

EEO Program And the Culture House History

By Gabriela Vargas



Table of contents

01

**The history of
the EEO
Program**

What does it consist
of?

02

**Connection
to the
Culture
House**

What does the
C-House have to
do with this?

01 What is it?

- The Approved Expanded Educational Opportunities Program



The following will be the actual document that explains the policies behind the EEO program and its purpose.

MACALESTER COLLEGE

SAINT PAUL, MINNESOTA 55101

December 3, 1968

TO: The Faculty
FROM: Advisory Council

A PROPOSED PROGRAM TO EXPAND EDUCATIONAL OPPORTUNITIES

I. Background-Rationale

Macalester College should provide total scholarship aid for approximately 75 new students each year whose parents can provide them with no financial assistance and whose backgrounds limit their opportunities for higher education. This would provide for the College a student body with greater economic, social, and racial diversity. While there are important educational opportunities in such a program, it also requires significant reexamination of present attitudes and procedures.

The rationale is:

- A. To improve the educational resources of the College by expanding the diversity of our student body. It is educationally important to provide a community which is more representative of the economic, social, cultural and racial diversity of the entire nation.
- B. To provide opportunity for high quality liberal arts education to students who cannot otherwise attend a high tuition college.
- C. To enable Macalester College to take a larger responsibility in the education of distinguished graduates who will play an important role in determining the destiny of our pluralistic society.

The education of additional students from more diverse backgrounds will require Macalester College to provide individualized educational opportunities, which it has long aspired, but often failed to do.

In order to expand educational opportunities at Macalester College, very significant financial support, along with commitment of all sectors of the Macalester community, is absolutely essential. In the larger social context what is proposed here may seem to be a minor change. Within the Macalester community, however, this must be no mere gesture. We cannot hope to meet these responsibilities unless

1. we are assured of fully adequate funding of the scholarships, educational-supportive programs, and increased faculty and staff;
2. we are open to a basic rethinking and change of many of our present educational attitudes and procedures;
3. we are committed to imaginative recruitment of faculty and staff from minority groups.

This part says that the Macalester College EEO Program will consist of the college providing total scholarship aid to 75 students who have backgrounds that limit their opportunity to a higher education. This will provide the College's student body to be diverse. The reason behind the program is to: (A) Improve the educational experience/resources of the college, (B) Give an opportunity to those who wouldn't have otherwise (C) Help the college take a bigger role in educating outstanding students.

To make this happen, they need money and support from the entire college community, a willingness to change how they do things, and a commitment to hiring more diverse faculty and staff.

II. General Policy

Macalester College has traditionally recognized the educational value of a diversified student body and through financial aid has attempted to make its program available to students who could not otherwise afford it. In a 1961 policy statement,

- 2 -

the College took the position that it is

"essential that students have an opportunity to live and study with other students who can share and contribute insight into people and society that their own background has not provided. The College should therefore strive to insure that its student body is composed of students from varied economic, social, and cultural backgrounds.

"The College should, while maintaining high academic standards, attempt to enroll increased numbers of students from minority groups within the country..."

(Summary of Action, Long Range Planning Commission, 1961; Section II, Part Four, A.)

While acknowledging these objectives, Macalester remains a highly homogenous social, economic, and racial community. Given these goals, recognizing that large numbers of American families continue to live at poverty levels, and that more than 10% of the American population belongs to minority racial groups, Macalester College should:

- A. Provide total aid (tuition, fees, room and board) for 75 new students each year, with 60 new students from racial minority groups.
- B. Extend total aid to current students who qualify.
- C. Provide compensatory educational programs to all students who require special assistance.
- D. Modify existing educational and co-curricular programs and add new programs as necessary to insure that these expanded opportunities are realized.
- E. Expand awareness, sensitivity, and appreciation of present members of the Macalester Community to the contributions, potentials, and problems of students from diverse social, economic and racial backgrounds.

In simple terms, Macalester College wants to have a diverse group of students, including those from different economic, social, and cultural backgrounds. Even though they've expressed this goal in the past, the student community is still mostly similar in terms of social, economic, and racial backgrounds.

To address this, Macalester has some plans:

- They want to provide full financial support (tuition, fees, room, and board) for 75 new students each year, with 60 of them being from racial minority groups.
- They also want to support current students who qualify for financial aid.
- They plan to offer special help to students who need it through educational programs.
- They're willing to change existing programs and add new ones to make sure these opportunities for diversity are real.
- Lastly, they aim to make everyone in the Macalester community more aware, sensitive, and appreciative of the contributions, potentials, and problems of students from various backgrounds.

