

BLACK RAP

Lake Forest College

Lake Forest, Illinois 60045

December, 1977

Great Empires Of West Africa

Before being invaded by foreigners (Spanish, Europeans, Dutch and others), Africa was a continent that had consisted of many great empires. For years the people of Africa had built their own cities, they had established their own laws, and they had developed their own system of trade. These are just a few of the things that the people of Africa had done for themselves before the pre-colonial period. Among the many contributions that the Africans made, the most important was the building of great kingdoms. In West Africa, three empires were built: Ghana, Mali, and Songhai. First, Ghana, which existed over 1500 years ago, was one of the earliest western states to become famous. It was built between the years 900-1100 A.D. The empire of Ghana extended to the Upper Niger and north to the Sahara. At the time the Ghana empire was built, tremendous amounts of gold were lying in West Africa and this, among other reasons, is what attracted many of the European explorers to West Africa. Because of the huge amounts of gold in its area, Ghana became one of the wealthiest and most powerful nations to exist. Between the years 1000-1070, Ghana became the major producer of gold and they engaged in trade with other countries. The main source of trade was with salt and gold. Many West African countries were near the tropical forest areas needed salt in order to survive. Ghana grew from a small state to an empire mainly because the people of Ghana were the first in their immediate area to learn how to smelt iron ore. The ruling people of Ghana were, according to some historians, the Soninke people, but it is questionable how

accurate this date is because it is written in other books that the SuSu people and the Fulani people were the original inhabitants of the state. The Ghana empire became powerful because of the knowledge that the Soninke people had acquired. This may seem contrary to the Europeans view of Africans because for years Europeans believed that the people of Africa were illiterate. But this is just one of the many held misconceptions about African people. For centuries, Africa has produced many intelligent and skillful men who have contributed to the development and success of the ancient empires of Africa. In ancient Ghana, there were no guns or other firearms that the people could use to defend themselves. But because of their ingenuity, the Soninke people equipped themselves with bows, arrows, swords, and other tools that

they had developed and began to conquer their neighbors and enemies. Many of the weapons that the Soninke people used were very efficient and by the ninth century, Ghana became a very powerful empire.

Ghana reached its zenith in the ninth and tenth centuries. At the end of the eleventh century, Ghana began to decline. Many historians believe that Ghana had declined because of a geological change and within a few years, after its initial decline, a large part of Ghana became wasteland. Finally, the thing that accounted most for the destruction of the Ghana empire was the attack of the Almoravides. The Almoravides were Moslems who tried to convert the Ghanaians to their religion but the people of Ghana rejected the Moslem faith and, as a result, the Almoravides destroyed the Ghana empire. By the thirteenth century, the empire of Ghana had perished.

Located on the bank of the Niger River, Mali came to power directly after the Ghana empire was destroyed. The time recorded for Mali's existence is between the years 1200 to 1600 A.D. Before the destruction of Ghana's empire, Mali was under Ghana rule and when Ghana began to fall, Mali withdrew from the Ghana regime. Mali is an empire which had many rulers and the most powerful of them all were Mari Jata-Sundiata and Mansa Musa. First, Sundiata, who is mainly responsible for helping overthrow the Ghana empire, set Mali to its road of becoming a powerful kingdom. He did this by ordering his soldiers to burn or all wild acreage that could not be used for farming. Once burned, the rest of the land was ready to be plowed and fertilized so that it can be used for growing food. Thus, Sundiata is regarded as the person who made his country known for its agriculture and under his rule Mali became one of the richest farming areas in West Africa. After Sundiata died, there were approximately five different rulers but none were more outstanding than Mansa Musa. With Musa in control, Mali has begun to expand its territory and, with more territory to cover, Mali had become one to the biggest centers for trade. It is recorded that while Musa was in power, he formulated a caravan of more than sixty thousand people to travel to the holy city of Mecca, where he spent more than 300 pounds of gold. Musa's primary contribution to the Mali empire was that he made a commercial city out of Timbuctu. At Timbuctu, many trading centers were developed and, more important, Timbuctu became one of the greatest learning centers of the world. Musa encouraged learning to the

people of his empire and, upon his request, many universities were built. This is evidence that many Africans were very well educated and skilled and not illiterate, which Western Europeans thought them to be. After Musa had died, Timbuctu as well as the rest of the Mali

empire was raided by a group of people called the Mossi and by the year 1481 the Mali empire had ceased to exist.

