Black college grads: give!

Graduates of the nation's 107 Black colleges and universities are being asked to contribute over \$8 million this September to increase financial support for Black higher education through a creative fund raising project initiated by the Council of National Alumni Associations.

"The more than 800,000 graduates of historically Black colleges are being urged to send a minimum of \$10 to their respective alma maters on September 30 to show that they are willing to pay financially to keep their schools open and to preserve this part of our valuable history," said Hilliard L. Lackey, CNAA vice president and national coordinator of the fund raising project named "Paycheck" 185."

"Just imagine the number of delinquent accounts that can be paid and the number of scholarships that can come from \$8 million," said Lackey, who also serves as director of alumni affairs at Jackson State University in Jackson, Miss.

"What better way is there to honor Black colleges and universities than to have the graduates of these institutions give back a small amount to the institution that gave them so much in life."

The fundraiser is being held in conjunction with National Historic Black College Day, which has been celebrated annually in Washington, D.C., since 1980 to focus attention on the need to preserve Black institutions of higher learning.

These Black colleges have graduated more than 80 percent of the Black graduates even though Black colleges have only 43 percent of the Black college enrollment," Lackey added.

"That doesn't mean that Black institutions are superior to historically white colleges and universities," Lackey continued. "That simply means that Black institutions have developed a special ability to graduate disadvantaged students without a sacrifice to their academic achievement."

"Studies have indicated that the grades of Black college graduates in advanced degree programs at white institutions match those of Black students who were graduated from the traditional white institutions."

Black colleges, in addition to graduating the majority of all Black graduates, have virtually trained all of the Black leadership in this country, Lackey said.

Eighty-five percent of the country's Black lawyers were graduated from Black colleges, 85 percent of all Black physicians, 75 percent of all Blacks with earned doctorates, 75 percent of all Black officers in the American armed services, 50 percent of all Black executives, and 80 percent of the Black judges.

Despite the tremendous success records of Black institutions, these schools are still being hampered by a severe lack of funds, inflation, mergers and school closings, he acknowledged.

Contributions for the fund raising project should be made payable to the respective institution, these schools are still being hampered by a severe lack of funds, inflation, mergers and school closings, he acknowledged.

(Cont. on Page 4, Col. 6)

Teacher writes textbook about South Africa

by Nathaniel Scott

Jefferson High School teacher Bill Bigelow's first major publication, Strangers In Their Own Country: a curriculum guide on South Africa, was released last week by Africa World Press.

The high school textbook is composed of 29 teaching guides and student handouts. The material in the book is divided into two sections. One, a teacher's guide and the other a student handout, Bigelow said. In the student handout section you have maps, role plays and other things of that nature. The teacher section gives all kinds of assignments for debates and what have you.

"It's like a cookbook," he said. "It certainly could be used by someone who has a minimum amount of knowledge about South Africa."

Bigelow began thinking about writing the book in 1978.

"When I started teaching about South Africa my first year at Grant High School," said Bigelow, whose teaching area is history. "I looked at the textbook and it had one paragraph on South Africa. I said, 'This will never do.' "Thus the seed for Strangers In Their Own Country was planted. And seven years later, the results of hundreds of rewrites and sending the manuscript to 20 different publishing companies has shown the fruits of Bigelow's labor.

"I wanted the book to be as accurate as it could be and I wanted it to give a feel of South Africa too," Bigelow explained. "I [even] included one story on how it feels to be moved in the middle of the night."

The South African government is notorious for nefariously moving Black South Africans to what they call "tribal homelands."

Bigelow defends the role playing aspects of the book by saying, "The role playing makes it come alive for the student. I can tell a student how hard it is [to be a South African] but if they experience it, it becomes more real."

One aspect of Bigelow's role playing restructures the white power structure.

The majority of South Africans, Blacks—some 22 million—live on 13 percent of the land and the whites who are the minority control 87 percent of the land. However in actuality the racist apartheid regime control all of South Africa because they are in power. They don't have the physical numbers but through collusion with other governments, the United States included, South Africa has acquired nuclear weapons.

Bigelow said the text does present the South African point of view. "I don't try to hide that," he added. "My attitude is in presenting an objective view of South Africa I don't have to tell the kids anything [about injustices of the present government]. When they hear the South African government [speak for itself] they become more critical."

Bigelow told a story about how a class in Ohio set up a demonstration against a Krugerrand gold coin dealer after studying the text.

In conjunction with the handouts, Bigelow designed the study guide with films in mind. The book gives a listing



BILL BIGELOW

of films and an address where they can be ordered. The visual effects add to the realness of the text, he added.

Bigelow said some of Portland's public schools are using the book but he hopes to get it in all of the public schools in Portland because of the value of the text.

Bigelow has visited Africa but not South Africa. While in Zimbabwe, Mozambique and Tanzania in 1981, he got a real sense of how to share his views with the reader. But the most important thing was to be factual and truthful, he said.

(Photo: Richard J. Brown)

Bigelow also gives credit to faculty members at Jefferson High School for their support and help. And even though the book has just come out, he is already rewriting for the second edition. But that does not mean he wants to give up teaching.

"I never want to give up teaching," he said. "That's what keeps me fresh; it gives me ideas."

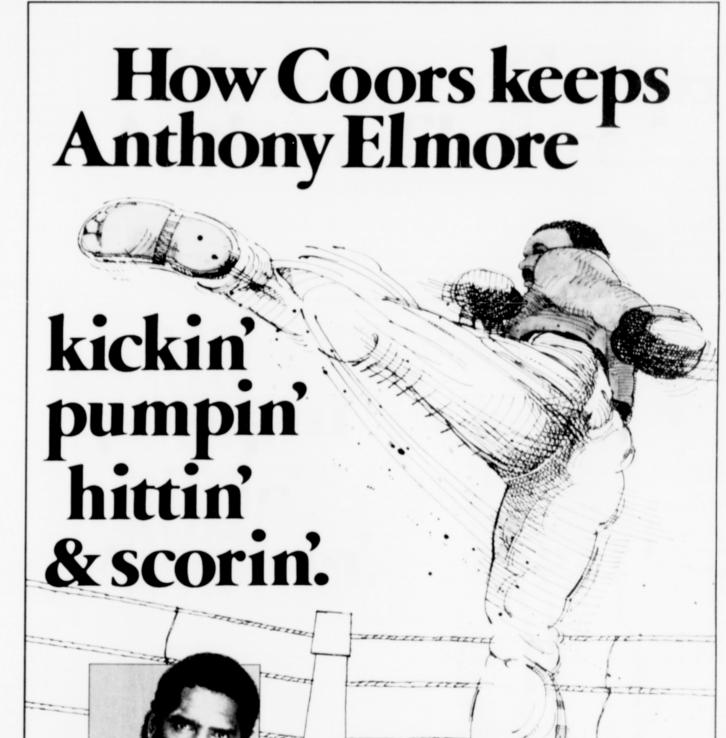
Bigelow has co-authored a labor textbook with a friend. They are looking for a publisher now and the University of Denver, Bigelow said, promised to publish a textbook on



Central America if he wrote it.

One of South Africa's most noted poets, Dennis Brutus, had this to say about Strangers In Their Own Country:

"I warmly commend this work to teachers, students, and the general public. I believe it can make a major contribution to the struggle for freedom in South Africa by enabling people in the United States to have a better understanding of the issues involved and to indicate the lines of action which will help to bring Freedom and Justice to my unhappy country."



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