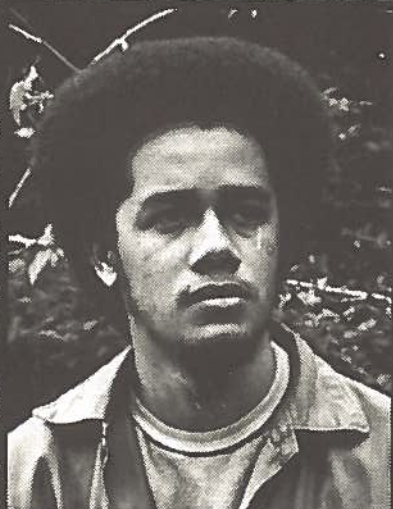
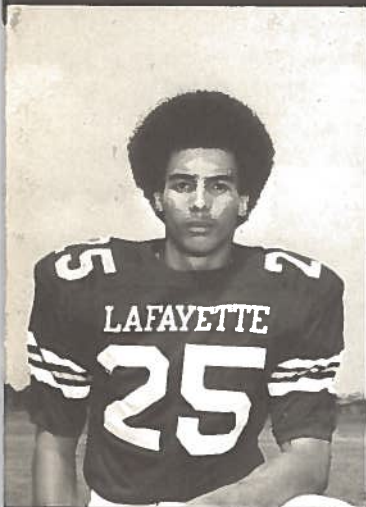
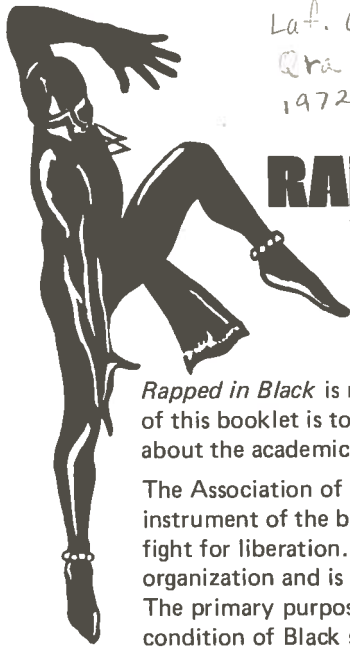


# RAPPED IN BLACK



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# RAPPED IN BLACK

*Rapped in Black* is now in its fourth edition. The purpose of this booklet is to inform prospective Black freshman about the academic and social conditions at Lafayette.

The Association of Black Collegians is the main instrument of the brothers and sisters of Lafayette in our fight for liberation. The ABC is an official college organization and is funded by the Student Government. The primary purpose of this organization is to improve the condition of Black students both academically and socially, and to develop a power base from which changes in the structure and scope of the Lafayette experience may be developed and projected. We have learned that united brothers and sisters are listened to.

*Our ancestors were enslaved because of disunity; the reason we continue to be shackled is still disunity. Unite or Perish!*

Through unity of purpose the ABC has made many advances in the past year. These are some of the advances:

1. Institution of weekly rap sessions with white students at the Black Cultural Center in an effort to make the white community more aware of "the Black experience."
2. A program called "Black Children Can," in which little brothers and sisters in the Easton area are brought to the college for educational experiences and to take advantage of the facilities available. This program is one of many organized in an effort to bring the brothers and sisters at Lafayette and the Black community of Easton closer together.
3. A highly successful Big Sister Program has been initiated similar to the Big Brother Program. The purpose of these programs is to help Black freshmen adjust to college life.
4. The ABC, in conjunction with the Easton Black community, launched its Sickle Cell Anemia Campaign in March, 1972. Highlight of the campaign was a benefit dance given at the college. As a result of the dance and door to door solicitations by the brothers and sisters, we were able to make a sizable donation to the fund.

5. Because of its week-long "Black Arts Festival," in May, 1972, the college community has become more aware of Black contributions to culture and sensitive to the problems of Black people.

The addition of 22 Black students in the class of '75—11 brothers and 11 sisters—brings the total Black student enrollment to 67—42 brothers and 25 sisters. The 24 brothers and sisters in the class of '76 will greatly enhance our enrollment. Though small in number, brothers and sisters are active in all areas of the campus life from football to the school newspaper. The president and vice-president of the class of '75 are Black. During the past year, the number of Black dorm counselors has tripled. In the spring of 1972, a brother was elected president of Student Government.