Last, the Songhai empire came into existence during the fifteenth century. The ruler of Songhai, Sonni Ali is attributed to developing the Songhai empire. While he was in power, Sonni Ali expanded Songhai from the Niger River to parts of South Africa and East Africa. After conquering the city of Timbuctu, Songhai became one of the largest civilizations in Africa. Under Sonni Ali, Songhai was a very organized nation. It had a very cohesive administration, many new roads were built, and they developed a means of communication, which one of the reasons why people were attracted to this empire. Gao and Timbuctu were the major centers of higher education and thousands of African students attended their universities. After Sonni Ali had died, many other rulers succeeded him. Two men responsible for holding the Songhai empire together were Sonni Ali II, the son of Sonni Ali I, and Askia the Great. Sonni Ali II was a soldier and had the desire to control and conquer. Sonni Ali I controlled both sides of the Niger River which contributes to the strong existence of the Songhai empire. Because of its widespread control, Songhai was a great and powerful civilization.

Songhai's next ruler was Askia the Great. Askia is famous for building the first professional army in Songhai and many of his recruits were slaves from other states that that he had conquered. The purpose for building an army was to protect the empire. Askia also contributed heavily to the success of the universities built in Gao and Timbuctu. It was he that paid the expenses of many of the doctors, judges, and other educated men who attended the universities. Finally, in 1543 Askia the Great died and with him the Songhai empire was dying. Years after his death, the Songhai empire was raided by Morocco. Morocco overpowered the Songhai armies and began to seize many of the lands' resources. In 1585 Morocco had taken control of the gold and salt mines in Songhai, but the Songhai empire was not yet destroyed. By the middle of the 15th century, Western Europeans and other foreigners had learned about the mass of wealth in West Africa and it was these groups of the who invaded

and destroyed the Songhai empire. In 1590, groups of the Western World had seized many parts of West Africa. Among these groups were the Spanish, the French, and the Italians.

In summary, Africa was one of the most powerful and wealthiest nations in the world before the pre-colonial era. The continent contained many valuable resources such as gold and salt. Because of their abundance of resources, many countries became very powerful empires ruled by very powerful men. Among the many empires formed, Ghana, Mali and Songhai were the most powerful kingdoms that existed in West Africa. Each of these empires were destroyed by one another. The people of Mali conquered the Ghana empire and the Songhai people, in turn conquered the Mali empire. Songhai and many other countries of West Africa were destroyed by foreigners of the Western World.

HEAD RESIDENTS

Tony Green

This year at Lake Forest College, four black students were elected to fulfill the duties of head resident and resident assistant. For years white students have gotten these positions. It may be that many of the college's administrators felt that blacks were not capable of holding these positions. The selection of the four blacks holding the positions of head resident and resident assistant has shown the mobility of the black movement at Lake Forest College.

The head residents are Lynn Jackson and Sandy Jelks. Lynn, the head resident of Roberts Hall, is a senior majoring in Psychology and she would like to start her own practice someday. Sandy Jelks is the first black female to be selected as head resident of Lois, an all women's dormitory. Sandy is a 21 year old senior from Chicago, Illinois, majoring in Psychology, who is interested in working for the black community after she graduates.

Joel Mikell and Donald Carter are the two black resident assistants. Joel is the R.A. in Blackstone and Donald is the R.A. in Deerpath. The job of the resident assistant is just as important as the head resident's because when the head resident is not in, the resident assistant is the next person in charge. The head resident's job is not an easy one. He must be on duty

anytime that he is in the dormitory. This also includes after the bedtime hours. It is not unusual for a student living in the dormitory to come and ask the head resident at 4:00 am to unlock his door because he has locked himself out. If this occurs, the head resident, who has a master key, must let the student into his room, regardless of the time. Another job of the head resident is that he provide for the care and maintenance of the dorm. The head resident must check to see that all property of the college stays in good condition. Another responsibility includes coordinating activities for the dormitory. Recently, Sandy had a dinner for the entire dormitory at Lois Hall. Since the college serves only two meals on Sundays, the girls decided to have their own dinner and it proved to be a success. Taking the duties and responsibilities under consideration, Lynn and Sandy are performing their jobs with great competence.

