A Tribute To Adam C. Powell, Jr.

Former representative from New York’s 18th congressional district, elected to congress in 1946, Adam Clayton Powell Jr. — born the son of a Baptist preacher. He was a hugely talented man, and can be remembered for helping push through some 80 pieces of major progressive social legislation in congress. He paved the way for certain phases within the struggle for liberation.

An honor graduate from Colgate, Powell utilized his knowledge and experience to organize a campaign for jobs for Blacks in Harlem during the height of the depression. He established the right of Black journalists to sit in the House and Senate galleries, as well as working as director of a relief center that dispensed food and clothing—during his days as a progressive and dedicated leader.

When Powell was excluded from congress in 1967, many newspapers depicted his “FLAMBOYANCE” as the immediate reason for his ousting; (Powell’s exclusion has been criticized nationally as a racial strategy by biased white congressmen to oust an outspoken Blackman from a position of power.)

Powell was re-elected to congress for a six-year term and in 1972, won a 87-30-1 majority. The following June it was found factually by the Supreme Court that congress had exceeded its constitutional power by refusing to re-elect him. Powell’s incumbency, which had held him as chairman of the House Education and Labor Committee was never restored, and the loss of back pay that amounted to $55,000 was also lost.

The poor, the low-paid workers, the unemployed, the millions of college, students, the handicapped, secondary and elementary education, and others witnessed the impact of the legislation that was emitted from Powell’s committee—truly a display of the political skills that Powell had gained and used faithfully.

Many bills were pushed through without the signatures of Powell: he often gave the opportunity to other members of the committee to get credit for them—as well as working for them. He was proud of the many positive comments about the bills he helped along, but the praise of his colleagues did not alter his personality or character at all. One compliment paid to Powell was from Senator Wayne Morse, D-Organ, who was an admirer of Powell wrote, “In all my twenty years in the Senate, I have never seen a chairman of a conference committee do as effective a job as you did in handling the NDEA bill through conference. I am well aware of the problems that existed for you among the House conferees personal and ideological differences and the way you handled the problems made me only that much more an admirer of your generalship.”

Roy Wilkins, the executive director of the National Assoc. for the Advancement of Colored People (NAACP) had this to say about Mr. Powell: “Adam Clayton Powell’s death removed from the national scene one of its most significant figures. Even those of us who were occasionally at odds with him never doubted his sharp intelligence and the charismatic value of his flamboyant, challenging style. His leadership was that of a loner, not of an organization man, and in his special arena, voicing his special message, he was without a peer. His oft-studied defiance of white opposition created a surrogate image for millions of Black men and women. His chairmanship of the House Education and Labor Committee was marked by extraordinary achievements. His widely-publicized personal life secretly charmed many who wished, but did not dare, to function as he did. To our regret in his passing must be added regret that he did not choose at all times to exercise his considerable gift of effective leadership to which his great talents could have carried him.”

The Black Watch Staff along with the Black United Students of Kent State University wholeheartedly endorse Brother Silas Ashley for President of the Student Body for the 1972-73 school year.

Each candidate for this election feels that student apathy is a major problem on campus and that unity is much needed to bring the campus together to get needed programs that would benefit the whole student body. Each candidate is promising how he would be the “right” that the student body would rally around, and how, if he were elected how he would initiate programs that would benefit the campus community and improve our university.

What is puzzling is why these candidates can’t initiate their programs now in light of the fact that student government is a meaningless organization as it is now operates. Also, I am confused as to why these “rights” are not demonstrating any unifying powers in real viable solutions to some of our (students) pressing problems, such as the fee increase, bus proposal, legal aid clinic, and parking tickets. (Portage County getting money).