Socially, the ABC keeps close contact with the Black students at surrounding colleges. Whenever something is happening at Lafayette, they know it and vice versa. All of our social functions are attended by brothers and sisters in the Easton community.

Academically, the brothers and sisters spend a lot of time preparing for classes knowing that Lafayette prepares us as much as it can for a profession or graduate school.

In this booklet, 7 brothers and sisters give their opinion of Lafayette by answering questions most often asked by Black applicants. The questions and answers were tape-recorded during an informal conversation among the brothers and sisters. Unfortunately, it's impossible to answer all questions that could be asked but it is our hope that *Rapped in Black* will give you some idea of how the brothers and sisters feel being at Lafayette College, a predominantly white and academically difficult institution.

Problems that exist at any predominantly white institution exist at Lafayette. The brothers and sisters of the ABC are working to eliminate many of these problems. We hope to build a strong and progressive Black community.

If you are interested enough to apply and if you are accepted, you can benefit yourself and the brothers and sisters at Lafayette by enrolling. We need help in our continuing fight for liberation.

Roland Watkins

# Meet Our Spokesmen



Beverly Brown '74 is from Richmond, Virginia, where she attended Maggie L. Walker High School. She's active in ABC work and is co-chairman of the recruiting committee. Ghetto, a nickname given to her by the brothers and sisters, is majoring in sociology and anthropology.



George Weaver '72, a native of Plainfield, New Jersey, is an engineering major and recruiting co-chairman for the ABC. He is a member of Lafayette's 1972 NIT-playing basketball team and captain of the track team.



Roland Watkins '74 is from Norfolk, Virginia, where he attended Booker T. Washington High School. He's a member of Student Government, a residence hall advisor, treasurer of the ABC, and organizer of this edition of *Rapped in Black*. Roland's major is economics.



Bill Owens '73 is an engineering major from Baton Rouge, Louisiana and is assistant coordinator of the ABC.



Phyllis Wardrett '74, prior to coming to Lafayette, went to George Washington Carver High School in Newport News, Virginia. Phyllis is a sociology and anthropology major and social committee chairman of the ABC.



James Sumpter '74 is from Charlotte, North Carolina. An engineering major, James is coordinator of the ABC and chairman of the 1972 Black Arts Festival.



Shelia Drummond '75 is from Newport News, Virginia. She was elected vice-president of the freshman class and has now become president of the freshman class. Shelia is also a cheerleader.



Michael Jackson '70 is now a commissioned officer on active duty with the U.S. Army. He was assistant director of admissions at the college in 1971-72 and will return to this assignment at the termination of his army duty.

## WHAT WAS MOST DIFFICULT ABOUT YOUR ADJUSTMENT TO COLLEGE?

**Brown:** One of the most difficult things for a lot of us is that we came from all-Black high schools and then entered a completely reverse situation.

**Weaver:** In high school you didn't have to live with whites. Here you do. My high school was half white and half black and I had a hard time adjusting because even though it was divided, I lived in an all-Black neighborhood and my life style was a lot different.

**Owens:** I ran into the problem of being looked at. You know, like in the dining hall, just being in all a little bit different from the usual.

**Wardrett:** When you come from an all-Black school, all the social activities center around Black people. Then when you come up here it's a completely different situation because we have to cling together because there aren't many college activities that focus on Black people.

## DOES ABC REALLY SERVE A SOCIAL NEED?

**Watkins:** Well, I think that's evident by our projects this year. I think one of the functions of the ABC is not only to help because of the struggle but also, at the same time, to give everybody else here a chance and a place to come together. The ABC is geared toward helping people.

**Sumpter:** I think that if the ABC was really here to satisfy some entertainment deficit, then we wouldn't have to take on projects like Sickle Cell research or our Black Children Can program. Those things don't satisfy social needs from the point of view of entertainment or relaxation. They're just to satisfy a social need to help our brothers.



**Drummond:** ABC makes you part of the campus because when you're Black and you come on campus, it's the Black people who make you feel a part of them instead of you having to spend all this time getting to know people.