In an interview, Lynn was asked why she wanted to become head resident and she replied: "Since most of the black students live in Roberts Hall, I felt that they needed a black head resident. By having a black head resident, the black students can depend more heavily on me in fulfilling their needs. Having a black head resident strengthens the black community." Being female, Lynn says that she sometimes feels inferior as being head resident. Each dormitory contains approximately 65 to 80 students, some of whom disobey the rules and regulations of the college. Lynn replies: "The only time that I feel inferior to my position is when strong-arm tactics are necessary to keep some of the students in line."

Sandy on the other hand does not have any sense of inferiority, mainly because she deals with all females and very few problems occur in trying to get the women to cooperate with her. Sandy gives three reasons why she chose to become head resident. First, she says, "I wanted the job because it relates to dealing with people and I can relate to people very well. I think I can get along with anyone. Another reason why I wanted to become head resident is because I wanted the comfort of living in the head resident quarters. These rooms are very comfortable and it gives me the opportunity to live by myself." The last reason Sandy gives as to why she wanted the job of head resident is that she wanted to prove that blacks can be good administrators. She asserts: "Many people think that blacks are not qualified to perform the duties of managers and administrators, but I will prove that I can do the job as well as anyone else."

Lynn Jackson and Sandy Jelks have enjoyed their jobs thus far and they recommend that more black students apply for the job of head resident and resident assistant.

Inner Thoughts

Reverse Discrimination!

Jocelyn Burton

A typical question a college student might be asked is, 'How is school?', which generally leads to - 'How are your classes coming along?'. Yet, it is very rare that you hear a question like, 'How do you feel about your new environment?' Since, this is my second year at Lake Forest, one would think that this question is not really applicable to me. I did too, but I have found that although I've been here a year, I still haven't fully adjusted to being Black in a White environment.

Since I am seldom asked about my feelings in regard to this question, I thought I'd jump at the opportunity to express them. One peculiarity is the trial period in which I always seem to go through in order to prove I'm a 'good nigger' or different from the norm in order to bring about some type of cooperation from a white person. It's almost like the father, daughter, fiancée situation where the father is always demanding the young man for his intentions. Why should I have to go before the man with a track record of good deeds before he'd even take me seriously, or doesn't the fact that I'm a human being too account for anything?!

It use to be that, and in some cases still is, many Whites had a degrading attitude towards Blacks. Yet, now I feel that they try not to even acknowledge our existence! If anything this attitude seems to be worse, because at least, before we were there-even though we meant very little to them. Now, it seems that we mean nothing to them, and they are constantly dealing with us from this aspect.

It's pathetic to see so many Blacks with the conception that in order to make it in this society they have to become carbon-copies of the all American, White guy! Yet, to some extent this notion is real, because you can't make it through this society without learning to communicate and deal effectively with Whites. Yet I don't feel that this entails becoming a carbon-copy. After all, a carbon-copy is eventually just filed away and later used for reference material. What I am trying to relate is that when being Black means nothing more to you than being an American, we as Black people have lost something very beautiful and precious, namely our pride as a race!

The Affirmative Action Program has come under attack for causing reverse discrimination. I have yet to figure out what this reverse discrimination could be. What race or group of people has acquired enough power to reverse the discrimination they have received from the hands of white America?

According to Alan Bakke and the California Supreme Court, minorities now have the power to reverse discrimination. I am sure there are a lot of minorities who are not aware that they now have this power. I am sure they would probably terminate some of the majority and give themselves a job.

Almost everyone has heard of the Bakke decision. Very few have heard the facts. Alan Bakke, age 31, applied to the University of California Davis Medical School for admission. He was denied for the second time. It was his 13th time being denied entrance to a medical school, including that of his alma mater, University of Missouri. If your alma mater will not take you back, why should anyone else?

