## Project GO Summation Chart

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174. Michael P. Morrow G-105, Corbett
175. Vicki J. Morton Ramblewood Apts, #332
176. Sheryl Mسbarger (f) #168, Parmelee 3180
177. Chi Mui (f) C-301, Green 2297
178. Patrick M. Mullaney (c) #616, Durward 2576
179. Maryann Muniz (c) 901 Riverside, City 482-4379
180. Karol Nakamura (f) A-309, Corbett 4573
181. Patricia Napple (f) #265, Allison 3615
182. David Newby (c) #131, Braiden 4234
183. Carla Newman (f) #318, Westfall 4243
184. Ramona Nunez (f) #157, Ellis 482-5396
185. Dave Nunnally (f) Rt. 2, Box 78 H-6 482-3009
186. David L. Ochoa (c) Aggie Village, 12-K 482-9848
187. Michael Olson (c) 512 W. Laurel 3772
188. Sandra Y. Omofo (c) #354, Allison 4243
189. Cynthia C. Ortiz (c) 4121 W. Mountain 484-1749
190. Lee Ortiz (f) 425 N. Whitcomb 484-3009
191. Salvador Ortiz (f) 411 So. Court #41 482-443
192. Betty Otero (f) #157, Edwards 2642
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194. Joe Paccheco (c) 173 Brianwood, #1731
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200. Toni Ann Pineda (f) F-304, Corbett 424
201. Dolores Pitman (c) #353, Braiden 3101
202. Juanita L. Pope (c) #356, Edwards 4432
203. Robert L. Presley (f) #230, Edwards 4116
204. Ronald C. Quintia (f) #104, Edwards 4155
205. Rene K. Rabouin (c) 315 N. Howes 4224
206. Ray Ramirez (c) 424 LaPorte Ave. 493-2966
207. Armidia Ratton (f) #367, Edwards 487
208. Juanita Ratton (f) #367, Edwards 487
209. Jacob L. Reynolds (c) #215, Allison 2775
210. David M. Rivera (t) Aggie Village 7-I 482-7031
211. Mary Rodriguez (f) #362, Allison 2882
212. Richard Rodriguez (f) #314, Durward 4607
213. Rudy Rogers (c) 519 So. Meldrum, #121
214. Tracy Rogers (c) 519 So. Meldrum, #121
215. Elaine Romero (f) A-114, Green Hall 2017
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DATE: November 4, 1969

TO: Advisory Committee members to Project "GO"

D. Beckel  
P. Bryant  
R. Carrillo  
C. Gallegos  
J. Hansen  
L. Jackson  
J. Jordan  

FROM: C. Gallegos, Director of Project "GO", and Secretary to the Advisory Committee

SUBJECT: Advisory Committee Meeting

The Advisory Committee meeting was held at 7:00 p.m., Thursday, October 30, 1969, in Room 212 of the Student Center building. The following members were present:

1. D. Beckel  
2. P. Bryant  
3. R. Carrillo  
4. C. Gallegos  
5. J. Jordan  
6. F. "Mason  
7. R. Titley

The meeting of the "GO" Advisory Committee was called to order by P. Bryant. The main item of business was Pre-registration. The need to inform Project "GO" students of the importance of meeting with their advisors was discussed.

Specific areas mentioned that the Project "GO" office should be alerted to are:

The effect of the possible substitution of subjects on final print-out, as opposed to the subjects selected during pre-registration.
MEMORANDUM

DATE: November 4, 1969
TO: Advisory Committee members
PAGE: Two

The need for follow-up sessions with advisor if final quarter grades necessitate additional adjustment of their elected subjects.

Advisors should be very careful to inform students to register for twelve (12) or more credit hours to maintain their full-time student status.

J. Jordan inquired about the procedures for informing Project "GO" about the students who may be dismissed by the Scholastic Standards Committee. It was agreed by the Committee that procedures to keep Project "GO" informed should be augmented.

It was recommended that C. Gallegos confer with the Chairman of the Scholastic Standards Committee to arrange channels of communication concerning the participants of Project "GO".