**Owens:** For the most part, it's the ABC that is the social thing.

**Wardrett:** ABC sponsors its own parties and dances. So you get pretty involved in projects, especially since most of us don't really dig going to frats that much.

**Brown:** We don't plan our own things. For instance, we don't plan on having a party Saturday. We all meet at the Black House and then eventually we all have a party.

### **DOES THE ABC ENCOURAGE INDIVIDUALISM IN TERMS OF ONE'S OWN BLACKNESS?**

**Watkins:** I think the brothers and sisters here just let everybody act the way they want to. Different people have different ideas on blackness. They are respected and the fact that there are people with different views makes us just that much better.

**Brown:** I think that those students who feel that they are on a lower level in Black awareness are the ones that get most attention. We can't *make* anybody become socially aware but we can *present to them* our feelings about it.

**Drummond:** I personally don't feel that everybody in the ABC has the same idea or philosophy on the levels of blackness.

### **HOW DO YOU FIND THE ACADEMIC WORK HERE?**

**Drummond:** You have to study harder. In high school, most people didn't have to study. I didn't ever have to study too hard. You have to study here and you have to read the work and if you do get behind it's really hard to catch up. You don't have a teacher constantly reminding you about assignments. It's up to you to have the assignment ready.

**Watkins:** The work's harder because many teachers expect you to know an awful lot. When you come here and you take English, you're expected to know all the rules of grammar and everything so you start off directly writing compositions. I, for one, did not have that good a background. So my transition from high school to college has been hard. As a matter of fact, I'm still making the transition.

**Brown:** You can't say exactly the average amount of time you study because for each course it could be different. Sometimes if you keep up with reading, it's enough. Sometimes studying is intermittent because, for one thing, when you're involved in a lot of other activities it has to be intermittent.

**Owens:** Most people study whenever they get a chance.

**Wardrett:** You know, if you're in liberal arts, you spend a lot of time writing papers, so you have to have a good background in English.

### **SUPPOSE YOU HAVE PROBLEMS IN STUDYING, CAN YOU GET HELP?**

**Owens:** You can get plenty of help here. You can get help if you know where to look for the help. I know in my freshman year I had a tutor in chemistry who came Tuesdays and Thursdays. Say somebody is poor in math, somebody else will know about it and they'll help out. But I don't know any brother or sister who has told somebody "I can't help you because I don't have time." It's always, "I can't help you because I don't know."



### **ARE YOU COMFORTABLE AT LAFAYETTE?**

**Watkins:** When I'm at an ABC party, or sitting at the Black House, or even with brothers and sisters at Marquis, I feel comfortable. But when you're the only Black person sitting in a classroom and they're discussing Langston Hughes or *Native Son* or something like that, then I don't feel comfortable, because I'm always on the defensive.

**Brown:** I feel comfortable when I'm in a situation in a classroom and we're discussing someone Black or a Black situation. I feel comfortable knowing if any stereotypes, or mistakes or whatever are drawn out in the class, I feel confident enough to know that I can correct these.

**Weaver:** I feel comfortable all the time. I was here at a time when this campus was undergoing the transition, when all you had to do was to go to a fraternity party. If I didn't want to be around white people, I'd be in my room alone. So from then to now, it's just such a switch.

**ARE BLACK STUDENTS GIVEN SPECIAL CONSIDERATION ON ADMISSIONS? WHAT ABOUT FINANCIAL AID? DO YOU THINK BECAUSE YOU'RE BLACK YOU'RE GIVEN PREFERENTIAL TREATMENT?**

**Owens:** I think you have to be higher in your class if you're a Black student to get admitted. However, white students here might have higher board scores for some reason or another.

**Watkins:** I'm finding a lot of the Black students here are on financial aid, so that's a big factor in coming here.

**Weaver:** There could be some special fund for Black people, where year after year they get more and more money for more Black people to come on this campus.

**Drummond:** One quarter of the financial aid budget goes to Black students who make up less than four percent of the total student body.

**Weaver:** Well, you're talking about numbers so if one quarter goes, a lot more Black people need aid than white people.

**Sumpter:** I think the administration should be more concerned and more motivated to correct the problems that Black people face.