Now investigate, thoroughly, the Ashley-Faulknor Campaign and particularly, what it is doing in comparison to what I am saying. They first attacked student apathy, last quarter, at the March 4 basketball game. Anyone who attended the game could tell you that it was the most enthusiastic game of the year (crowd response). Everyone had a dynamite time. Unity is attained through versatility, communication, and respect. A candidate must be able to be versatile enough to identify with many groups and be able to do many things. Communication is vital in the areas of dealing with those persons and/or groups that differ from your viewpoint and/or perspective. Respect is most important in this area because if two persons can’t see eye to eye, at least each would respect the other’s position and leave it at that. If each person’s position can be substantiated. The Ashley-Faulknor campaign has been able to encompass the “left” (Joe Hill Collective, Vets Against the War, etc.). The “right” (YOUNG Republicans, Conservatives, etc.). Blacks, Whites, and some international students, all work together supporting our campaign. Some of the groups have no dealings with others in that their perspectives are so opposite, yet, they are willing to rally together, around this campaign. Why? Because it has either initiated or come up with workable solutions to many pertinent problems on campus, and these solutions are opposed by some factions. This was difficult to do, but communication and respect makes people more willing to work together.

What are some of Ashley’s solutions and programs? (1)
They established a student newspaper in 1966 and to date, it has recruited 2 junior editorial board members and one member of the state high school basketball championship team. (East) to be its basketball team. In football, four stars have been recruited and in wrestling, they have started an exchange with Maple Heights (they are the state champions wrestling in the state for the past ten years won-lost). They did this because they felt they had a 1.6 million dollar budget, $2.00 per student, we’d only

(Continued on page 2)
**The Black Watch**

### Ashley - A Change

**By DONALD MORTON**

This article probably contains opinions that have been thought of before, or maybe things that have been said, but because individuals like to avoid argument (for fear of losing a brother or sister's friendship) they have been hesitant in saying just what they want to say, or only discuss it with the ones who share same views as they do. In this article, I have chosen to write my opinion regardless of its meaning.

To use the “niggers” of Kent State.

Do you have a “white complex”? Do you feel that our terms “by any means necessary,” are too harsh, our struggle for liberation? Do you feel that your bourgeois ideas have given you so much status on this campus that you will repel discrimination even though you are as black as we are? On Kent State’s campus there is an organization called Black United Students; an organization that every black on campus should be proud to be a part of because of its aims to work together and attempt to overcome to racist attitudes directed at black students. We should be concerned about keeping a Black community here on campus, instead of a campus with just a few organized “token niggers.” But you fail to identify with us and say, “Black United Students aren’t shit.” We have appealed for your help to tutor the little brothers and sisters from Ravenna, who are receiving an inferior education in their school system, buy you are not concerned, and refuse to help. If B.U.S. wasn’t doing such a good job of tutoring these kids from Ravenna, then they would come back every week in full attendance, hungry for more?

Ashley - A Change

You say that our publication, the BLACK WATCH is an insufficient newspaper, and it advocates violence. We have repeatedly asked for assistance to help make this paper a more powerful one, but again, you’d rather sit back and criticize. Furthermore, if you’d stop looking at the pictures (to see if you are in them) and start reading the content, you’d see that it’s not violence we’re advocating, but political consciousness.

When asked why not come to B.U.S. meetings, you say, “I went to one, and all the others are argue,” so you have decided not to go anymore. In comparison, suppose all other organizations on campus sit with smiling faces throughout all of their meetings, and get things accomplished, without any disagreement whatsoever. I doubt it seriously. You have a non-racial excuse for not attending B.U.S. meetings, but you seem to make it to the dance afterwards. If you haven’t done anything to make B.U.S. a more powerful organization on this campus than it already is, then your opinion of B.U.S. is an opinion of yourself.

Tightening on Kent State’s campus is just a stepping stone to the revolution of all Black people, but indeed an important one, because we can attempt to liberate others, we must first start liberating ourselves. Why fight among ourselves when the real problem is evident? Why refuse to claim your own heritage? Our ancestors set up for us seven principles to live by: Unity, Self- Determination, Co-operative Work and Responsibility, Co-operative Economics, Purpose, Creativity and Faith.