R. Titley presented some information based on an informal survey illustrating the distribution of "GO" students who have sought individual help, and their letter grade. It was recommended that R. Titley's survey be mentioned to the students at the regular Project "GO" meeting, November 5.

C. Gallegos requested ideas in planning a consortium dealing with Higher Education and disadvantaged programs to be sponsored by Colorado State University.

A committee of P. Bryant, C. Gallegos, L. Overturf was formed and directed to present the idea of a consortium to Dean Hotchkiss. It was further suggested that Dean Hotchkiss be asked to present the idea to President Chamberlain.

There being no further business, the meeting was adjourned at 9:00 p.m.

Submitted,

C. Gallegos
Secretary

CG:1r
TO: General Faculty
FROM: James L. Gordon, Director of Financial Aid
SUBJECT: Financial Aid Commitment to Project GO Students

The purpose of this memorandum is to provide information to the staff and faculty relative to financial aid packages made available to Project GO students for the school year 1969-70.

The attached chart indicates that a total of 297 potential Project GO students were awarded $471,101.00 for an average award of $1,586.00. The 297 Project GO student body contained 213 freshmen, 45 transfer students, and 39 returning GO students from last year. Of the 297 potential Project GO students who were admitted and guaranteed financial aid, 210 actually registered.

Usually all freshmen students are considered to have $200/$300 resources derived from summer earnings. However, recognizing the great financial need of most of the Project GO students, these freshmen were not considered to have brought any summer earnings to school.

The student minority leaders told us that one of their chief concerns was that of the paper work involved in order to receive financial aid. To help alleviate that problem two members of this office, Mr. Dunkle and Mr. Rosson, have assisted students and parents in the preparation of the Family Financial Statement. In an extra added effort, realizing the communication problem that existed in the area of financial aid, the Office of Dean of Students, Student Services, and Financial Aid made over 100 telephone calls, sent approximately 15 telegrams, and mailed countless inquires and notices to those students whose records were incomplete.

The Office of Financial Aid has also employed, as a full-time staff member, Mr. Donald Lucero. One of his primary duties is to assist and counsel minority students and their parents in financial matters.

In an effort to expand our services, it is planned to hold classes for the student minority leaders on campus during the fall and winter quarters. The purpose of these classes will be to train these students to better assist students' parents in the preparation of the necessary documentation for financial aid.

JLG/st
Attachment
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$471,101 = $1,586 average award
MEMORANDUM

To: D. Lucero  
From: C. N. Gallegos

Subject: Short-term emergency loans

Lately there has been a great deal of discussion regarding the above mentioned subject. The nature of this discussion has been responsible for the deterioration of the relationship between Project "GO" and the Financial Aids Office. In an effort to prevent further development of this condition, I'm going to ask that, as of this date, you strictly adhere to the criterion and guidelines that were established in the meeting of September 9, between you and the members of the Financial Aids staff. I'm aware and appreciate your feelings on this matter; however, I feel that we are obligated to live with the existing policy as long as it is in effect.

In addition, I'm assigning you the task of conducting an investigation to determine how the existing emergency loan policy is adversely affecting the Project "GO" participants. I would like for you to document your findings with any case histories, and any other research that you feel is germane to this subject. I would recommend that you start by surveying the student membership of Project "GO", institutions of higher education, and the Ohio University report of the 32 institutions that were mentioned in J. Gordon's memo of March 8. Also I would recommend that you contact the leadership of UMAS, BSA, ASCSU, and any other groups or individuals whom you feel will provide you added insights.

Your specific charge is to conduct an investigation revealing as many pertinent facts as possible regarding the effect of the emergency loan procedures on the students in Project "GO". As the result of your investigation, you are to prepare a short document explaining your findings along with a proposal and recommendations as to how short-term emergency loans can be more equitably administered. A final draft of your investigation and proposal should be completed by April 16, 1971.

