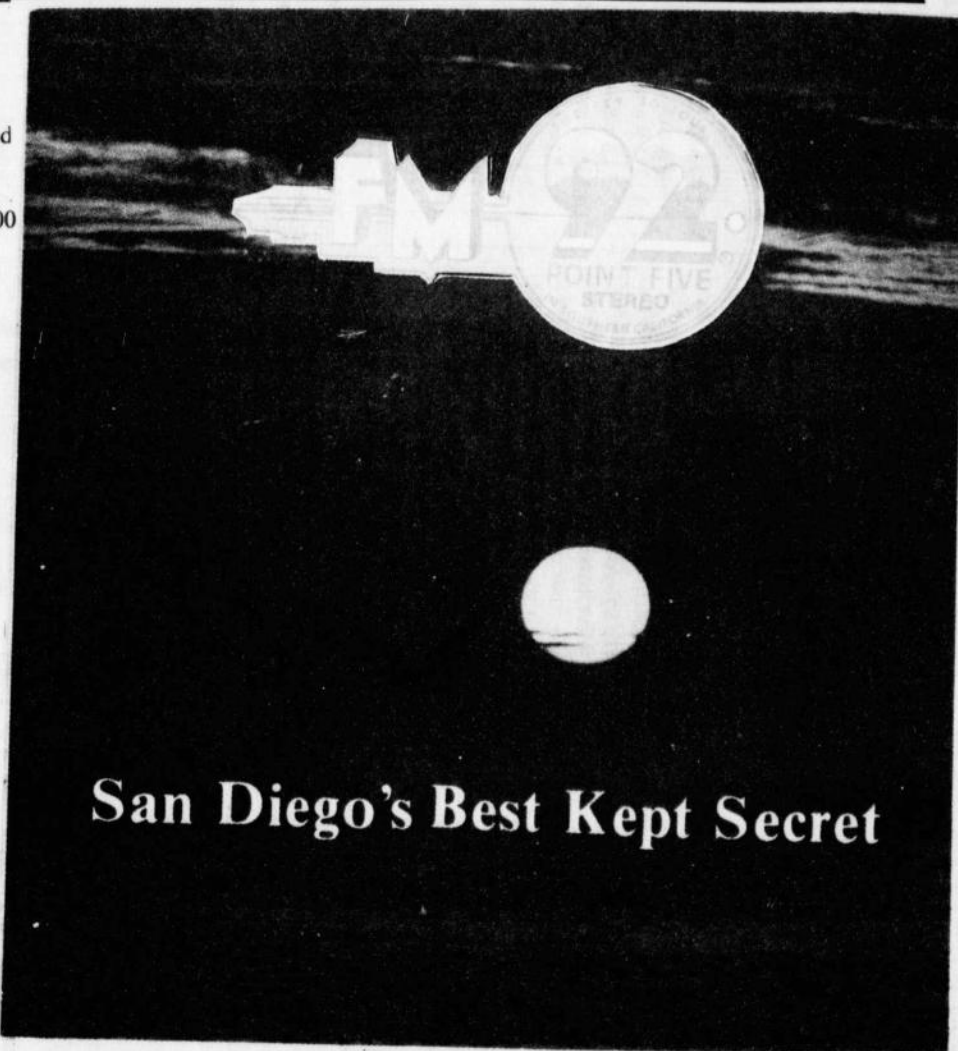
- Medical
- M1 Diabetes
- M2 Am I Pregnant?
- M3 Syphilis
- M4 Gonorrhea
- M5 Vaginitis
- M6 Tension
- M7 Headaches
- M8 Backaches
- M9 I'm Just Tired, Doctor
- M10 Marijuana
- M11 Narcotics

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People's Voice Calendar of Events

February

- 10** Prof. David Laitin, Dept. of Political Science: Somali—Poetry and Politics. 7:00 pm, Student Center Lounge
- 10** 3rd General Body Meeting. 6:00 p.m., The People's Voice office.
- 12** NAACP Founded, 1909.
- 17** Prof. Bob Cancel, Dept. of Literature/TWS: African Oral Narrative Traditions (including slides from Zambia). 7:00 p.m., North Conference Room.
- 21** Malcolm X assassinated, 1965.
- 23** W.E.B. DuBois born, 1868.
- 24** Prof. Benetta Jules-Rosette, Dept. of Sociology: "Doing Field Research in Africa: How To Go About It; Some of My Experiences" (including slides from Kenya, Zambia, the Ivory Coast). 7:30 p.m., North Conference Room
- 26** King Sunny Adé performing African pop juju music. Adams Avenue Theatre, 3025 Adams Avenue, beginning at 8:00 p.m., \$7.50 advance/\$8.50 door. Info: 283-1566.



San Diego's Best Kept Secret

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