With these principles, what do you need with theirs????

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(Continued from page 1)

The coaches and the black players have met to discuss the problem and are quite concerned. The coaches are knowing that the black players can be held responsible for a couple of M.A.C. championships in a major sport. If you can’t cut the budget, at least make it work for you! This campaign has also established a student recruitment service that, in six weeks of operation, recruited 255 students. Now this service is being incorporated on a campus-wide basis others since ours worked so well.

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**THE BLACK WATCH**

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THE BLACK WATCH

**B L A C K W A T C H E D I T O R I A L**

**A N D B U S I N E S S O F F I C E S :**

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Angela, the love motive, absurds

The poverty of nonwhites continues to dominate the official statistical picture of urban poverty in America.

Nonwhites constitute half of the poverty population in the city, and the poverty income figure for black families of this size only fractionally larger, 27.6 percent. In fact, 61.9 percent of all poverty families of two persons were in this category.

The suggestions that blacks are poorer because their families are larger is not born out. Blacks are poorer compared to white families, largely because of the nature of the nonwhite urban family.

The fact is that 90 percent of those over 16 who are in the labor force are currently employed. Of the 16 who are not employed, third are 16 to 21, and a third of these are students who are not seeking employment. Nearly 90 percent of black males in the labor force who are not students are employed or actively seeking employment.

The future is 86.7 percent for the 22-24 age group and 53 percent for 35-44 year old group.

More than 47 percent of all low-income areas, while black males averaged $133 a week, while black males averaged $172.

Black females, generally characterized as welfare recipients, are consistently higher percentages of labor force participation than their white counterparts. More than 74 percent of all low-income areas were employed actively seeking employment, compared to 65 percent in 1970.

Their median weekly earnings were $89, compared to $96 for white females in these same low-income areas.

Statistically, the black mother remained at the bottom of the intergenerational ladder. But her effort to provide for her family exceeded that of the white mother, thus to work to help feed her family.
I feel that it is important that we, the Black Students of Kent State University, become aware of the problems that are facing us. (Because of a lack of communication is not brought to our attention) are available to us. In our struggle of trying to get better grades, I believe that Black Students we should first deal with what is available NOW for Black Students. We must not forget that one of the main reasons that we are here at KSU is to receive a "good" education by any means or source. Everyone is aware of the meeting of academic skills— they go hand in hand in order to complete an education.

Academic Survival: and Beyond: Some Notes

By MILTON E. WILSON, JR.

If you are to survive academically, you must do several things. You must believe that you can achieve effectively. You must understand and accept the demands which confront you. And you must acquire and utilize facilitative skills.

BEFORE ABILITY TO ACHIEVE

People who do not survive academically generally believe they will fail.

Failure, therefore, is largely a result of self-fulfilling prophecy. Most students have the ability to achieve. It is their lack of faith, however, that moves them down the road of failure; for failure, in the last analysis, is the expression of personal failure and in their excuses for not doing better, brief, despite the ability to achieve, many students who fail are preoccupied with failure and this preoccupation becomes a governing force.

And when failure occurs, it is usually blamed on others. Teachers are blamed for not teaching. Course content is blamed for not being interesting and relevant. The library is blamed for not having needed books. Roommates are blamed for being noisy. The class size is condemned for being too large.

Seldom does the student who is unsuccessful in his ability to cope with the academic demands which confront him see himself as basically the underling doubt structure which frustrates his effective functioning. The successful student, on the other hand, believes in himself and will achieve. His survival thus far tells him that he has achieved and has the potential and courage to surmount any obstacles to further achievement.

The successful student believes and says, "I can learn this material, and demonstrate my learning." And when things get rough, he says, "I may have to spend a little more time than others, but I will spread this learning over a longer period of time, I don't have to gain the mastery I must gain."