**Wardrett:** But after you get here, I can't really say I got any preferential treatment. Sometimes your professors may be a little bit more understanding because you might have a problem in that you're Black and you're adjusting. But after all that, things are usually the same for everybody.

**Brown:** Lafayette is really just a microcosm of society. In here, you are prepared better for the world in general than in an all-Black institution.





## **CAN I COME HERE AND JOIN ANY FRATERNITY THAT I WANT TO JOIN?**

**Watkins:** The answer is "yes" in one sense, "no" in another. I was a member of a fraternity for just one semester and I didn't like it at all because it causes you to go through too many changes that I wouldn't want to make as a Black person.

**Owens:** Well, that's one of those aspects where you have a clear cut white-black thing. To join certain fraternities, you'd have to give up so much of you to get into them, you know, why make the effort?

## **IS THE BLACK EXPERIENCE AT ALL REFLECTED IN THE COLLEGE CULTURAL PROGRAM?**

**Watkins:** The Black experience was reflected when we had the Black Arts Festival last spring.

**Owens:** There are facets of the college community, like the college church, that makes an active effort to expose the college to more of every kind of experience, the Black experience included.

**Brown:** There have been productions like "The Cage" by the prisoners from San Quentin. And there are jazz groups, not just Black but other ethnic groups are represented. I know some of the fraternities or social dorms have had Black bands and we haven't stayed away because they were at a fraternity.

## **WHAT IS THE ADMINISTRATION LIKE AT LAFAYETTE COLLEGE?**

**Owens:** I'd say the administration is fairly responsive most of the time, when they don't have to change something that is essential to the college. They would rather give money for us to set up a program than for them to make the commitment to set up the program themselves.

**Sumpter:** "Well, look what I've got you doing this time." That's the impression I get from the administration. I think that cooperatively we come off with things that they think are commendable for well-trained Black folks.

**Brown:** I think the administration experiences more of avoidance or escape behavior toward us instead of say, initiating something themselves. But then again, you've got to look at some of the positive sides. I think especially the deans have made an effort, say, to listen to complaints, grievances, some of them rational and some of them irrational. I think I would give them credit for listening and giving us a chance to express ourselves.

**Wardrett:** The administration seems to be more concerned about our problems after they have reached the point of racial tension on campus.





### **HOW WOULD YOU DESCRIBE THE LAFAYETTE EXPERIENCE FOR YOU AS A BLACK STUDENT TO THIS POINT?**

**Wardrett:** So far it has been challenging. You might find there's one or two or three women in an entire class. You're put on the spot from the feminine point of view and because you're Black. But at the same time there's a certain kind of beauty at Lafayette. Just in the idea that most of us are so close and finding yourself able to be that close to somebody and realizing that you need other people more than you probably would if you were at home.

**Drummond:** Maybe a good word would be "awareness." You become aware of a lot of things. I have a white roommate and it seems that I've become the spokeswoman for all the Black people in the world. I have to answer all these questions that I'm not prepared to answer. I've grown just from talking to her and I think she has too.

### **IN WHAT WAYS MIGHT I BE DISAPPOINTED WITH LAFAYETTE COLLEGE?**

**Wardrett:** You might be disappointed just because there are so few Black people if you're used to a mainly Black environment. With 67 Blacks, you know everybody so well and sometimes it gets to the point where you just can't take it.

**Watkins:** You might be disappointed at Lafayette because you spend so much time studying. You weren't really prepared and you have to spend more time studying.

**Owens:** You could be disappointed at Lafayette in that you'd be disappointed with yourself. You can't ignore your problems here.

**Sumpter:** I think you'd be disappointed if you consider yourself an activist because to try to motivate anybody else to work with you is like doing an impossible task.

**Weaver:** You would be disappointed in that they don't get enough Black athletes because they don't have much to offer them. Only the last year or so, they've really gone after Black athletes in basketball.

**IF YOU HAD ONE IMPORTANT MESSAGE TO COMMUNICATE TO PROSPECTIVE BLACK HIGH SCHOOL STUDENTS THINKING ABOUT COMING TO LAFAYETTE, WHAT WOULD YOU TELL THEM?**

**Sumpter:** I'd tell them to get on with things. I'd tell them to talk to a lot of brothers and some of the white people too. I think Lafayette offers good educational opportunities.