I. Admissions

A. Policy

To expand educational opportunities at Macalester College there should be specific recruitment and more flexible admission of potentially successful students from racial minority groups and economically deprived backgrounds. For many of these students, the usual criteria applied in our current admissions procedures will be relevant and the major deterrent to attending Macalester will be economic. Total aid, combined with a mutual realization that they have much to offer us, may be an important inducement. But it is essential that other students be admitted on more flexible criteria than the present - criteria that recognize social and intellectual potential by new measures. Here again, total aid should be an important inducement, but also we must indicate we are prepared to meet individual needs and tailor educational programs to individual potential and objectives.

The Admissions Policy Committee should work with the Admissions Office,

- 3 -

Office of Financial Aid, and other relevant faculty members and administrators to develop appropriate guidelines for the admission of students with promise of profiting from a Macalester education. New means of recognizing potential and meeting individual needs must be employed.

The Policy behind admissions is that:

Macalester College wants to make it easier for students from different racial backgrounds and those facing economic challenges to join the college. They recognize that the usual criteria for admission might not apply to everyone, especially for those with economic barriers. They believe that offering financial support and acknowledging the unique contributions these students can bring will encourage them to choose Macalester. They also want to be more flexible in admitting students based on new criteria that consider both social and intellectual potential. In addition, they want to show that they are willing to meet individual needs and customize educational programs according to each student's potential and goals.

To make these changes, a committee will work with the Admissions Office, Financial Aid Office, and other faculty members to create guidelines for admitting students who show promise in benefiting from a Macalester education. The goal is to find new ways of recognizing potential and addressing the individual needs of each student.

B. Implementation

1. Emphasis this year may be primarily on recruiting black students. We should also seek to attract and provide appropriate educational assistance to American Indian students and other racial minorities.
2. A black Admissions Counselor should be added to the staff this year. He should be used in recruiting white students as well as black and the entire Admissions staff should be concerned with recruiting students referred to in this program.
3. Macalester students should be used in recruiting efforts. Black students may be especially effective, but others may be able to recommend schools and areas where new recruiting attempts might be made.
4. The goal of 60 freshmen from racial minorities should be pursued by continuing recruiting into spring and summer, if necessary. Only enough students to fill the balance of the target freshman class size should be admitted in accordance with past procedures.
5. Special effort should be made to recruit National Achievement Scholars, comparable to present efforts to recruit National Merit Scholars.
6. The possibility should be explored of designating Macalester scholarships for particular high schools around the country to excite interest in Macalester among qualified students.
7. Complete reliance should not be placed upon official high school referrals. Contacts with prospective applicants should be developed through such sources as community organizations, social work agencies, churches, Macalester students and alumni.
8. Applicants recruited in this special emphasis on racial and economic diversity should be interviewed individually by a member of the Admissions staff.
9. Early and specific notification of financial aid is particularly important.
10. In obvious cases of poverty, the Parents' Confidential Statement should be dispensable. In cases where some parental assistance may be possible, special efforts should be made, including personal calls on the family, to render assistance in completion of application statements.
11. Macalester College should also explore the possibility of cooperation with other institutions in the region to recruit students from racially and economically diverse backgrounds.

Macalester College wants to make sure more students from different racial and economic backgrounds come to the college. Here's how they plan to do it:

1. Focus on Black Students
2. Hire a Black Admissions Counselor
3. Use Macalester Students for Recruitment
4. Continue Recruiting
5. Recruit National Achievement Scholars
6. Scholarships for Specific High Schools
7. Diverse Referral Sources
8. Individual Interviews
9. Early Financial Aid Notification
10. Flexible Approach to Financial Statements
11. Cooperate with Other Institutions Macalester College is exploring the idea of working with other nearby institutions to recruit students from diverse racial and economic backgrounds.

IV. Curriculum

The Macalester College curriculum must be enriched to broaden awareness and deepen appreciation of the contributions of diverse groups to our society and to our American cultural heritage. More freshman seminars, new courses, new components of present courses, and opportunities for independent study of appropriate subjects will be necessary, as will the addition of qualified members of minority groups to our faculty, augmented by appointments under the Visiting and Adjunct Professor programs.