Bakke claims that the special program quota for minorities kept him out of Davis. What kept him out of the other schools? The 16 slots for minorities at Davis was neither a floor of ceiling. A quota is a set or limited amount. So it is not a quota. If all the slots cannot be filled, they will be returned to administration not just given to any minority as a quota would call for. In 1974, 56 minority students were enrolled at Davis. 25 were by regular admission and 31 through the special program. If they had a quota and 31 used to be it, Bakke should not be complaining because they are phasing us out.

The Bakke case argues that if these 16 spaces had not been set aside, Alan would have been well on his way to becoming a doctor. Not true. Bakke scored 468 out of 500 on the admission test. Fifteen other students who scored 469 were not admitted and 32 other students would have been considered before Bakke. So white students, not minorities, kept Bakke out.

Before applying in 1971, Bakke asked the school if age would be a factor. Officials said that it would. So, he admitted after 30, applicants must be highly qualified because the long training period reduces the number of productive years. Bakke also encountered age discrimination. Why didn't he sue Davis for that?

Those agreeing with Bakke claim that the reserving of spaces for minorities keep out qualified students, admit those not qualified and lower the quality and rating of the school. What about the influential people whose children are accepted because of who they are or of public relations? Certain west coast university papers reported that five persons below Bakke were admitted to University of California Davis on the order of Dean John C. Tupper. School officials said the Dean intervened in at least five cases annually. The East Berry Voice reported that in 1973 Tupper admitted a student who had not even applied, the son of a state assemblyman. Sounds like class discrimination to me. The University did not mention this in their defense because it was

embarrassing to the Dean. So they don't embarrass a dean and tell us that the Affirmative Action Programs and quotas discriminate against whites, white males on top of that. There ain't a white man in the world been racially discriminated against unless one of his parents attention span wandered. But the main reason I feel there has been no "reverse discrimination" is because there ain't been no black only and white only signs, with the whites entering the back door or getting the dirty bathrooms, there ain't been no National Guard to escort them to better black schools so they can get a decent education, there ain't been no civil war to free whites and they didn't need any amendments to give them their rights. They were never taken from their homeland, forced to deny their culture and be a slave to a black man or be like the Indians who were here in the first place and got ripped off. Do all of that for 200 to 300 years, Bakke and we will break even. Then we start over.

Duplain Gant

There are two sure things that will happen this winter: there will be plenty of snow on the ground and there will be lots of noise coming from the sports center of Lake Forest College on Saturday nights. The noise will be generated from the Forester basketball team. The 1977-78 team is eagerly awaiting the start of the season, a season that promises to be as good, if not better than their 18-4 season a year ago.

Everyone is back from last year's sixth ranked N.C.A.A. Division III team, and with some blue chip recruits that Coach Steve Antrim has brought to the school, things can only soar to unbelievable heights.

Leading the "Big Red" machine this year are seniors Karl Maass, a three-time all-conference selection from Matteson, Ill., and Darryl Gray of Chicago, Ill. Both are Co-captains of this year's squad and are possible All American selections.

Darryl Gray, the slick ball handling guard, whose older brother is a star basketball player at Bowling Green, is the first Black Co-captain of any varsity team in the school's history.

Darryl will receive help in the back court in the likes of fleet footed Tony Green ('78 - Chicago, Ill.), and Mark Mahoney ('79 - Niles, Ill.). While in the front line, forward Karl Maass will have tremendous support from smooth Tony Ferguson ('80 - Chicago, Ill.), Cal Franklin ('80 - Cedar Rapids, IA.), Dave Blankenship ('80 - Memphis, Tenn.), and Dan Nikitis ('81 - Chicago, Ill.) who also looms large in the picture to help the Forester cause.

Hard work, enthusiasm, and determination are all characteristics of this year's basketball team. A team that will have the gymnasium

complex, located on Sheridan Road, rocking with noise and will have the opposition wishing they hadn't engaged in the sport of basketball that night!

Doin' It Up!

Tony Green

This article concerns two graduates from the class of 1977, Brian Hannet and Mattie Pigram. Both of these alumni were considerate enough to donate their time upon the completion of this article.

Miss Pigram is presently involved in an extensive training program at National Cash Register (NCR). Mattie is doing most of her training in the financial department, where she's learning to become a system's analyst. As a system's analyst, her duties will involve programming N.C.R. computer systems to perform any given banking function required in normal banking operations. During her training, Mattie visits many financial institutions such as banks, and credit unions where computers are installed. And, occasionally, she has to train other people on the usage of the computer.

