

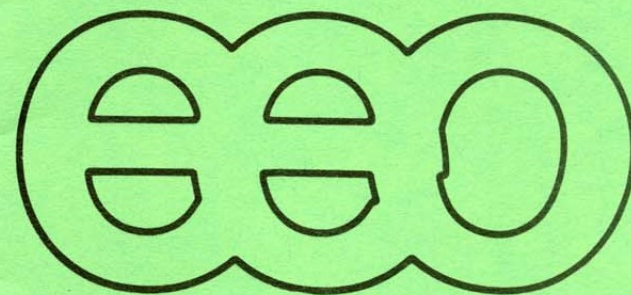
MACALESTER COLLEGE

Macalester is a private, four-year coeducational liberal arts college with a flexible curriculum based on 26 academic departments and a 4-1-4 calendar. The College, which began its second century in 1974 with traditions of academic excellence and service to society, has achieved distinction in providing individualized learning, options in experiential education, overseas learning opportunities, cooperative programs with other colleges, community involvement, and in demonstrating its commitment to minority youth. It has outstanding resources in people, programs and physical facilities on its 50-acre campus. Macalester's location — midway between the downtown areas of Minneapolis and St. Paul — provides an educational environment which draws upon and contributes to the urban community.

MACALESTER
COLLEGE

Saint Paul,
Minnesota 55105

MACALESTER
COLLEGE



expanded
educational
opportunities

native american component

native american program

The Native American Program is one component of Macalester's EEO Program. Through the Native American Program, Macalester College provides full-need scholarships each year to high school graduates of Native American descent, whose families could not afford the tuition at a private college. The scholarships are for four years, as long as the student is making satisfactory progress toward graduation.

The purpose of the Native American Program is to: (1) assist the College in identifying and recruiting low-income Native American high school graduates who show academic promise; (2) help these students, once enrolled in the College, to maintain good academic standing through academic skills counseling; (3) provide them with supporting services to stimulate their personal and social growth through broad curricular and extracurricular participation in campus and community life.

Accomplishments

During 1969, the first annual Indian Week was sponsored on the Macalester campus by the Native American Program. The purpose of the week was to inform the college community of some of the pressing problems being faced by the modern Indian community. The week witnessed the formation of Mac's first Indian student organization, the Native American Coalition (NAC).

Despite its small size, NAC has made several notable and positive contributions to the Macalester community. It presented the need for American Indian Studies in the college curriculum and has received support to develop course offerings to satisfy that need. As a result, the geography and history departments have instituted courses on the American Indian. These courses, begun in 1970, have been supplemented by courses offered by visiting professors. Students from the NAC are working with other departments to help them plan courses or course segments dealing with American Indians. The NAC has been instrumental in the collection of an Indian Resource Library, and the hiring of a full-time Indian faculty member.

In addition to organizing an annual Indian Week on campus to increase the awareness and understanding of the American Indian on the part of the Macalester community, the Native American Program students participate in the cultural programs of the St. Paul American Indian Center. They have sponsored a pow-wow and dinner on campus.

To facilitate achievement of the Native American Program goals, an Office of Indian Program Coordination was developed. This office coordinates cooperative activities of the Native American Coalition, the EEO Program, the Macalester community and the Indian community.

Indian Community Involvement Project

Since 1974 Macalester has offered an Indian Community Involvement Project funded by the Rockefeller Foundation.

The project provides funds for internships and independent studies done by students in their home community or in another Indian community. Funds are also provided for parental support so that parents of students can come to campus and see what life is like for their children in this new environment.

Information

Macalester College has provided programs responsive to the needs of Native American students, and has created an atmosphere of social awareness and concern for these needs. It is an institution committed to responsible education for all people. It is determined to fulfill this commitment. For information, please call or write:

Ron McKinley
Coordinator
EEO Native American Program
Macalester College
St. Paul, Minnesota 55105
(612) 647-6544

New Way, Old Way

Beauty in the old way of life
The dwellings they decorated so lovingly;
A drum, a clear voice singing,
And the sound of laughter.
You must want to learn from your mother,
You must listen to old men
not quite capable of becoming white men.
The white man is not our father.
While we last, we must not die of hunger.
We were a very Indian, strong, competent people,
But the grass had almost stopped its growing,
The horses of our pride were near their end.
Indian cowboys and foremen handled Indian herds.
A cowboy's life appealed to them until
economics and tradition clashed.
No one Indian was equipped to engineer the water's
flow onto a man's allotment.
Another was helpless to unlock the gate.
The union between a hydro-electric plant and
Respect for the wisdom of the long-haired chiefs
had to blend to build new enterprises
By Indian labor.
Those mighty animals graze once more upon the hillside.
At the Fair appear again our ancient costumes.
A full-blood broadcasts through a microphone
planned tribal action.
Hope stirs in the tribe,
Drums beat and dancers, old and young, step forward.
We shall learn all the devices of the white man.
We shall handle his tools for ourselves.
We shall master his machinery, his inventions,
his skills, his medicine, his planning;
But we'll retain our beauty
And still be Indians!

*Dave MartinNez
Navajo, Santa Fe, New Mexico
The Institute of American Indian Arts*

" . . . I know that my race must change. We cannot hold our own with the whiteman as we are. We only ask an even chance to live as other men live. We ask to be recognized as men. We ask that the same law shall work alike on all men.

"Let me be a free man — free to travel, free to stop, free to work, free to trade, free to choose my own teacher, free to follow the religion of my fathers, free to think and act for myself — and I will obey every law or submit to the penalty . . ."