Because of the importance of this matter, and in order to provide you with sufficient time to complete this assignment, I am transferring all of the responsibility for recruitment and follow-up to Mr. R. Patterson. In addition, you may use the services of Rebecca Martinez to assist you in conducting interviews and in the compiling of all essential data.
To: D. Lucero  
March 12, 1971
Page - 2

Hopefully, this added charge will not interfere too much with your duties of administering the financial aid for Project "GO".

cc - C. W. Hotchkiss  
R. Patterson  
J. Gordon  
M. Dunkle  
P. Tate  
M. Binkley  
Project "GO" Advisory Committee
MEMORANDUM

TO: Members of the Governing Board
FROM: A. R. Chamberlain
SUBJECT: CSU Opportunity Program for Disadvantaged Students

As you know, the lack of adequate student financial aid from both Federal and State sources is causing extreme difficulty in providing for even the most able of the seriously financially disadvantaged students. In this situation we have moved to some extent from a philosophy of "the greatest good for the greatest number" to one of "reordering priorities so as to try to break the financial poverty of very able students regardless of the cost".

I have been asked repeatedly to clarify the position of the University relative to the program for economically and educationally disadvantaged students for the near future. This memorandum is to report to you and to solicit any advice and counsel you may wish to provide.

It should be clear that Colorado State University is committed to a program to provide educational opportunities to significant numbers of disadvantaged students, many of whom are from minority groups. To meet this commitment we have pledged a considerable amount of our resources to Project GO (Generating Opportunities); approximately $500,000 in 1970-71. The basic intent of the program is to combat social and economic disadvantage for young people by providing equality of opportunity in higher education in Colorado for as many people as Federal, State and tuition funds will support.

The 1970-71 year is the third year of the GO program. Once the fourth class is admitted for 1971-72, giving a full range from freshman to senior classes, the program will be in the range of $630,000 to $700,000 per year.

In 1969-70 there were about 667 minority students at CSU. Only about one-third are in the GO program. Thus, in addition to the funding for GO, the other two-thirds (frequently extremely able academically, requiring no tutorial or other special assistance) receive financial aid ranging from $0 to $2,500 per individual depending on personal circumstances.
The program is far from perfect but we have made a substantial start. If circumstances permit, we will expand the program steadily. As a State, Colorado cannot turn back until students from disadvantaged backgrounds have equal access to institutions of higher education.

Because of the very fact that the governing Board of Colorado State University made policy declarations in 1968 and in 1969, and has undertaken a program for disadvantaged students, there will be problems. Some individuals will feel that we have done too much. On the other hand, we will not proceed as rapidly as others would wish. These controversies should not deter us from our long range objectives.

The University is committed to an improved program whereby the most qualified disadvantaged students are encouraged to attend the institution. Once admitted, these students will be provided significant financial aid based upon need. In addition, when they are enrolled, they will be provided special assistance to improve their chances of academic success. Our successes and failures of the last two years have given us numerous ideas for improvements in the coming year—the 1970-71 program should be the best ever for us, though not as large as it should be.

Finally, the policies, procedures, and finances shall remain in the hands of those bearing final responsibility—the faculty, the students, the administration, and the State Board of Agriculture.

Attached, dated March 9, 1970, is the detailed plan for the operation of Project GO for 1970-71 that I authorized Dean Hotchkiss to proceed to operate under.

Attachment

cc: C. W. Hotchkiss
    C. O. Neidt
    Claude Gallegos
    P. W. Tate
    V. R. Ekstrom
INTRODUCTION

Colorado State University is in the second year of a program to provide educational opportunities to significant numbers of economically and educationally disadvantaged students. Our experiences have made us increasingly conscious of the complex problems related to the formulation of policies and the development of administrative procedures for this type of educational endeavor. Although we are making substantial progress in many areas, we readily admit that there are many matters upon which agreement is not complete. Nevertheless, we must adopt a plan for the academic year 1970-71 immediately. Since further differences can only be avoided by the formulation of an overall plan for the program, I propose that we adopt the following general policies and procedures while continuing to search for long-range solutions to the policy problems.