By word, by action, by decision, the successful student asserts very clearly, "I can do it!"

And he does!

UNDERSTANDING AND ACCEPION OF ACADEMIC DEMANDS

While belief in one's ability to achieve is necessary for academic survival, it is not sufficient. If the student is to survive and grow beyond survival, he must understand and accept the expectations and required learning. With the amount of effort needed to master the associated concepts and processes.

Unfortunately, some students do not survive college demands because they fail to understand what they have to learn and do. Consequently, they may not study sufficiently or they may study the wrong material.

Other students do not believe that the professor will require them to demonstrate knowledge and skills which have been assigned or talked about. So the student does not learn the knowledge and skills, but after examination day, he bemoans his failure. He says, "I didn't think the professor would test us on that!" or "Now, I wish I had read the other material!" or "I should have found out what he really required before I took the course."

Then, too, there are students - and there are increasing - who claim they knew what they were expected to learn but chose not to learn it because the material and/or professor lacked interest or relevance. For example, they state: "I didn't read that damn stuff because it doesn't relate"; or "That dumb cat (professor) ain't blip and turned me off, man."

These students, of course, have yet to learn that interest and relevance lies in the eye of the beholder, and it is up to the student to learn how to impute or view content and criteria set by the professor in terms of personal interest and/or relevance.

Failure to understand and accept academic demands and the actions necessary for mastering those demands will catch up with the student and eventually spell "failure."

To survive academically and to achieve beyond survival, the student must understand what he is expected to do, accept the responsibility for it, and then do it!

POSSSESSION AND UTILIZATION OF SKILLS

There are students, of course, who want to learn, who do understand and accept (to the extent possible) the academic demands, but who cannot do what is necessary to survive and to achieve beyond survival.

Frequently, the reason for their inability to achieve is due to deficiencies in basic learning skills. Some students have receptive deficiencies; they have problems in sensing, observing, listening, and reading. Some have difficulty in the integrative skills area: they have difficulties in convergent and divergent thinking, in reasoning by analogy, and in reasoning inductively and deductively.

Still, others have deficiencies in the expressive skills of writing, spelling, speaking, arranging, and so forth. In addition, students frequently lack academic managerial of time setting, time utilizing skills and test-taking skills.

Put simply, the desire to survive and achieve beyond survival is there, but the necessary skills are not!

Academic know-how includes many things. Some of these are quite simple. Consider the following examples: (1) For every hour in class, spend two hours in preparation; (2) Good standard writing is basically a function of several regurgitations; (3) Most writing suffers from poor connectives and inappropiate emphasis; therefore, check writing for those errors before it is released; (4) Two-thirds of the study time should be spent in reviewing activities; (5) Learning becomes much more meaningful and firm when new learnings are tied in with old learnings; (6) Because learning is measured by systematic review in the form of questioning, learn to question, think in terms of questions, and write questions for review as you read and listen; (7) Search for as many relationships among concepts as possible rather than focusing on the rote memorization of learnings; (8) Assume the role of the teacher in studying or see yourself interpreting others in the material you are learning quite honestly.

Academic know-how is also an involves an understanding, acceptance, and appreciation of time. Without the foregoing, students are likely to do violence to available time. Activities should be calendared or put into timeframes, and specific goals should be associated with these activities. Students who do not survive are most frequently students who mismanage time.

Academic know-how also includes the test-taking skills area. Whether we want to believe it or not, we are always faced with situations in our daily personal lives which demand us to recall, recognize, compare, translate, analyze, synthesize, and evaluate information. In other words, human survival is a function of meeting the tests of daily living in a satisfactory manner. Human survival is a function of being able to think in terms of an evaluative frame-of-reference. Indeed, we have survived because we can think rationally. Nevertheless, when confronted with a formal testing situation, many students panic, freeze, and succumb. Understanding the frame of reference is important, and any book on study skills or test-taking skills can be helpful to the student.
It's For You - Why Not Use It!