Summer courses designed to help orient some freshmen toward college life and continued compensatory education for other students already enrolled will be required (see V, D below).

There must be, also, a flexibility in present procedures for the evaluation of academic performance (e.g. credit for work successfully completed with no failures recorded during at least the first year of attendance), as well as in present administrative procedures (e.g. more permissive withdrawal and deferred grading policies; reduced course loads). Faculty members will need to develop greater sensitivity to the individual needs, learning potentials, and educational settings associated with the successful education of students from diverse backgrounds.

The Curriculum Committee should work with the Dean of the College and other faculty members and administrators to develop appropriate guidelines for departments, faculty, and students to implement these educational opportunities.

Here, Macalester College wants to make their courses more diverse and inclusive. Here's what they plan to do:

1. Enrich the Curriculum
2. Summer Courses and Continued Education
3. Flexible Evaluation
4. Sensitivity Training for Faculty
5. Guidelines for Implementation

V. Supportive Activities

Several programs to support the curriculum will be necessary.

A. Compensatory Education

1. **Communications:** To meet the needs both of present Macalester students and those recruited under this program who may encounter difficulties in oral or written communication, a communications clinic is proposed. The full-time professional staff of the clinic should provide diagnostic services and special remedial programs in reading, writing, and speaking. The staff should also assist regular faculty in identifying students who would profit from such services.

Individualized program arrangements would permit students to avail themselves of these services without adding to their academic load. For example, a student might take a specialized compensatory speech program in lieu of part or even all of a regular course. A writing clinic might be accommodated in an Interim term or by deferring a grade.

The communications clinic should be available to all students and operate during the summer sessions as well as the regular year.

2. **Mathematics:** For purposes of diagnosis, Macalester College should utilize a newly designed set of placement tests to identify areas of mathematical weakness. A follow-up personal interview with a representative of the Mathematics Department will allow determination of the appropriate course level for the student.

Units of study (some fraction of a course) for remedial work will be devised which students can take on an individual basis, at their own rate of progress. These units will be part of a coherent, overall instructional program. Where appropriate, programmed learning techniques, films, film clips, computers and related equipment, and other learning resources would be employed. Such compensatory mathematics instruction would be within a student's individual academic arrangements regarding course loads, credit, grading procedures, timing, and other features of his program.

The mathematics clinic should be available to all students and operate during both the summer sessions and the regular year. The clinic would require additional staffing in the Mathematics Department.

Macalester College plans to provide extra support for students in two areas: communication and mathematics.

1. **Communication Support:** A communication clinic will be established by Macalester College to help students with speaking, writing, and reading.
 - Professionally staffed
 - Providing services that can be used without adding to the workload.
 - Will be open to all students, even in the summer.
2. **Mathematics Support:** Macalester College is introducing new placement tests to determine students' math challenges.
 - Intend to provide individualized instruction units of study.
 - Support will be year-round, even during the summer
 - Will require the Mathematics Department to hire additional staff to run the clinic.

B. Advising

A flexible, individualized program for advising is crucial to the success of our determination to offer greater educational opportunities at Macalester. For a variety of reasons, most of the students admitted under the proposed program (like some of our present students) will not be able to adjust to the needs and interests of a changing student body. While the College itself must adjust to the needs and interests of a changing student body, it must also provide every student with the assistance to make the most of his educational opportunities. We must recognize that our advising system ought to be more comprehensive than the standard student-faculty adviser arrangement. Most Macalester students have a number of advisers whom they seek for counsel - academic, moral, spiritual, and social. While the College has the responsibility to maintain the best possible formal advising system, it must also encourage the understanding and the circumstances whereby every student can and will seek the counseling he needs.

The Associate Dean, working with the Dean of Students, the Admissions Office, and the Office of Counseling and Testing, has responsibility for the advising system. The type of program here proposed would require overall improvement of advising, particularly the advising of underclassmen (freshmen and sophomores) before they commit themselves to a major department. The most important points at which advising can be improved are:

- 1) The faculty member's understanding of duties as an underclass adviser and the needs and problems of the students for whom he is responsible. At least at the beginning of the proposed program, faculty members should be provided with instruction (including appropriate compensation) to acquaint them to the students coming to Macalester under this program and should be appropriately compensated for the time required.
- 2) Information and services available to the advisers: Since the admissions criteria for students under this program are to be more flexible and individualized, every effort should be made to provide the underclass adviser with full information in an easily accessible form to facilitate counseling tailored to the individual student.

