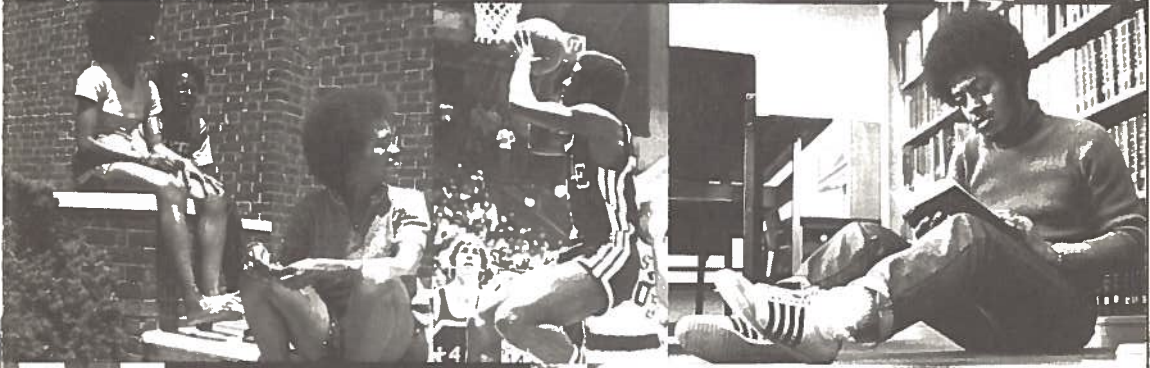
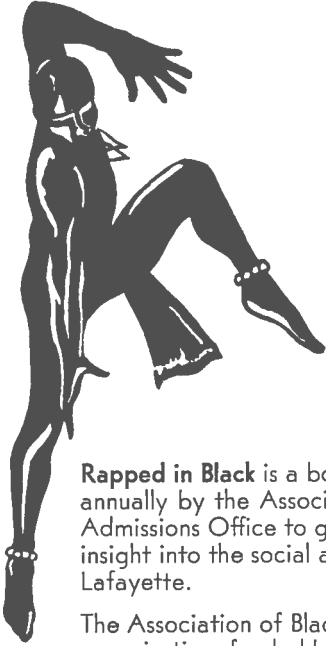




RAPPED IN BLACK





RAPPED IN BLACK

Rapped in Black is a booklet coordinated and prepared annually by the Association of Black Collegians and the Admissions Office to give prospective Black students some insight into the social and academic experiences available at Lafayette.

The Association of Black Collegians is an official college organization, funded by the Student Government. Its purpose is to improve both the academic and social conditions of Black students at Lafayette. Membership in the A.B.C. is voluntary. However, those who wish to become a part of the Association are welcomed wholeheartedly. By combining and coordinating the ideas and efforts of our brothers and sisters, the Association develops a power base from which it can effect change in the academic and social structure at Lafayette. The goals of the Association are geared to paving the way for future Black students as well as functioning to make the environment better for those presently at Lafayette.

Although the number of Black students is small (80 Blacks) they have initiated several programs on campus and in the Easton area. Some of the programs are:

- Black Children Can, a program in which Black children from the Easton area are brought to the college to supplement the academic and social activities in school and at home. This program enables the Black students of the college to become more involved with the people of Easton which helps to bring the two communities closer. It also enables the brothers and sisters of Lafayette to play an active role in the development of younger brothers and sisters and at the same time allows the children to take advantage of the many facilities which Lafayette has to offer.
- A Big Brother-Big Sister program through which upper class brothers and sisters try to help incoming Black freshmen adjust to college life, both academically and socially.

- A Black Cultural Series which will be instituted during the 74-75 school year will work independently to sponsor guest lecturers, films, plays, etc. and also to work in conjunction with other organizations and clubs towards these same ends. It will also coordinate many of the social events for the A.B.C. — parties, picnics, trips.

The Independent Student Theatre is a drama club begun by members of the A.B.C. This group produces plays related to the Black experience.

Though small in number, Black students participate in many facets of college life, ranging from sports to Student Government to the school drama club. During the past year there were 11 Black Resident Dorm Advisors. This constituted one-fourth of the total number. Two sisters were among ten persons nominated for the George Wharton Pepper Prize which is awarded on the basis of superior leadership and achievement. Others have been nominated and accepted to the McKelvy Scholars Program.