RECRUITING

The University will aggressively recruit the most qualified economically and educationally disadvantaged students from Colorado high schools and community colleges. Every attempt will be made to provide the necessary financial support to students admitted to the institution based upon documented need as determined by Federal, State, and institutional regulations. Recruiting efforts will be concentrated on those individuals having the ability, as best we can determine it, to succeed academically.

In order to avoid the problems experienced in the past, recruiting of disadvantaged students will be coordinated through the Office of Admissions and Records and the Project CO office. Recruiting will be carried on through representatives in these offices and no programs or visits will be held without the knowledge and approval of Mr. Claude Gallegos or Mr. Ernest Romero. Recruitment of transfer students will be limited ordinarily to students from Colorado junior or community colleges. Students, faculty and campus organizations that wish to assist in the recruiting efforts of the University are encouraged to do so. Mr. Gallegos and his staff will provide the information and coordination in this area.

ADMISSION

It should be emphasized that students are to be recruited whom the University has reason to believe can succeed academically in the programs offered by the institution. This means that disadvantaged students must demonstrate reasonable academic potential. Major emphasis will be placed on a student's performance in high school; however, no single criterion will be used. In addition to class rank, the admission decision will be based on final marks in specific secondary school courses, pattern of high school academic units, trend in quality of high school performance, aptitude test scores, motivation, counselor recommendations, leadership and citizenship qualities and appropriateness of proposed field of study. If, after reviewing all the above factors, the Project CO Admissions Committee composed of students, faculty and staff, feels there is evidence that the student has a reasonable chance for success, he or she may be admitted. Transfer students from community colleges may be admitted providing they have at least a 2.0 average or better. Hopefully, we will be able to admit a considerable proportion of the applicants from Colorado Community colleges.
Transfers will not be considered from four-year institutions unless they are seeking admission to programs unique to CSU. They, too, must have cumulative averages of 2.0 for consideration.

**FINANCIAL AID**

Although recruitment and admissions are separate problems from financial aid, a majority of the disadvantaged students will need some type of financial aid from the University. The University will provide financial aid to disadvantaged students that are cleared for admission to Project GO and the University. The amount of such aid will be determined by the Office of Financial Aid according to the degree of documented need. The total amount of financial aid available to Project GO for 1970-71, is $406,000. This is separate from the $94,000 budgeted for administration, counseling, and academic assistance. Estimates indicate that the financial aid will be divided fairly equally between continuing students and those newly admitted to the program. It assumes that the majority of first quarter freshmen students will report to the Learning Laboratory for the first quarter and not receive work-study assignments. All others in the program will be given the opportunity of a work-study assignment. Freshmen will be assigned to work-study after the first quarter.

**SPECIAL ACADEMIC ASSISTANCE**

Many of the disadvantaged students will be well qualified to succeed academically at the University. On the other hand, a large number will need special assistance during the first year. The University has an office and a full-time staff to provide guidance and counseling regarding the usual student services as well as the special academic assistance programs designed to help disadvantaged students who meet only the minimal admission requirements. The Counseling Center and the Learning Laboratory will play key roles in supporting the program for disadvantaged students.

Academic advising will be handled by faculty members who have indicated an interest in Project GO and have received special instructions concerning advising problems unique to disadvantaged students.

**SCHOLASTIC STANDARDS**

The University is committed to one set of scholastic standards. These standards are set by the faculty and approved by the State Board of Agriculture. They are intended to assure that each degree granted by CSU is equivalent to another. Standards applied to those students enrolled under Project GO are the same standards applied to all other students. The contribution of CSU to economically and educationally disadvantaged students is that of providing as much assistance to each individual as possible so as to assure progress toward a degree.

**CONCLUSION**

In summary, the University has committed approximately $500,000 to an accelerated program whereby the most qualified disadvantaged students are encouraged to attend the institution. Once admitted, these students will be provided significant financial aid based upon need. And finally, when they are enrolled, they will be provided with special assistance to improve their chances of academic success.