EEOC Emergency Fund

I. Purpose

The Equal Employment Opportunity Commission (hereafter referred to as EEOC) Fund was established in 1968 to aid minority and/or disadvantaged students attending Kent State University in their academic goals and personal development. The Fund is designed to support career goals and personal assessment, occupational outlook for future employment, and counseling throughout the summer. Students will be assisted in obtaining any aid needed for the duration of the academic year. Future funding is not based on academic performance, but academic success is stressed.

II. Guidelines

A. The EEOC FUND is to be used only in emergency cases, that is a sudden or unforeseen situation requiring immediate action.

B. Requests for EEOC grants or loans must be made by filing an application with and having a personal interview with the Coordinator of Development Assistance.

C. All applications will be reviewed by the Human Relations Department Scholarship Committee. Their decision will be final.

D. A student may only receive Funds and/or a Scholarship in a given academic year. The fund is only available for purposes and not as an on-going supplement to a student's financial aid. Debts created by the payment of funds on the part of the student will not be assisted by EEOC FUND.

E. Loans granted are expected to be repaid on the date agreed upon by the borrower and the Coordinator of Development Assistance. Failure to comply with this may result in a hold being placed on the borrower's registration until his obligation is met.

F. Following graduation, it is highly probable that a student receiving EEOC grants will have the amount of their grant back into the program, with some students others might also benefit from it.

HUMAN RELATIONS SUMMER SCHOLARSHIPS

I. Description

The summer scholarship is designed to recruit and enroll prospective minority and/or disadvantaged freshmen students to the campus during the summer. The scholarship will cover their room and board and registration fees for both summer sessions.

Enrollment will be closely monitored by the Coordinator of Development Assistance and the Learning Development Program.

Randal Lawson, Coordinator of Development Assistance - Learning Development Program.

Learning Development Program

The program provides special academic assistance to students. As a part of the Human Relations Department, it is especially concerned with developing the academic potential of disadvantaged students, dismissed and re-admitted students, students on academic probation, handicapped students, and others with special needs.

The following services are available to students free of charge:

1. Information on how to study more effectively

2. Reading Improvement

3. Academic Counseling

C. Skulk Stiles, Director Developmental Services

Nkrumah Victim Of Cancer

LONDON – Dr. Kwame Nkrumah, the man who led Ghana to independence and played a dynamic role in the political affairs of the African Continent, reportedly is dying of cancer in a sanatorium in Hungary.

This is still uncertain whether this will come through. One deterrent may be the government's concern that his coming would stir young Ghanaians with Nkrumahism.

Dr. Nkrumah is one of the great architects of independent Africa. Born in 1909, he was 62 when he was found to be suffering with cancer two years ago.

As the first president of a black African country, he was a postwar period, Nkrumah, though his commitment to Pan Africanism played a leading role in the formation of the organization of African Unity and the elimination of colonial rule in the country.

The announcement of his commitment to nonalignment, he won the respect of world leaders and put Ghana up as one of the most influential nations anywhere. His ideas of philosophy and influence many Africans and black Americans.

Dr. Nkrumah is still regarded as an intellectual and political giant. He is a famous author at his views on nationalism and African Nationalism have guided the African liberation fighters throughout the world.

Born in the then Gold Coast in 1909, he attended Achimota College and later came to the United States where he entered Lincoln University in Pennsylvania. He obtained the B.D. and LL.D. degrees from Lincoln. From the University of Pennsylvania he earned the S.T.B., M.A. and Ph.D. degrees, the first one also studied at the London School of Economics.

For the second week of each quarter until the week preceding final exams for that quarter. Individual help, available through this clinic, can be arranged by appointment.

Who can give me more information?

Telephone us at 672-3190 or come into 115 Kent Hall and talk with us.