Chief Joseph, Nez Perce, 1879

We are the Ancient People;
Our Father is the Sun;
Our mother, the Earth, where the mountains tower
And the rivers seaward run;
The stars are the children of the sky,
The red men, of the plain;
And ages over us both had rolled
Before you crossed the main;
For we are the Ancient People,
Born with wind and rain.

Our deep canals are furrows faint
On the wide and desert plain;
Of the grandeur of our temple walls
But mounds of earth remain.
And over our altars and our graves
Your towns rise proud and high!
The bison is gone, and the antelope
And the mountain sheep will follow.
And all our lands your restless hands
Will search from height to hollow:
And the World we know and the life we lived
Will pass as the shadows fly
When the morning wind blows fresh and free
And daylight floods the sky.
Alas for us who once were lords
Of stream and peak and plain!
By ages done, by star and sun,
We will not brook disdain!
No! though your strength were thousand-fold
From farthest main to main;
For we are the Ancient People,
Born with the wind and rain!

Edna Dean Proctor

Indians in today's world must not let themselves be assimilated into the dominant society, they must adapt to the changing conditions.

To deny that things have changed is to deny the dynamics that make culture a living organism. Change is essential to the life of a people. Before the European conquest, Indian cultures changed of their own accord and even among Indian tribes, differences existed.

For instance some Sioux were nomads, others were not. With the introduction of new technology, whether it be a foreign introduction or a native one, the society must make room for it, if it is to make room for the interests of its members.

Even though the change that we have in front of us today is more radical than the simple introduction of elements of technology into a society, Indians must adapt if their culture is to survive.

The old cliché of taking the best from each world holds true. One need not abandon the traditional religions one's grandmothers and grandfathers believed in but, at the same time, one cannot abandon the new reality of today's world.

The fact that things have unalteringly changed is no longer a subject of debate.

Michael Burris

Expanded Educational Opportunities (EEO) Program

Macalester College has a reputation for leadership, service and social concern. Today the College is demonstrating these qualities through an outstanding program, Expanded Educational Opportunities for Minority Students (EEO). Through EEO, many young people who otherwise might not have the opportunity to attend a private college — or perhaps any institution of higher learning — are working to earn college degrees and prepare themselves for a productive role in society. These students who come from low-income minority ethnic backgrounds, are eligible under the EEO Program for financial assistance and academic support services to help them obtain a Macalester education.

Since 1968, minority student enrollment at Macalester has increased from three percent to 15 percent. This percentage of minority students is unequalled among liberal arts colleges in the Midwest. This increase is the direct result of a decision made by Macalester students, faculty, administration and the Board of Trustees to make a vigorous effort to meet the needs of young people from low-income, minority ethnic backgrounds. Now in its ninth year, the EEO Program continues meeting its two-fold objective: to attract and recruit able minority students; and to provide the financial assistance and services necessary for their success at Macalester.

Admissions Policy

Any person may apply for admission to Macalester College. All applications will be equitably considered by the Admissions Office. No applicant shall be barred from admission to the College on the basis of race, religion, national origin or level of income. Admission is based on the candidate's school record, character and leadership, and performance on scholastic aptitude tests.

Special consideration is given to applications for admission under the EEO Program. Although all are required to provide high school transcripts, as well as SAT or ACT scores, the admission evaluation is focused primarily on community and counselor recommendations, char-

acter and leadership potential, maturity and desire to attend Macalester. The program director and coordinator of the EEO Program participates in the recruitment and review of EEO applicants for admission.

Once the selection of applicants to receive financial aid has been made, the College allocates funds to help meet the financial need of each EEO student.

The residential, full-time, annual costs to a freshman for a Macalester education in 1977-78 will be:

| | |
|-----------------------------|----------------|
| Tuition | \$3,600 |
| Room & Board | 1,400 |
| Books | 175 |
| Personal Expenses | 425 |
| | <u>\$5,600</u> |

The costs are met through a combination of financial aid from college, state and federal funds. Native American students have a unique financial aid arrangement because of the availability of Bureau of Indian Affairs (BIA) grants. These grants are supplemental to all other types of aid and can only be awarded *after* the student has received a financial aid award from the College.

After the College makes its award to Native American students, it will request \$2,100 from the BIA to cover the loan, work/study, student contribution and \$200 in grant. Thus, a Native American student will have a package like the following:

| | |
|--|------------|
| Basic Educational Opportunity Grant | \$1,400 |
| BIA Grant | \$2,100 |
| Room & Board credit | 1,400 |
| Supplemental Educational Opportunity Grant | 500 |
| College Grant | <u>200</u> |
| | \$5,600 |

Financial aid is renewable for four years, provided the student is making satisfactory progress toward graduation.

Academic Support Services

Academic support services include a wide variety of counseling services outside the classroom which revolve around and through a student's life. They ultimately influence the student's academic, personal and social success. The scope of the Academic Support Program for minority students at Macalester incorporates the following elements: academic advising, academic skills building, personal counseling, career counseling and employment referral.

In any program which provides special services for minority students, a working rapport and feelings of trust between those providing and those receiving services is essential. Therefore, counseling services are the heart of the EEO Program. Given the backgrounds of EEO students, adjusting to college life can present occasional problems. Making this adjustment easier for the student is the initial concern of the EEO counselors. Each new minority student is assigned to a faculty member until the student officially declares a major, usually at the end of the sophomore year. This arrangement provides minority students with continual faculty advising contact, assistance in adjusting to college-level academics, early diagnosis of academic difficulties, and positive reinforcement of academic success.

Another academic support service is the Study Skills Center. The Center was established to help minority students improve their reading, writing, vocabulary and study skills. Tutors are available in specific academic areas, such as the sciences, foreign languages and mathematics. A counselor is also available for individual assistance with reading and writing skills. The Study Skills Center offers a quiet atmosphere conducive to effective studying.