Socially, the A.B.C. keeps close contact with the Black students of surrounding colleges. Information on social events is exchanged so that we at Lafayette know what's happening at other schools and vice-versa. We are also in contact with the brothers and sisters of the Easton community.

Academically, the brothers and sisters spend a lot of time preparing for classes. Lafayette is a challenging institution, having as its major goal preparing a student, as best it can, for professional work or graduate school.

There are still many things which need to be done to improve the academic and social atmosphere for Black students on campus. With encouragement from new brothers and sisters the Association of Black Collegians can continue to grow. For this reason we need more brothers and sisters to make our presence felt and to advance our programs — brothers and sisters who can function as individuals and can contribute productively to the Association of Black Collegians.

Henry Horne and Sylvia Daniels

MEET THE RAPPERS

Henry C. Horne, Jr.
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Sophomore — Liberal Arts
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Andre J. McDaniel
Junior — Mathematics major
Seat Pleasant, Maryland



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Lakewood, New Jersey



Earl T. Richardson
Sophomore — Liberal Arts
Roebing, New Jersey



Sheila R. Drummond
Senior — Psychology major
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Silver Spring, Maryland



John Taylor III

Sophomore — Mathematics major
Richmond, Virginia



Tramona F. Davis

Senior — Anthropology-Sociology major
Winston Salem, North Carolina



Alfonzo B. Owens III

Senior — Biology major
Mt. Vernon, New York



Kim Harper

Sophomore — Liberal Arts
Annapolis, Maryland



Michael K. Jackson '70

Assistant Director of Admissions
Lafayette College



WHAT WAS YOUR FIRST IMPRESSION OF LAFAYETTE?

Lawrence: My first impression of Lafayette was that it was a beautiful place, but nowhere geographically. I found it difficult to picture myself living in a place such as Easton.

MacDaniel: My first impression wasn't very good. First of all, I didn't know what to expect. It was the first school that I visited and I really didn't know what to look for. I got a better impression at freshman summer orientation. The people seemed to be friendly and helpful. The campus seemed to be a beautiful place. It almost seemed like a paradise. The only thing lacking was a quantity of Black people.

Cox: As an academic institution it seemed to have everything I wanted: good engineering program plus a strong liberal arts program and small size. I was actually afraid of the place: teachers, administrators, and fellow students for about the first month. I was afraid of being behind some of the so called "Prep Stars" and the "Together Brothers and Sisters." I soon found out that most of my fears were unfounded. From the beginning I was somewhat disappointed by the small number of Black students in social events.

Wilson: My first impression of Lafayette was that it would be a place with a tight student body especially among Black students. I learned that this idea was far-fetched. The relationships that exist among people in general often have little to do with the size or location of the community. This holds true at Lafayette. The size of the student body and in particular the population of Black students has less effect than I expected on the types of relationships that exist.

DOES THE ABC REALLY SERVE A SOCIAL NEED?

Rozier: There is no doubt in my mind that the ABC serves a social need on campus. It is the only organization on campus that consistently caters to Black entertainment.

Richardson: Yes, the ABC does serve a social need. You hear many complaints about the lack of things for the Black student to do, but consider what there would be if there were no ABC. Most of the big parties and other events like the cabarets we had this year were ABC financed. I think the ABC also serves to bring the Black student body together, at least in the beginning of the year, so everyone gets to know everyone else.

Harris: The ABC certainly serves a growing social need, but, unfortunately, it tends to neglect our cultural needs. During the year the collective desire to party overwhelms the importance of having Black speakers, displays of Black art, poetry, etc.



Wilson: With all of our shortcomings and pitfalls, we do still manage to satisfy some of our social needs. As long as there are some of us who are willing to plan social events and functions, and others of us who are interested in supporting them — then we're serving a social need.

WHAT DO YOU THINK OF THE WHITE ATTITUDE TOWARDS BLACK STUDENTS AT LAFAYETTE?

Owens: I think most White students are ignorant of Black people in general. For the most part they are inquisitive and really not sure how to approach and relate. Real Black-White friendships are a reality and those that befriend you are usually sincere in their friendships. There are, of course, the bigots but I think there is a span of attitudes of Whites toward Blacks and vice-versa.

Rozier: Many White students and administrators attribute racist attitudes on their part to ignorance rather than prejudice. This may be true, but they seem to hold Black students solely responsible for their enlightenment. The White college community must participate more in cultural events sponsored by the ABC and institute and attend courses that give accurate representations of Black life, if racial harmony is to be advanced.