Len Gatewood - Academic Co-Specialist

Caroline Turner - Study Skills Counselor

Edith Zais - Reading Specialist
EDUCATION:

Fresh Off the Assembly Line

The .44 AMP—four Auto Mag Pistols Model 27 or Highway Patrolman gun—has a caliber angle that is twenty degrees effective length and the chamber angle is twenty degrees. Forming the .357 AMP case is simple and easy: Just apply case-lube to a .44 AMP case, run it up into the regular resizing die of the .357 AMP. Model 27 or Highway Patrolman gun—has a caliber angle that is twenty degrees effective length and the chamber angle is twenty degrees. Forming the .357 AMP case is simple and easy: Just apply case-lube to a .44 AMP case, run it up into the regular resizing die of the .357 AMP.

With the slide locked in open position, a quadrants on the barrel locking liner releases the barrel, which has been slid forward slightly. Slide photo, switching from .357 to .44 AMP.

POETRY CORNER

House Bills

House Bill, House Bill, Four Twenty-Five
Can't you see, Can't you see
That you're Causing us a lot of financial suicide?
House Bill, House Bill, Twelve Nineteen
Without you, there is still the most cruel sting.
It doesn't matter whether you're a National or a State House Bill Can't you see that you're not solving the problem of poverty around society'sills.
But House Bills, you create some very humours facts, you arrest, oppress, and visually erect the Blacks, and while Whites turn away un-concerned about our plight, you stab them directly, in their backs.

It is a pretty slick move, keeping students separated, so that they react individually or in small groups to whatever is administrated. It's about time that we students realize that we all are subjugated. So I submit to you, a unifying force, it's titled the Ashley-Faulkner campaign.

Support us if you are willing to work, act, and initiate some real change. If not, support Gage, Peabody, Rage or Anybody cause, what you'll receive as your reward is the Same old Thing. NOTHING.

by Silas Ashley

May, 1972

THE BLACK WATCH

Page 6

Blues

By SONYA

in the night
in my half hour
in my half hour of dreams.
I hear voices knocking at the door.
I see walls dripping screams up and down the halls.
What someone open the door for me? won't some one schedule my sleep and don't need the questions.
What when he took me to his home away from home place and I died the long sought after these questions and for me.
yeah. bessie.
I put in the bacon and it over.
Flowed the things and two days later when I started to grind. as everyone knows I am still grinning.

blue

I don't go anywhere
I can't go anywhere
I can't go anywhere
1. Lee Morgan - Live at The Lighthouse - Blue Note
Morgan-trumpet and flute/Alton Moppen-tenor sax and bass clarinet; Harold Mabern-piano; Jimmie Merritt-bass; Mickey Roker-drums.

One - of the truly great musicians our time has met with a violent and untimely death. Lee Morgan, at a time when he was said to be on the threshold of a new conception for his group, died, in February of this year, gun-shot wound.

From the time when, as an extremely young man, he amazed people with his recording of "The Sidewinder," up to his untimely death, Lee Morgan, a group of people who fought for the recognition which jazz most surely deserves. He was one of the leaders of the Jazz and People's movement which protested the media towards jazz music and artists. Last year he and Raheem Roland Kirk a group of people in whistle flowing and protesting, at the taping of a Merv Griffin show. The protest so distracted and unnerved Griffin show. The protest so distracted and unnerved Griffin so much that he had to take a break off the taping and send the audience and out of here. A summit meeting of sorts was arranged between Griffin and the music. It was at this time that Griffin showed hisI and the media's incredible ignorance of the going on of of the thing. Only true art form-jazz. Morgan was recently quoted as saying, "I would like to feel that jazz is an elite music!"

As Ed Williams states in his well-written liner notes to this two record, "enthusiasm and adventure led the way, the vibrations were good and strong and they (the band) simply had a ball in California. "This good feeling is reflected in the beauty and passion, tension and high-energy of the music presented on these four sides recorded live at the famous Lighthouse Club in Hermosa Beach, California. There are not short cuts pieced together to satisfy some D. J., each side is taken up by an entire piece, none shorter than 16 minutes.