G. W. Notchik, Dean
Summer Session & Special Programs
MEMORANDUM

TO: Project GO Advisory Committee                      Date: November 12, 1969

FROM: Paul T. Bryant

SUBJECT: Tentative program for disadvantaged students

REMARKS:

There will be a Project GO Advisory Committee meeting at 7:00 p.m. on Thursday, November 13, in Room 212, Student Center. Besides any other business members of the committee may wish to bring up, we will consider the attached tentative program for disadvantaged students that has been suggested to us by Dean Hotchkiss and Vice President Neidt.

cc: Dean C. W. Hotchkiss
    Vice President C. O. Neidt
TO: Dr. Paul Bryant, Chairman
Advisory Committee for Project CO

SUBJECT: Tentative Program for Disadvantaged Students

Increasing numbers of qualified but economically and socially dis-
advantaged students from Colorado communities are seeking post-secondary
educational opportunities. Others from this group who demonstrate
academic ability must be encouraged to continue with their education.
To meet the widely diverse needs and capabilities of these young
people, Colorado must provide a wide range of educational programs
through the various State community colleges, colleges and universities.

In keeping with its mission as the land-grant institution in the State,
Colorado State University must redouble its efforts to meet the needs
of the disadvantaged young adults who can profit from a university
level educational program.

Accordingly, the University will aggressively recruit qualified
economically and socially disadvantaged students from Colorado high
schools and community colleges. Every attempt will be made to provide
the necessary financial support to students admitted to the institution
based upon demonstrated need as determined by Federal and institutional
regulations. Recruiting efforts will be concentrated on those individuals
having the ability, as best we can determine it, to succeed academically.

Effective immediately, we are proposing to implement this policy in
the following manner:

RECRUITING PROCEDURES

In order to avoid the problems experienced in the past, recruiting of
disadvantaged students will be coordinated through the Office of
Admissions and Records. Student recruiting will be carried on through
representatives in the Office of Admissions and Records, and no programs
or visits will be held without the knowledge and approval of a representa-
tive from this office. Mr. Ernest Romero is designated to develop the
recruiting program with the advice and counsel of Mr. Gallegos and his
staff.

Recruitment of transfer students will be limited ordinarily to students
from Colorado junior or community colleges. Admission of disadvantaged
students from other four-year institutions will be kept to a minimum.
Only transfers interested in programs unique to Colorado State University
such as Agriculture, Veterinary Medicine, Forestry, etc., will be considered.

Students and student organizations that wish to assist in the recruiting
efforts of the University are encouraged to do so. Mr. Gallegos and
his staff will provide the coordination in this area.
ADMISSION REQUIREMENTS

It should be emphasized that students are to be recruited whom the University has reason to believe can succeed academically in the programs offered by the institution. This means that disadvantaged students must meet certain minimum academic qualifications. Major emphasis will be placed on students ranking in the upper one-half of the high school graduating class; however, no single criteria will be used. In addition to class rank, the admission decision will be based on secondary school grades, pattern of high school academic units and trend in quality of high school performance, aptitude test scores, counselor recommendation, leadership and citizenship qualities and appropriateness of proposed field of study. If, after reviewing all the above factors, the admission staff, sitting as a committee with advice or counsel from disadvantaged students, feels there is substantial evidence that the student has a reasonable chance for success, he may be admitted. Hopefully, there will be some preliminary data available from the 1969-70 program which can be utilized as guidelines.

Students applying for admission from high school will be expected to submit the following credentials:

1. Uniform application for admission
2. Scores from the SAT or ACT test
3. High school transcript and counselor recommendation
4. Family Financial Statement of the American College Testing Service, evaluated in Iowa City, Iowa
5. Uniform application for financial aid.

Transfer students from community colleges will be admitted providing they have at least a 2.0 average or better. Studies indicate that grades drop during the first quarter when students transfer from two-year colleges to universities.

FINANCIAL AID

Although recruitment and admissions are separate problems from financial aid, a majority of the disadvantaged students will need some type of financial aid from the University. The University will provide financial aid to disadvantaged students that are cleared for admission. The amount of such aid will be determined by the degree of demonstrated need.