Wilson: The White attitude towards Black students at Lafayette is about the same as it is anywhere. Lafayette is like a pint-size world. The same kinds of conditions and prejudices exist.

Lawrence: I have found the spectrum of White student attitudes toward Black students similar to that in the rest of society: ranging from friendly and open to reserved and bitter. For the most part, the White students I have encountered have been interested in me as a person who is Black, and not merely as a Black.

Harper: Ignorance and prejudice can be found in all the cracks and crevices of this nation and it would be unrealistic to think that it does not exist at Lafayette.

HOW IS THE ABC IMPORTANT IN THIS PREDOMINANTLY WHITE ENVIRONMENT?

Harper: The primary importance of the ABC is found in this organization's ability to function as a means of alerting those who need to be made more aware that there are Black students at Lafayette. It is through the ABC that Black students make collective efforts to clearly define wants and needs.

Wilson: The ABC is important in this environment because it is a group to which a Black student may belong, especially when he finds Lafayette's atmosphere difficult to adjust to. It's a group in which amidst the disagreements and misunderstandings there is still a sense of oneness and unity. The fact that there are disagreements says we're all unique and yet we still have many things in common. The ABC can and should serve as home base for any Black student at Lafayette.

Rozier: The ABC, while often accused of being unorganized, serves the purpose of allowing Black students to exchange ideas. Although these ideas are often opposing, one is made aware of the current trends in Black thought. The ABC also provides a refuge from racism for some and a necessary catalyst for combatting it. As an organization it provides a medium for communication with the rest of the college.

MacDaniel: The ABC is important in that it gives Black people on campus somewhere to go for advice, unity, and just being around brothers and sisters! It's also a chance for Black people to get involved in something and, if they choose to, take a hand in changing things which need to be changed.

WHAT WAS MOST DIFFICULT ABOUT YOUR ADJUSTMENT TO COLLEGE?

Wilson: My most difficult adjustment to College was learning to effectively utilize all the time I seemed to have. At first it seemed I spent all my time studying. When I finally began to study "the correct way" I had time left to do whatever I wanted to do.



Cox: I guess the biggest adjustment for me was dealing with the different attitudes, Black and White, around myself. In high school I surrounded myself with people who shared the same basic ideas. Here at Lafayette both the Black and White ideals are very different from home.

Taylor: Well, coming from an 80-20, mostly Black, public high school and living in an all Black section of the city, I truthfully have to say the most difficult adjustment for me concerned Whites. My entire environment was reversed. When I first came to Lafayette, I thought of this situation but never thought it would matter that much. That was a misconception on my part. Having an all Black background was really an experience for me. Having to deal with or see Whites day in and day out was just something I was not used to. I hate to sound prejudiced but this really bothered me after my first month. You might say "Well you knew it would be like that when you came." Yes, I knew it but I didn't realize it would affect me as it did. The experience was something strange to me but I learned to deal with it later on.

Owens: I attended a racially mixed high school, about 50-50. I lived in a neighborhood that was predominantly White when we moved in 16 years ago and is now predominantly Black. So, I was used to being around Whites and dealing with them fairly often. In my high school courses, I did not have more than 3 or 4 brothers or sisters in the majority of my courses. But I was never the **only** Black in a course. I never had to live and deal with Whites 24 hours a day.

HOW DO YOU FIND THE ACADEMIC WORK LOAD?

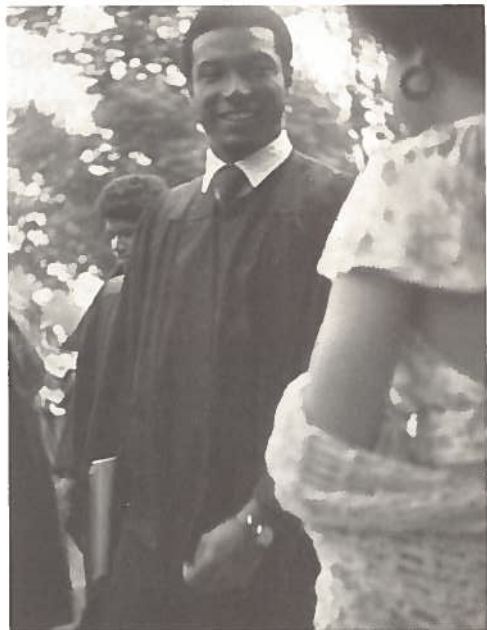
Owens: I find the academic load to be heavy but not unbearable. The quality of the work is not the problem, but the quantity does pose the greatest challenge. As a biology major, I get the papers for the liberal arts and technical work for the sciences. If problems arise, with few exceptions, I have been able to get help from my professors. At a small school, it is relatively easy to talk to professors about courses and work.