**Watkins:** Racism exists at Lafayette just like anywhere else.

**Brown:** But I'd just like to say, "come with an open mind." Be prepared to go through many changes. They'll be good and bad. This is all a part of maturing and getting rid of misconceptions.

**Wardrett:** Try to have a strong spirit because sometimes things like pressures and tensions can really get to you.

**Drummond:** You're going to learn some things. I think when people come up here they learn things about themselves that maybe they didn't realize before.

**Weaver:** Try to understand that some things do go on at Lafayette and don't be shocked. Try to do something—help in the community or just be helpful to persons.

**Sumpter:** Lafayette seems to offer, I guess particularly for Black people, a social education. Because it's a microcosm of society, I think it's a little easier way to look at the problems that you're going to run into later in life and give you experience in dealing with them.

**WHAT DO YOU THINK YOU'LL BE DOING FIVE YEARS FROM NOW?**

**Drummond:** When I'm graduated, I'd like to get my master's and my Ph.D. in psychology.

**Owens:** I will probably be in med school.

**Wardrett:** After I get my degree, I want to be able to teach.

**Watkins:** After I graduate from Lafayette, I'd like to go to law school.

**Brown:** There's no telling what I'll be doing five years from now. There's no telling.

**Weaver:** Five years from now, I hope to be a teacher and a coach in a high school in the community where I live now.

**Sumpter:** I'll probably be working in somebody's engineering plant. Maybe I'll do some post-graduate work. Probably try to do things that would be beneficial to my people.

# BLACK ARTS



# FESTIVAL



The *Black Arts Festival* is now an annual event at Lafayette. It is designed to show the variety of Black contributions to culture. ABC is responsible for organizing the festival which, in May, 1972, included appearances by poet-singer Gil Scott-Heron, singer-composer Leon Thomas, poet Don L. Lee, drama and poetry by Robert Hightower and Lafayette Black students, an art exhibition, and a cabaret show and dance.

# Admission

Admission to Lafayette is competitive. Applications from minority and disadvantaged students are placed in a separate pool. In essence they compete only with those applicants who demonstrate similar deficiencies which are traceable to cultural or economic deprivation. Although no quota or yearly margin is set, Black student enrollment is generally limited by the amount of available financial aid. Consequently, to the extent of their individual needs, minority and disadvantaged students compete among themselves for available financial resources. Stated simply, you must compete for admission and financial aid within a peer group which has been regulated to minimize cultural, racial and economic bias.

As a group, Black students at Lafayette receive substantial financial assistance. Usually aid offers are packaged in varying proportions of grant, loan and term employment. Grant (scholarship) generally offsets the bulk of your need; loans usually make up the difference in addition to giving you a stake in financing your education; term employment is limited in the freshman year, although opportunities will expand as you progress.

In addition to your academic and personal qualifications, your hopes for admission and aid at Lafayette will be enhanced by meeting these procedural guidelines:

1. Complete the Scholastic Aptitude Test and 3 Achievement Tests (to include English Composition) no later than January of the year you plan to enter college. Designate Lafayette College to receive your scores directly from the Educational Testing Service.
2. Secure a Parents' Confidential Statement from your high school guidance office. Have your parents or legal guardian complete the form designating Lafayette College to receive a copy of the analysis. This should be done as early as possible, preferably in the fall of your senior year. This is the only aid application required by Lafayette; without the PCS we will have no basis for an aid award.
3. Complete and submit your application as soon as possible. The deadline is March 1.

If you fail to meet these guidelines, you may be considered but your chances for admission and financial aid could be diminished.

A personal interview on campus is strongly recommended, but is not required. If you would like to visit do not hesitate to contact:

The Association of Black Collegians  
College Station  
P.O. Box 492  
Easton, Pa. 18042

Office of Admissions and  
Financial Aid  
Lafayette College  
Easton, Pa. 18042

Acceptance to Lafayette is an expression of our confidence in your ability. If you share that confidence, write for an application today.

MICHAEL JACKSON



LAFAYETTE COLLEGE  
EASTON, PENNSYLVANIA