NON-RESIDENT STUDENTS

In order to insure that the University will be able to meet its commitment to admit, support, and provide tutorial assistance for all qualified disadvantaged students who seek entrance to the University, the program will be limited to Colorado residents.

SPECIAL ASSISTANCE

Many of the economically and socially disadvantaged students are well qualified to succeed academically at the University. On the other hand,
a large number will need special assistance during the first year. The University has an office and a full-time staff to provide guidance and counseling regarding the usual student services as well as the special programs designed to help the disadvantaged students who meet only the minimal admission requirements. The Counseling Center and the Learning Laboratory will play key roles in supporting the program for disadvantaged students.

In summary, the University is committed to an accelerated long-range program whereby qualified disadvantaged students are encouraged to attend the institution. Once admitted, these students will be provided significant financial aid based upon need. And finally, when they are enrolled, they will be provided special assistance by the Director of the Program for Disadvantaged Students to improve their chances of academic success.

C. W. Hotchkiss, Dean
Summer Session and Special Programs

C. O. Neidt
Interim Academic Vice President
J. E. Harwood
Sec. Sci.
B370
SUMMARY

Higher Education Consortium Program for Minority and Disadvantaged Students

Colorado State University November 25, 1969

The meeting was called to order by the host, Claude Gallegos, Director of Project "GO" at 9:30 a.m. in Room 228 Student Center. Welcoming remarks were made by Dr. Charles Neidt, Academic Vice President, CSU. He pointed out the need for recruitment of faculty and upgrading of the staff. How do we provide additional academic support to disadvantaged students? How do we remove difference in academic structure? There are big problems in financing disadvantaged student programs. We can make much more progress in solution of these problems by exchanging ideas.

Mr. Roger T. Smedley, Jr. was introduced as Topic Chairman on Counseling, Admissions, and Recruitment. He stated various problems in program development in minority and disadvantaged student programs. He then introduced Mr. Len Overturf, Associate Director of Admissions at CSU. The following is a brief outline of his remarks:

The program of recruitment of disadvantaged and minority group students is going into its third year. The need for development of coordinated systems within the institutions of the state in offering educational opportunities to all youth in Colorado is critical. Each college will have to set priorities. Are you willing to take high risk students? Can you provide proper support?

Some existing reasons for having a program for minority and disadvantaged students:

1. A tradition of public service
2. A sense of social responsibility
3. The historic mission of state institutions and land grant colleges
4. The desire of the ability of having a diversity of races, classes, cultures, and abilities in the student body.

Reasons for limited involvement because of:

1. Lack of funds
2. Political pressures
3. Fear of lowering institutional standards
4. Lack of faculty support
5. Question of priority between regular students and students in disadvantaged programs.

Institutions in Colorado have not made a real commitment: we need to have a commitment from the Colorado Commission on Higher Education; a commitment from the Governor and Legislature for financial support; a commitment from each institution in the state in support of and offering of programs, we need to lay out long-range state-wide plans; we need to know what effort will be made by each individual institution; and we need to know the commitment of 4-year
institutions and universities. Community colleges can help and accept high-risk students. We need to develop a cooperative plan for counseling, recruitment and the admission of minority and disadvantaged students to institutions of Colorado. There should be counseling programs available at the high school level for institutions that accept high-risk students. We would interchange programs with community and junior colleges to accept students rejected for admission to Colorado State University and the University of Colorado.

Mr. Smedley opened the floor to discussion by asking the question, what do we mean by a commitment? Some random comments follow:

Internal institutional priorities have to be changed to get the job done. Money should be second. There should be a commitment to the program not to make the program conform to previous standards; build up credibility and stability. We can get trapped by thinking that this type of program should come after everything else is done. We can no longer think of this program as experimental it's now. The business of social injustice is of Number One importance!