Harris: The academic work load varies greatly for individuals, not only because the amount of work differs depending upon your major, but also because of personal priorities. However, once you've adjusted to studying, it's easy to plan how much you will have to do in each course.

Rozier: I feel that anyone who gains admission can achieve a successful career at Lafayette. The professors are usually cooperative and the workload not so heavy as to restrict socializing. A problem many Black students encounter is that while they have the basics in a given area of study they don't usually have as much in depth knowledge as White students from highly accredited secondary schools.

Davis: The workload is not hard on a student because of its difficulty. The problem usually comes in how much is to be done in a certain length of time.



KNOWING WHAT YOU KNOW NOW ABOUT LAFAYETTE, WOULD YOU STILL COME HERE?

Harper: Knowing all that I know, I'd still come back. The reason is that reality can be tasted here in a pure and most natural form. You might try to run away from what confronts you here, but you can't escape reality. What you avoid here will meet you elsewhere. If you deal here, you deal anywhere.

Davis: I can't honestly say that I would. Lafayette has a pleasant exterior, but when you become more involved in its workings, you realize how much it lacks. Part of the problem seems to be location. Easton isn't New York, Atlanta, or Philly.

Drummond: Knowing what I do about Lafayette, I would still come here — because I like the small, informal atmosphere which I feel can serve to foster strong relationships. For the most part, too, the upper-class brothers and sisters are ready and willing to help underclassmen adjust to Lafayette.

Owens: I think I would still attend here. I've gained quite a bit of knowledge both academically and otherwise. I feel I am receiving the education I asked for in coming here. There are shortcomings, but they are present at any school. I was prepared academically for the work here, and I feel any Black who is accepted here is capable of doing the work.



WHAT ARE THEY DOING NOW ?



Robert M. Neal '70 is campus minister at the University of Louisville. A mathematics major at Lafayette, he was a leader in the College Church, the McKelvy Scholars Program and the Association of Black Collegians. After graduation he earned his Master of Divinity degree at Union Theological Seminary and spent a year as intern-campus minister at Oberlin College. Last spring the Rev. Mr. Neal returned to Lafayette to give the sermon, "Wrestling and Naming: Thoughts on a Continuing Struggle" as part of the 1974 Lafayette Black Arts Festival.

Kenneth M. Rich '67 is General Manager for Foreign Investments of the Dornbush Company. He is a consultant to the Rockefeller Brothers Fund and the Ford Foundation in New York. Prior to this he was Chief of the Institutional Financing and Research Branch of the U. S. Department of Housing and Urban Development. His achievements led in 1970 to his election as a Trustee of Lafayette College. A chemistry major while a student at Lafayette, he was President of the Senior Class and President of the Freshman Counseling Program. Following graduation he earned the degree of Master of Business Administration from the University of Chicago.



G. Earl Peace '66 has been a member of the Lafayette faculty since 1971 and has served as Director of the Evening Program and Summer Session since 1974. As a student at Lafayette he was Secretary-Treasurer of the senior class, President of the Student Affiliates of the American Chemical Society and a member of the freshman football team. After graduating from Lafayette he earned his Master of Science and Ph.D. degrees at the University of Illinois.



Roland M. Brown '49 is one of the first Blacks to graduate from Lafayette College. As an electrical engineering major he was elected to Tau Beta Pi, the society that recognizes superior achievement in engineering studies, and the American Institute of Electrical Engineers. He earned the Master of Science degree at Newark College of Engineering. Since 1962 he has served in positions with the U. S. Army Electronics Material Agency, Electronic Research Command, and Electronic Command.

Sheila A. Walker '74 is one of the first Black women to graduate from Lafayette. (The college enrolled its first coeducational class in September, 1970.) A biology major, Sheila served as Secretary-Treasurer of the Association of Black Collegians during her junior year. She is currently in her first year of study at the University of Maryland School of Medicine.



ADMISSIONS

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.

The amount of self-help (loan or job) in your financial aid package may be adjusted upward or downward each year depending upon your record, but over 80% of the aid held by brothers and sisters at Lafayette is in form of a grant.

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

[1975]