- 6 -

- 3) An advisory load commensurate with the duties of an underclass adviser: We should recognize that the advising of underclassmen is more difficult and time consuming than the advising of upper-class majors in the adviser's own department, and that this difficulty is compounded in the advising of a student who has difficulty in adjusting to the college situation. In the case of many such students, the adviser will have to initiate contacts and give continuing attention to the student's progress.
- 4) Careful assignment of advisers: Not all members of the faculty can be expected to take on the duties of an underclass adviser, especially to minority students. Departments should provide the Associate Dean with the names of those of its members who are interested and qualified to serve in special advisory capacities, and the College must prepare faculty members for such positions.
- 5) Increased number of faculty and staff members from minority groups who can serve as formal or informal advisers (women as well as men): In many cases, a student will seek out a member of the community with whom he finds it easy to establish a congenial relationship. The College must do everything it can to increase the number of persons from minority groups in the College community, to provide students with better opportunities to find counsel.
- 6) Special needs for black counselors and post-college counseling: Since a majority of students entering Macalester under the proposed program are expected to be black students, a special counselor for them should be employed, a counselor whose effectiveness would reside in his ability to relate to the black student and his particular problems. Attention should also be given to providing the student with counseling as to the educational or vocational opportunities open to him when he leaves Macalester, whether he completes work for the degree or not.
- 7) Accessibility of remedial services provided by the College: Every adviser should be fully informed as to the special programs provided by the College and each department to help the student who is having difficulty in his course work. In some cases, a department may find it necessary to designate one of its members as a consultant in remedial or "catch-up" work and provide him with a course reduction to carry out his duties properly.
- 8) Counseling offered by residence counselors and preceptors: The College employs a considerable number of students as counselors and tutors. Special care should be taken to insure that the upperclassmen in these positions reflect the diversity sought in this proposal. In any situation where a number of minority students are housed together, a residence counselor to whom they can easily relate should be provided.

Macalester College feels that giving individualised advice is essential. They understand that a lot of students might have trouble adjusting to college life, particularly those who are starting a new program.

- They recommend that faculty members become more aware of the needs of these students, that advisers are provided with the information they require, and that advisers be assigned to students who are both qualified and interested in helping.
- They also hope to increase the number of diverse faculty and staff members who can act as advisers and offer specialized counseling to minority students, particularly.
- They also stress how important it is to make remedial services easily available and to make sure that tutors and residence counselors represent the diversity that the proposal seeks to achieve.

D. Summer Programs:

The summer sessions should be used imaginatively to provide orientation to college life and compensatory educational experiences for many students recruited under this program. It is expected that the communications and mathematics clinics described above (see V.A.) would operate during the summer in conjunction with academic programs carefully designed to meet the needs of such students. In addition to specially designed academic programs, such as a freshman seminar format, adequate social, cultural, and recreational opportunities must be provided to insure a productive context for an effective introduction to college life.

It may be that in some instances special summer work will be recommended for continuing students to compensate for a reduced course load during a regular term for additional concentration on an individual educational deficiency.

Close coordination of the counseling-advising, academic, and co-curricular programs will be necessary. The Director of Summer Programs should work with the Admissions Policy Committee, the Office of Admissions, the Curriculum Committee, and the Dean of the College to develop suitable programs for the summer.

E. Faculty Orientation:

Orientation sessions for faculty, administrators, and staff should begin in the spring of 1969 and be available in each succeeding academic term, including summer session, so long as it seems productive.

Such orientation should have as one objective the sensitizing of faculty,

administration, and staff to the potentials and problems of culturally and racially diverse students. Along with this, participants should be introduced to new teaching-learning procedures, materials, and settings. The orientation may include community-wide lectures, small discussion groups, seminars, and sensitivity training to improve awareness of and communication about Macalester's expanded educational opportunities.

Extracurricular activities to better serve the needs of both the larger Macalester community and students enrolled in the diversity program:

1. Host Families: In order to help black students connect with and understand the local black communities, the college proposes establishing a program in which black families adopt students who identify as black.
2. Afro-American Center: They suggest building a black culture-focused cultural and social hub that would resemble the International Center.
3. Afro-American Culture Series: Various academic departments and groups ought to organize an annual program of events that includes talks, exhibitions, symposiums, performances, and talks with notable African American artists.
4. Twin City Student Organization: By establishing links with other black organizations in the region, Macalester encourages black students to assume leadership roles in creating a student organization that spans the entire metropolitan area.