Mattie comments on the importance of having some work experience before going into the job market. She says, "Getting a degree is important to get a good job but what is just as important is to have some work experience while in school. If you can get a part time job that relates to your chosen field, then your chances of getting a job immediately are very good."

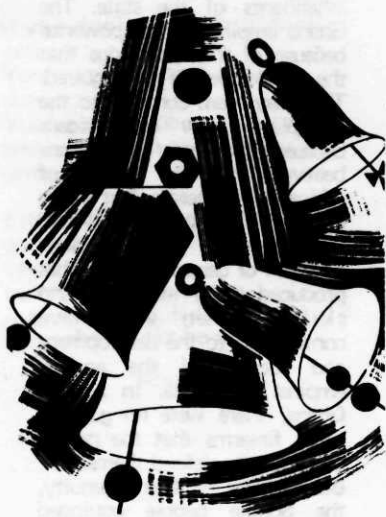
Brian Hannet is employed with Scientific Products, the largest division of the American Hospital Supply Corporation, as a sales representative. Currently, Brian is enrolled in the training program which lasts anywhere from four to eight months. During the training period, Brian must become familiar with standard office procedures which includes spending at least one week in every department of Scientific Products, to gain general knowledge of the entire company. In addition, Brian must familiarize himself with most of Scientific Products' manufacturers, and he must know the various products that the company sells. Brian says that the company helps each trainee by bringing in an average of three manufacturing representatives weekly to brief the trainees on their particular products.

In regards to students seeking career objectives, Brian comments, "First, you must think of what you are best suited for, regardless of what you are majoring in. Take into account your physical and mental attributes. Secondly, and most important, you must know yourself and the situation you

are in. For example, many athletes in college will not be able to play professional sports, therefore they must be realistic enough to realize that they may have to choose another career"

Brian says, "I chose sales because I wanted a career which offered a continuous challenge where I could see the outcome of my efforts. Also, I was impressed with the salary that sales representatives make. Some of the Scientific Products' Sales Representatives are the highest paid sales reps in the country." If you are seeking a career in sales, then Brian highly recommends that you check this field out.

Merry Christmas



Insight from LFC Administrators and Faculty

Jocelyn Burton

Harriet Croskey, who is the Assistant to the Dean, has begun her second year at Lake Forest College and we would like to introduce her personal side to the community.

Harriet was born in Brooklyn, New York and is the youngest of two children. She attended St. Lawrence University in Canton, New York and majored in Sociology. Remaining at St. Lawrence, she received her masters degree in Counselor Education. She also attained her N.Y.S. license to teach 7-12 Social Studies, and N.Y.S. license for School Counseling from St. Lawrence. Harriet remembers enjoying her College days and the many opportunities that it opened for her.

Listening to music is her favorite hobby next to handball and basketball. Occasionally writes poetry. Harriet's off campus activities are devoted to a church choir and her Sunday School class.

Lake Forest College is only a beginning to Harriet's future. Even though she really enjoys her job and the people who surround her, Harriet's ultimate goal however is to teach ninth graders in Brooklyn. She considers herself a role model for her younger Black brothers and sisters, and she feels that by simply being herself others may see their likeness in her, thereby realizing their own potential for limitless possibilities (an idea that was not reinforced during her own public school years, and one that is not being reinforced today to a large extent). Harriet sees the ninth grade basically as the year when students begin to think of College and this is where she feels she can be most effective in terms of positively influencing their decisions.

Harriet feels that the student body on an overall basis is good at standing up for what they believe in and won't sit back and let things happen to them. They keep their heads in most situations and stay abreast of all campus activities. However, she does feel that too many students have no firm values or beliefs which makes it hard for them to set up personal balances and establish a firm grasp on life from an individualistic standpoint. From conversations with some of the student body, she finds a lack of trust among peers and this limits our potential to grow as individuals. The lack of these values prevent us from successfully accepting the differences in other people. "If you have no confidence or security in yourself, there is no way you can push as high as you want to go."

As for the faculty, Harriet states that they have traditional values in relation to education. They feel that the students need to get as much academic knowledge as possible. There is a pride in Lake Forest College that they want to maintain.

