Inside the Company In Angola

By Rodney Larson

The Central Intelligence Agency appears to have carried out covert operations in Angola at least four months before the reported build-up of Soviet involvement, according to a study of official records from the American Embassy in neighboring Zaire.

The study, which was carried out by Joseph Ambrose, a former CIA analyst, shows that from September 1974 to February 1975, the CIA was involved in operations in Angola, with the aim of helping the Angolan National Union (FNL) to overthrow the Marxist regime of Jonas Savimbi.

The CIA's activities included training and equipping Angolan rebels, as well as providing intelligence and logistic support. The agency also provided financial support to the rebels, including the purchase of weapons and the training of Angolan fighters.

The CIA's involvement in Angola was part of a broader strategy to destabilize the Marxist regimes in southern Africa, which were seen as threats to American interests. The agency's actions in Angola were part of a wider effort to weaken the influence of the Soviet Union and its allies in the region.

The CIA's activities in Angola were not public knowledge until the publication of the study, which was based on official records and interviews with former CIA officials.

The study, which was released in 2016, provides new insights into the CIA's covert operations in Angola and the broader context of the Cold War in Africa.

The study also sheds light on the challenges faced by the CIA in carrying out its operations in Angola, including the risks of being detected and the need to maintain a low profile.

The study concludes that the CIA's activities in Angola were a success, helping to weaken the Marxist regime and pave the way for the eventual collapse of the Savimbi regime in the early 1990s.

However, the study also notes that the CIA's operations in Angola were controversial, with some calling for an end to the covert activities and arguing that they were counterproductive.

Overall, the study provides a detailed and nuanced account of the CIA's role in Angola, offering a rich source of information for scholars and historians interested in the history of the Cold War and the role of intelligence agencies in shaping events.
COPING STARTING A DAY CARE CENTER

by Dorothy Thompson

Having a community's children's day care for preschoolers means more than a ready-made baby-sitting service. It means the creation of a learning environment where children learn not only social skills, but how to relate to each other. It means understanding the community and helping to solve problems related to it.

The center often must become a source of assistance in solving health, problem, and family counseling and many other family needs. As one school director said, "A vital part of the community center child care is helping you gain control over their environment by providing support for fighting drugs." The first step in organizing a children's center is to bring together concerned, perceptive adults, who can openly and honestly discuss their values, skills, and needs, because this will determine what kind of environment they will create.

Values and Goals. Is there to be an emphasis on cognitive skills or socialization? Will there be open education—making children more hierarchal and structured? There is a desire to help parents and children to understand society and raise children? These are some of the questions that must be discussed.

Good educational programs are visit different types of schools. The following are suggested: "Pacific Oaks College, Pasadena; this is a teacher-training college in phrasing humanistic education. A community college's children's service, such as the Department of Education, to which many children go there. Los Angeles. Other programs may be the educational program of the early childhood center, which can extend school together. Many high schools, El Camino and Reseda, for example, have such a program." PVCNIC FUNDRAISER — The slogan of the Silverlake Peoples Playgroup stands in Vendome St. Park during picnic fundraiser.

Resources. The availability of resources goes hand in hand with clarifying the center's goals. From a realistic point of view, this inevitably means money, because that will determine whether values and goals can be achieved, what kind of facility and equipment are there, the possibilities of the program, the hours the center can be operated and, most importantly, the ability to attract energetic, resourceful and capable professionals. Investigating the source of funding, including colleges, non-profit community service organizations, industry sponsorship, community action agencies, businesses, private schools, government and foundation grants. A college child care center can often increase enrollment enough to justify "a college's funding all or part of the operation." We are aware that government funding usually includes testing under its family relationships in daily care, families, whose need for financial and emotional support is greater. By saying on this, there is a very positive alternative to consider is having a playgroup. This can be an enriching experience for a small number of two to five year olds a few hours a week. Children at this age need consistency, though, and for this reason a fixed time should be set aside for getting together and sporadic drop-ins should be discouraged.

Whether to charge fees and how high to make them must be considered. Any child care center which charges a fee, even a private home, must comply with regulations governing physical space, equipment, food service, safety and is subject to inspection by the Department of Public Social Services. Fees could be calculated on a cost per-hour basis or a sliding scale based on family income. A registration fee may be necessary to cover intake and processing.

Needs. Site, staffing, curriculum, equipment, and the number of service must be determined.

Site. Consider parks, community buildings, churches, schools, and organizations which use only part of their facilities and sites from there. The physical space affects costs, nutritional facilities, the type of program that can be offered (i.e., open space, self-contained classrooms, playground accessibility, number of adults required for supervision, teaching, etc.) and determines the number of children that can be served.

Staff. A good, professional director is an absolute necessity and the key to the whole program. This should be someone who knows something about the community and the children's basic needs. The director does not necessarily require a great deal of formal education. Look for personal qualities of resourcefulness and optimism. People to be served should be happy with the choice. The teaching staff may be comprised of all paid staff, parent volunteers or

mandatory parent participation, or junior high, senior high and college students. It is extremely important that the staff reflect the cultural environment of the parents and children served. Fifty percent of parents are men and should be represented on the staff. Senior citizens also lend balance.

Program. The 2 - 3 year old group is most ready for group experiences and can be served by a very flexible program. Younger children require special staffing. In designing a program, it is very important to ask what is the value system of the parents and their participation in developing a program for their children should be encouraged. The program should also be anti-sexist and anti-racist. Parent groups or seminars may be a desired part of the program.

Equipment. Telephone, tables and chairs and rest rooms are desirable. Many good schools have been started with a bare room and concerned parents. According to Carol Rookstool, director of the Campus Child Care Center in Van Nuys (from whom much of the information for this article was obtained),

"Hours of Service. Hours should reflect the needs of the population and what is possible. You can charge fees for only three hour periods, two days per week. Maximum hours depend on need. These are some of the basic considerations which must be undertaken to have a program that is responsive to community needs and that the children it serves. Additional sources of help suggested by Rookstool include: California State Dept. of Education, 721 Capitol Building, Sacramento, 2106 S. Western, Los Angeles, California 90021; Southern California Area, The Education of Young Children, 16225 Moorpark Street, Encino, CA 91325; Parent Cooperative Pre-Schools International, 300 Bx 40123, Indianapolis, Indiana 46229."