Absolutions and The Beehive are quite possibly the premier cuts on the album. Beginning with Morgan's scorching tenor, Absolutions you and holds you tight for a full 19:40 ride. Although Beehive is the feature cut for drummer Rollerist, it is on absolutions that be really cooks, laying down a beautiful pattern. Beehive is the cut where Morgan and Merritt really shine. Mabern cuts out of solo back into the swing (just like bees in a hive) theme and into some race horse trumpet fingerling by Morgan. Rarely has any trumpeter been playing with such a sprite feeling of ease. It must be mentioned that pianist Mabern is a joy throughout; this man is all over the keyboard, playing strictly acoustic piano. He is particularly effective on Nommo, a Junior Merritt piece which contains un-companied solo breaks for Mabern, Morgan, then Mabern. Mabern builds to a peak, leaves you breathless and marveling at his technique during his break, then just as smoothly he is back into the theme and back to the race.

This was Morgan's quintet at the time of his death. This group was also seen (with the exception of Mabern) by Chicago at the Cincinnati Jazz Festival last July. It would certainly be well worth the listener's while to into Morgan's music, he had a lot to offer in the way of solos. Older with us, his beautiful musical spirit remains.

2. Freddie Hubbard - trumpet; Stanley Turrentine - tenor sax; Johnny Hammond - organ, electric piano; Bobby Benson - guitar; Hubert Laws - flute; Ron Carter - bass; Billy Cobham - drums - Alto; Aire Moreira - percussion; Billy Cobham - drums.

This is the same band which recently won in our day, our city midwest tour. The musician who was one that tour but missed from this record is

Grover Washington Jr. The world is and is a band of true heavyweights who come together, not to jam, but on well-organized shows.

Through this album boasts the same personnel as the midwest tour, something seems to be lacking. The missing elements are continuity and in all but two instances, fire. Red Clay blazes on as usual and is Hubbard's strong moment of the two record set, although he surely tossed with the greatest level of intensity when I saw him in this same context in Cleveland. His best moments come in a blaze of glory immediately following George Benson's superb solo. From there on it is a race to the finish between Hubbard and Cobham, interrupted only by Carter's crowd-pleasing bass pyrotechnique, and joined by Turrentine who plays question and answer, musically, with Hubbard, up to the end.

3. Turrentine, Ron Carter - bass;由此可见 Sugar is rather uninspired on the whole. Besides Red Clay, Hubert Laws moving interpretation of James Taylor's Fire and Rain is the only other truly inspired cut on the set. Hopefully CTY will follow with the same band from one of their midwest concerts. CTY would receive a A rating for an excellent job of recording.

4. Stevie Wonder - Music of My Mind - Motown This is a showcase for the multi-talents of one of the most gifted musicians in the industry. On this album Stevie functions as arranger-producer, writer, plays drums, clavichord, classical piano, ARP and moog synthesizers and piano. Except for a trombone solo a guide, and some background vocals by his talent-
Spiritual Health

Islam deals with man's total existence, physical, mental, and spiritual. Physically, Islam tells what foods to eat and which foods to avoid. Islam has a set of codified laws, both local and international, to give guidance on sociological, economic, and political matters. Islam also teaches us to learn “from the womb to the tomb” that knowledge of its guidance is incumbent upon every Muslim, female or male. Islam teaches us to be intelligent, to read Qur’an and reflect, to question nodes of spiritual and physical things and to THINK! All of these things and more deal with the mind and its learning and mental processes.

Today the spiritual side of man is the one in the most turmoil. It is the most confused and diseased part of “modern civilized man.” This is the part that will deal with this in an article. Is there a lack of spirit as the controller/ stabilizer of the rest of the organism? With the spirit in control of the physical aspect of man it keeps man’s attention. It checks. It keeps man, through selfish and lustful desires, from sinking below the basality of the beasts, and gives man the potential to rise above the angels.