Harriet has a very warm, friendly personality, one which reaches out to you with concern and understanding. She is a Black woman you can talk to, laugh with and benefit greatly from.

Viola Maxwell

Among the new additions to faculty is Clayton Gray, an assistant professor of foreign languages, who is originally from North Carolina. Mr. Gray obtained his B.A. from Fisk University, his M.A. from the University of Colorado, and his Ph.D. from the University of California, in Berkeley. He also attended Free University of Berlin. Other credentials which Mr. Gray obtained are he received the Woodrow Wilson Foundation Fellowship for two years at the University of California-Berkeley, he received a grant from the federal government of Germany, and in 1973-1974 he received a grant from the Netherlands, under the heading of The National Endowment for Humanities. Mr. Gray does not come to us as a novice in the teaching profession. He has taught at such places as the University of Colorado, the University of California-Berkeley, and the University of Illinois-Champaign, Urbana. At the time of this interview, Mr. Gray was living in faculty housing on middle campus, but he expects to move to south campus in the near future. Following are Mr. Gray's responses to questions which I asked during this interview.

Q: Has Lake Forest been an adjustment to make that sometimes seems difficult?

A: No, when Gray was a graduate student at the University of Colorado, he only saw two Blacks the whole time he was there, out of a student body of 10,000. Gray contrast his feelings with being at Lake Forest to those original feelings when he was a grad. student at the University of Colorado and says that in comparison with the Univ. of Colorado, Lake Forest is not.

Q: Do you view your position here as one in which you could easily settle down in, or is it just a stepping stone to some long-range goal?

A: The LFC teacher assistant position was offered for only one year, and Mr. Gray accepted the position under these guidelines, yet it is renewable. Mr. Gray finds the LFC environment stimulating with very helpful people. He comments that at the U. of Ill., where he previously taught, you didn't get a chance to talk with people outside of your own discipline and he feels that it is a different situation here.

Q: As far as your classes are concerned, do most of your students meet up to your expectations of LFC academically?

A: In his 380 class, German 3 AD, he answered with an assured yes! This class is very small, consisting of only six students. Yet, in his German 210 class he found some good, hard workers who were very industrious and then there were some students who needed to be pushed. Gray informed me that one common complaint that he received from some of his students was that his method of teaching was too relaxed and not demanding enough. Gray states that he was accustomed to an autocratic method, yet he has changed his teaching style somewhat. And, he is opened to students coming to him for help.

Q: As far as faculty is concerned, who were some of the first people whom you met at LFC outside of the academic setting?

A: Mr. Gray mentioned Dr. Van Hoey (his next door neighbor whom he met at the faculty picnic), Mr. Lessing (who

since born in the Netherlands, speaks fluent Dutch, which Mr. Gray also speaks), Ms. Cowler (who Gray describes as very radiant, interesting, and a bubbling bullion), and Mr. Maland (who Gray also describes as being very friendly).

Q: And student wise?

A: Gray couldn't remember all the names of the students in particular but he found that the students at convocation, for instance, were very easy-going and felt free to start conversations with him. Gray responded to the very friendly atmosphere that he found here. Yet, Mr. Gray does recall Doris Matthews coming by his office to especially introduce herself. And he cited other examples, where he found people to be very caring, helpful, and friendly.

Q: What is the one thing, if any, that you like about LFC?

A: The one thing Mr. Gray feels is outstanding about the Lake Forest College community is its expression of friendliness, co-operation, and concern.

Q: What is the one thing, if any, that you feel is in serious need for change at LFC?

A: Gray feels that he hasn't come across anything as of yet. Again, he takes the opportunity to cite two people in the foreign language department whom he has been very helpful to him. They are Professor Speros, who is Chairman of the department, and Ms. Grisham.

Q: Do you have any general feelings about the student body at LFC, in particular the Black student body?

A: Gray feels that over-all, the Black student body seems to be "friendly and cordial".

Q: Did you receive an invitation about a month ago to celebrate "New Black Student Weekend"?

A: Yes.

Q: If so, why did you not participate?

