Centuries of interruption and a history rejoined
Wampanoag grad to be Harvard's first since 1665

Tiffany Smallley at Harvard beneath a portrait of Caleb Cheeshahteamuck, her Wampanoag predecessor.
(Essdras M Suarez/The Globe Staff)

By Brian McGrory
Globe Correspondent / May 11, 2011
During the late 1960s, the college attrition rate for American Indian students attending mainstream colleges and universities was 75% and up to 90% for some tribes (Fuchs and Havighurst 1973; Stein 1999; Phillips 2003).

In the words of Navajo Nation Chairman Raymond Nakai, responding to a BIA official’s remark about whether Navajos were “ready” to administer their own college, Chairman Nakai stated,

“We are not asking your permission, but rather telling you what we are going to do” (Iverson 2002; Clark 2009).
Research for capacity building:
Health of the land & people

Outreach & extension:
Local expertise provides services & education

Vocational & post secondary education:
Research then action by local expertise

Indigenous nation-building:
Local economies strengthened, leadership-relationship

Tribal Colleges

Culture
Language
Community
Nation
Land