The modern (?-) scientific view of man is a result of man’s materialistic outlook. Rather than understanding the message and science that has made science his god, science today is used to control and oppress, and not to serve and enlighten as it should. Science is used to control and enslave the history of mankind as it did in the Islamic empire. (See: Muslim, Cultural Heritage and Culture by M. Abdur Rahman Khan, 1969, pub. Sh. Shabbir Kohi, Karachi, Pakistan.)

The spirit of man is the most enduring; the rest of man remains on this sphere of existence while the spirit transcends death to dwell in the hereafter. Is the spirit of man a derivative more of care than either the body or the mind?

Prayer is Islam as the head to the body. Just as a man cannot live without his head (means both literally and allegorically), Islam cannot exist in a person without salat (prayer). Salat is the exercise of the spirit—the “push-ups” of the soul. Muscles of the body must have exercise or they will atrophy and become vestigial, useless. The soul will become dead, idle, and lifeless unless it is exercised properly by the practice of regular salat. The Holy Qur’an Kashmiri has khat kathars (many verses) that enjoin Muslims to make regular prayer. If Allah Talat in His word puts salat in such an important position in a believer’s life then we as Muslims must make it equally important in our own individual lives, if we are striving to munin (true believers).

What we believe:
1. There is no “god” but the one, indivisible God, the Creator and Sustainer of the Universe.
2. Angels of God (Allah) carry out His bidding without question. (Mikail, Israfil, Munak, Najar).
3. The Truth of the Books of Allah (God)—some have been tampered with, changed, and hidden. (Holy Holy Qur’an, Taural, Inji Zubair).
4. Allah has given His message to righteous men to take them called Prophets (Adam, Moses, Iesael, Isaac, David, Jesus, and Muhammad, Peace on them all).
5. The essence, soul, of every person will continue to exist after the physical death and will rise on Resurrection day.
6. Allah will accord to each the fruit of His own actions, deeds, and intentions.
7. All this (good and evil) come from Allah.

B.U.S. Philosophy

We, the members of B.U.S., have a need to become an organization in order to attain our goal, which is liberation. Black United Students, may now be defined as a student Black Nationalist Organization dedicated to the liberation of Black people in America and abroad.

The Organization known as B.U.S. is built upon, and dedicated to the basic concepts which we feel will lead to our goal of world-wide Black Liberation.

These goals are: (1) Nationalism: We take nationalism to be nation building. We, the Black minds of the majority, must take skills that are helpful to our community and make them available to our community. Doctors, nurses, dieticians, scientists, mechanics, plumbers, technicians, and architects are all needed in the building of our Black nation. In Nationalism, our main concern is with our own people; not learning or reasonaries to white people. We must develop and help build our own community.

(2) Education: We must become educated in order to be in a position to protect ourselves and our families.

(3) Interdependence: Black students must develop and strive towards their own goals and our goals. Our goal is Black Liberation.

(4) Social Revolution: The second principle of B.U.S. is directed to the student, and concerns has situation on this campus and in other educational institutions. (2) Black Student Survival. This means that both Black student mental and physical survival must be achieved before skills can be obtained which the Free Black mind can learn without running the risk of mental murder.

(5) Race: We must liberate our race. We must not let anyone interfere with our goals.

These ideals are the core of our philosophy.

THE BLACK WATCH

2 AN AFRICAN PAPER FOR AFRICAN PEOPLE

The Educational Institute of B.U.S. is now in the process of developing its Black Liberation Tutoring Sessions and children’s learning programs. During tutoring, black awareness is taught, physical hygiene is stressed and overall help with regular school subjects is given.

The children are fed following each session. We believe in healthy bodies for healthy minds. Tutoring is held every Saturday at 12:30 A.M. in 253 Rockwell Hall. Students are always needed. Please attend. Remember, our youth is our future.