A: Mr. Gray went on to explain that he had rushed back from Urbana, Ill. in special hopes of attending. Yet, when he got back he found that he didn't know where to go, although he previously thought that he knew where the place was. So, he called Clark Douglas in hopes of clarifying what was going on - and Douglas explained some of the details but, by that time he felt it was too late to go.

Q: Do you know what ASAL stands for, and what its purpose is on campus?

A: Gray didn't know what ASAL stood for, yet he explained that its purpose was to bring the Black students together under a unified goal.

Q: If so, do you have any ideas on how ASAL can be strengthened as an organization?

A: Mr. Gray didn't have any specific ideas on how ASAL could be strengthened. Yet he did say that in general there should be cooperation from everybody who is interested in the organization, there should be a feeding of ideas from its members, and there should be awareness. He goes on to explain that Black students should be aware and not forget that they are Black. Gray feels that even if you forget that you're Black, the world will never let you forget it. Yet, Gray feels that people can deal with their blackness to both extremes, either they forget they are Black or they carry their blackness on their shoulders. He feels w either one of these extremes are unrealistic.

This concludes my interview with Mr. Gray, and I found him to be a very charming and friendly person. I'm sure that his addition to our community will

prove to be very enlightening and interesting.

Anthony Leggett,

a former student of Lake Forest College (73) has returned as an administrator, and he is the Assistant Director of Admission. Tony says, "The opportunity to recruit was something I always wanted to do, and working in a higher education institution as a recruiter brings me the greatest amount of satisfaction."

While at LFC Tony was a history major, an employee of the Security Office, and active in campus and ASAL activities. Tony served on various committees and was involved in the ideological change of ASAL. He played on every House of Soul intramural team and even signed up for IM Football this year, but his duties kept him from playing as much as he would have liked.

Tony feels that the changes that occurred campus-wide while he was away, are positive. The school is offering students unique opportunities that didn't exist while he was here. He compliments the administration and the faculty for "offering new courses and exciting opportunities for the students."

Tony's future plans so far include getting his master's degree. However, Tony feels that his present position as Assistant Director of Admissions satisfies his intended goals. He applied four years of perseverance to accomplish it, so he doesn't plan to change jobs anytime soon.

Tony Leggett's wife, Sharon, is also an LFC alumni. They will do all they can to help students gain the full benefits of LFC. Some words of advice: Although we are not under the same social pressures as in the sixties, it's more important that Black students do the best they can because of the changing world problems. We cannot afford the "luxury of idleness". We must be prepared to put forth years of perseverance and take positions of leadership immediately.

Welcome Back Tony and Sharon!!

Trudy Hardin

New Black Students at LFC

September of 1977 brought to our Lake Forest College community a new group of young Black classmates ranging from freshmen to junior transfers. There are thirteen (13) ladies and six (6) gentlemen in the new class, and they have come to us with open minds, ready to experience a "new" and "different" style of life. The members of the class express a wide variety of talents and ideas from various locations and backgrounds.

The class of 1981:

1. Phillip Bates - Illinois
2. Fred Carter - Illinois
3. Carmen Crusor - Illinois
4. Pamela Hamilton - Ohio
5. Donna Hayden - Illinois
6. Joyce Jones - Illinois
7. Osita Oruche - Africa
8. Janet Perry - Illinois
9. Beverly Rush - Illinois
10. Pamela Thornton - Illinois
11. Karin Travis - Indiana
12. Okechukwu Umzenwa - Africa
13. Sandra Upchurch - Tennessee
14. Katrina Young - Tennessee

The freshmen class consists of together people who realize the values of life as well as the pleasures. I know they will be a positive addition to our community as their new ideas will serve as a catalyst for our form of thinking.

Now to introduce the transfer students who play an equally important role as the freshmen by adding vitality to our atmosphere:

1. Christopher P. Britton - Illinois - Sophomore from Loop College
2. Toya Dorham - Illinois - Junior from Northwestern University
3. Gail Lee - Illinois - Sophomore from Loop College
4. Albert Thomas - Illinois - Sophomore from West Point
5. Jocelyn Willis - Illinois - Sophomore from Hiram College

On behalf of the LFC community, welcome to your new college and we wish you the best of luck!!

Viola Maxwell

POEMS

To Experience-I

To experience desire with feelings of :
devotion, passion, tenderness, enthusiasm.