C. Co-Curricular Programs:

The College should provide co-curricular opportunities which meet the needs both of students recruited under this program as well as the rest of the Macalester community in relation to them.

1. Host Families: The College should organize a program whereby

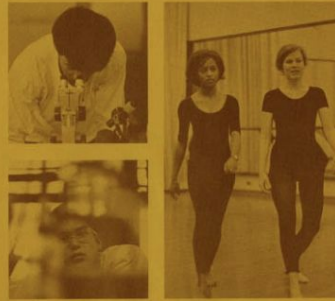
- 7 -

interested families in the black communities of the Twin City area would "adopt" black students from Macalester College and assist them in coming to know the local black communities and their important resources.

2. Afro-American Center: A counterpart to International Center this facility would be a cultural and social center for black students but open to all students. The facility should have meeting rooms, informal lounge areas, an apartment for a faculty or staff member in residence, and perhaps guest rooms for visiting artists and lecturers.
3. Afro-American Culture Series: Appropriate College departments, divisions, and organizations should plan year-round series of lectures, performances, symposia, discussions, and shows of distinguished black artists. The series would be coordinated with curricular opportunities and would be available to both the Macalester and metropolitan communities.
4. Twin City Student Organization: Macalester black students might be encouraged to take leadership in organizing a metropolitan area wide student organization, and to explore liaison with various black organizations in the area. By such inter-collegiate and community relationships our students could avail themselves of wider opportunities for more diverse social and cultural experiences than are now provided in the Macalester community.

In conclusion, Macalester College suggests utilizing summer sessions in an innovative way to introduce college life and offer students enrolled in the diversity program compensatory education, including specialized clinics in mathematics and communications. To improve the summer experience, specially created academic programs, social and cultural events, and recreational activities will be provided. Success is believed to depend on the cooperation of academic, co-curricular, and counseling/advising programs.

“We have started the Expanded Educational Opportunities program as an act of faith. We believe that the response to this act of faith will be such as to encourage other educational institutions to do likewise. If this proves to be the case it will result in many more doors of opportunity being opened.”




toward a new pluralism

the program to expand educational opportunity
at macalester college
st. paul, minnesota 55101

Quote from
Brochure

The 4 (5?) Different Components of EEO




expanded educational opportunities

black component

MACALESTER COLLEGE Saint Paul Minnesota


MACALESTER COLLEGE



expanded educational opportunities

native american component


MACALESTER COLLEGE



expanded educational opportunities

puerto rican component

MACALESTER COLLEGE



expanded educational opportunities

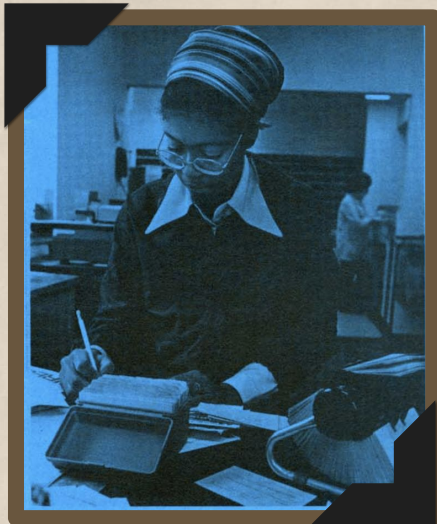
mexican-american component



expanded educational
opportunities

black component

MACALESTER COLLEGE Saint Paul
Minnesota



Black House



MACALESTER
COLLEGE



expanded
educational
opportunities

native american component

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 anative 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.

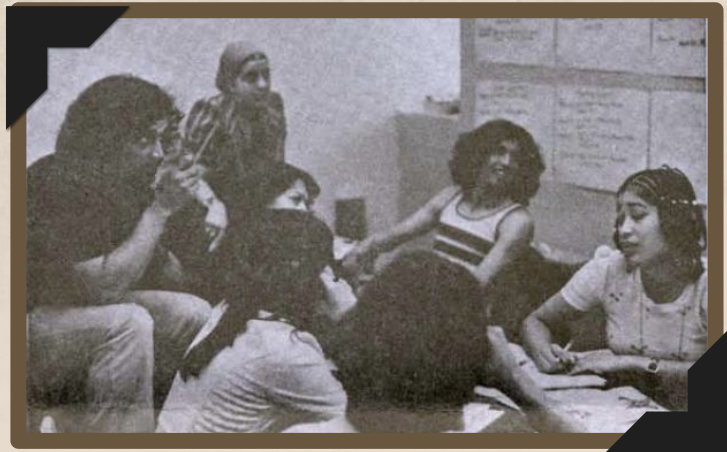
The fact that things have unalteringly changed is no longer a subject of debate.

Michael Burris

MACALESTER
COLLEGE



expanded
educational
opportunities
**puerto rican
component**



MACALESTER
COLLEGE



expanded educational
opportunities

mexican- american component



The 4 (5?) Different Components of EEO

There was also a white component, but Macalester never published a “**White Component**” like it did for the others, for marketing purposes. The component is where the EEO admitted 8 white students from low-income families from both rural and urban MN. Because it was an easier transition into the predominantly white Macalester community culture, their affiliation with the EEO program went unnoticed.



02

The Culture House

There was a lot of criticism towards the Culture House / Black House being apart of the EEO Program.

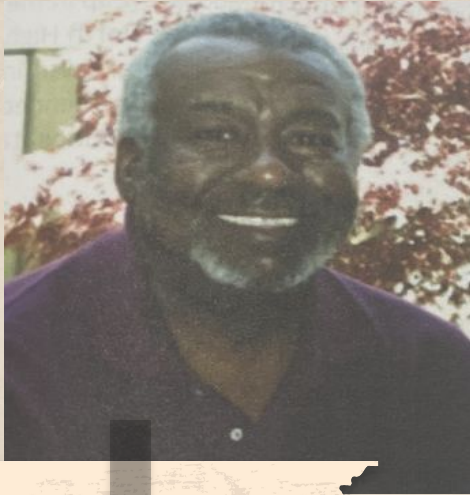
- The black house was seen as a symbol and epitome of Black Militancy and separatism
 - “A full-fledged Afro-American Center as a separate physical facility is not vital to the success of the program”

Because of this, Mac’s administration were thinking about eliminating the Culture House...

This led to a lot of moving for the Black House, and when it was moved to the Student Union at the end of the year of 1982-83, students in EEO reacted negatively, pushing for a better location, but the college said they just couldn’t afford it.

This proved how the sense of a cultural home was important for minority students, especially a vital part of the EEO Program.

Some Statements on the Culture House



*James
Bennett*

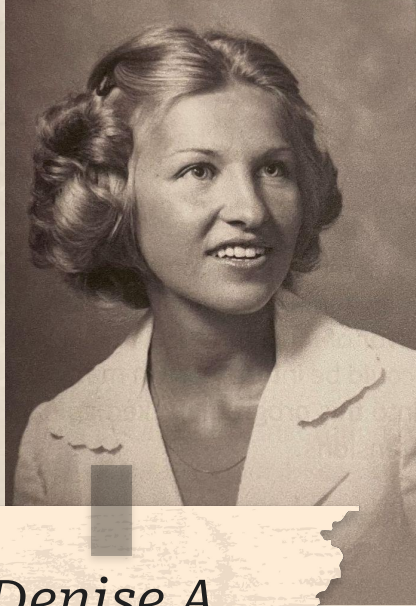
Some Context:

- One of the students who founded B.L.A.C
- Helped launch EEO
- After Graduating, he joined the EEO administration.
- Took the role of the Director of Mac's Newly established Black Ed. and Culture Center

Bennett mentioned that:

- *The Black House became a home for many EEO Students*
- *He said "Students were free to be themselves in a familiar environment away from the stress of having to explain themselves to curious White classmates."*
- *The Library in the house provided book about black history and culture to contribute to the Black Community*

Some Statements on the Culture House



*Denise A.
Wood*

Some Context:

- Class of 1973 in the EEO Program
- Was told that her applying to Macalester must've been a mistake
- Didn't feel a sense of belonging

Wood mentioned that:

- *She had one interaction with the Black House. She was invited by some girls she had connected with to hang at the Black House, but as soon as she arrived, she was greeted with yelling and questioning from some of the young men in the house, asking "Why are you here?" and was warned to leave.*

Some Statements on the Culture House



*Maria M.
Mitchell*

Some Context:

- Class of 1976 in the EEO Program
- From LA , CA
- Ultimately decided to attend Macalester because of the EEO program

Mitchell mentioned that:

- *Felt at home at both the Black house and Hispanic House*

**Thank
you!**