Happy when she sees him;
inattentive of her previous mood.

Beliving in him
Experiencing feelings of unselfish concern
for him because he creates her beauty.
She can't allow cloudy days for him,
and her ultimate desire:
to be within his thoughts.

H.G. Croskey
@ 1972

To Experience -II

Lost at love
again.
Gone away deftly was it selfish? Perhaps wise.
Gone away. Almost created. ever silent
and
just giving enough only enough. so as not to
have to share oneself but with oneself
because it's easier not to hurt.
Almost created. however silent.
Could've ... Could have.....
How beautiful. how peaceful those
moments

that
you did care.
Free moments free to feel,
free to give
myself to you
knowing that I'd be
alone again soon.

Letting go with little struggle
becoming weary and oh so tired
of needing to feel worthwhile
because I am.

H.G. Croskey
@ 1975

A Christmas Card

The joy of giving is,
for me,
the joy of Christmas.
Sharing warmth for another in guise of a gift.
An object used to convey the goodness in you
as being a portion of my world
The joy in giving is the joy of Christmas.
The happiness in giving is my sharing this with you.

H.G. Croskey
@1976

Attitudes Are More Important Than Circumstance

Here Ye! Here Ye!
Play not a game of chance
Maintain a lofty Attitude
To conquer lowly circumstance

Some circumstances seem
so bad, though goodness
in disguise, it's up to us to
see the good or else be victimized.

For if a circumstance seems so
down, and you reject it with a
frown,
That circumstance is then compelled to
pull us down in mental hell.

But if we keep our mind on high.
despite the pain of circumstance,
up with
up with our attitude the circumstance
rises. and beyond it's pain we
advance.

Bitter circumstance is as a medicine,
to bring the weeness of a learned
lesson.
But we must swallow this medicine
down to receive the blessing
down to receive the blessing.

For if we spit this medicine out
life gives another dose without
a doubt, Then we become
victims of circumstance, a tyrant
from which we can't advance.

Until we learn to face it with a
smile, drink that bitter cup or
go that extra mile, So that all
things may be advance, because
your attitude is more important than
than your circumstance.
Eric Moore
@1976

It's All In The State Of Mind

If you think you're Beaten,
you are;
If you think you dare not,
you don't;
If you'd like to win, but think you
but think you can't,
It's almost a cinch
you won't

For many a race is lost
before a stroke is swum
And many coward falls,
before his work has begun.

Think big and your deeds
will grow,
Think small and you'll fall
behind;
Think that you can
and you will.
It's all in the State of mind

If you think you're outclassed[,
you are;
You've got to think high to
rise;
You've got to be sure of your-
self before you can win a
prize.

Life's battle doesn't always
go to the stronger or
faster man,
but sooner or later the
man who wins, is the
man who thinks he can.

Anonymous

I have a feeling
that beneath that little halo
upon your noble head
there lies a thought or two
the devil might be interested
to know
you're like the finish of a
novel
that I'll finally have to take
to bed
because you fascinate me so.

I feel like Christopher
Columbus
when I'm near enough to
contemplate
that sweet geography
from your eyebrows to
your toes
the possibilities are more than
I can numerate
because
you fascinate me so.

Toya Dorham
1977

Run, run, get away, yeah
that's what I'll do. I'll leave.
That should make it easier for
everybody. I'm not contributing
anything just causing trouble. I
try to help and things backfire. I
mean, I can't take this anymore.
What do you do when your life
seems to be of failures. It
wouldn't be so bad if it only
affected me, but they make
things miserable for everybody I
love and need. But, they don't
need me messing up for them.
Yeah, this is best.

Hey, I love you, but you'll
understand. Keep up the struggle
baby, I can't hang no more.
He left. Now why'd he go and
do that? I knew things was hard
but they were going to get
better. It wasn't that bad. I
didn't mind doing it for us both,
for a while. He was trying and
nobody would give the man a
chance. Why did you make him
do this to me? Drove the man to
nothing. Thought he was making
it bad for me. Hey, I love him,
he couldn't ever make anything
bad for me.

Hey baby, come let me help
you, cause without you I can't
hang either, won't even put up
no struggle.

Trudy Hardin