Community College of Denver plans to continue to invite high-risk students. They work closely with Metro State and CU, providing adequate financial aid to high-risk students. They encourage students to go on to four-year programs. There is an open-door policy of admission - no high school diploma or GED is required. Students are brought up to the level of a four-year institution.

The open door policy of admissions is a commitment to guarantee admission. It's fighting the majority syndrome - measuring the disadvantaged students with the majority standards.

Concluding remarks were made by Mr. Smedley: Look at what the students are saying: "We have the right to come to this institution!" The University says - "no, only certain students (as defined by the University) are allowed to come here." The commitment must be structured to the needs of the people, as the people see them.

In recruiting there is some institutional jealousy that has destroyed any cooperative efforts in some areas. We are hung up on the status-quo standards. Students aren't concerned about the rate of drop-outs; they're concerned about getting students into the University initially. The University needs to be committed to admitting every student.

*   *   *   *   *

Topic Chairman, John Rosales, Southern Colorado State College, was introduced. He gave a brief statement on the history of the advancement of Black people in higher education. "Education is a great equalizer of the conditions of men." "Education has become the difference that divides." He then introduced Jim Gordon, Director of Financial Aid, CSU, who spoke on the topic, Financial Aid and Funding of Educational Opportunity Programs.

There are many problems in financing. The first need is to establish the amount of financial assistance. The forms available at this time are not very good: ACT and CSS Long Form are too complex; the CSS Short Form may be good, but it is untested; Income tax forms are time-consuming and some are not available;
Affidavits of non-support are being used more and more, although they may not reflect the actual situations within the families. Then there are the problems of summer earnings and late applications. Also with academic standards and financial aid—students not maintaining a 2.0 grade average are dropped from federal money. And lastly, the problem of what type of financial aid package to supply the student. Comments from the floor followed:

If a student is allowed to re-enter the second year, then financial aid should follow. He often has needs beyond financial aid need. Most disadvantaged human beings have suffered from adverse systems of double standards. How far do we have to consider the practicalities of budget and finances? In the area of recruiting, can you actually draw a line by a chart?

Admissions and Records are responsible for financial aid at the University of Colorado. If students are admitted on a second year, they receive financial aid. Summer earnings are discounted as minimal because students have other needs beyond what the financial aid package can give them. The second year, more emphasis is placed on outside summer earnings.

What the students want is something to meet their needs. Outright grants are needed, coupled with students wanting to work being allowed on work-study.

There was some disagreement on the work/study part of the financial aid package. Some members felt that work/study was a poor investment considering the academic requirements that students from disadvantaged backgrounds are trying to meet, and that work/study took time away from their studies.

Others expressed the position that work/study was looked on with favor by students, and that there was a possibility of loss of personal pride if some work/study provision was not included in the financial aid package.

* * * * *

The Consortium members adjourned for luncheon in the Long’s Peak Room, where Dr. A. R. Chamberlain, President, Colorado State University, was the speaker. He called for a united effort in assisting minority and disadvantaged students. He stressed the need for alternatives and action by the resident of this state and nation to achieve equal education opportunities for all persons. Dr. Chamberlain stated, "There is an increasing number of economically disadvantaged young people seeking an education beyond high school." He continued, "Colorado must increase opportunities for these students, and also insure that they know the opportunities exist." To achieve this goal he suggested that all educators investigate their priorities so that everyone in the state will have an opportunity to "maximize his efforts at higher education." Another sector that needs more input is long-range planning and work with state and federal agencies, Chamberlain said. Finally, he called for private enterprise to carry their full weight, although the hard core programs and tax are a beginning.

* * * * *

Dr. Robert Thompson, Dean of Students at Metropolitan State College, was introduced as Topic Chairman for Long-Range Plans and Institutional Commitment. He gave a brief history of the development of the university, and the
problems that institutions undergo during any period in which change is imminent. We try to define what higher education is all about today - we need to define this: Is it now the thing which we say everyone should strive for? This isn't what it used to be. The whole concept of the university as an agency for social change has created a monstrous problem. Dr. Thompson then introduced Topic Speaker Salvador Ramirez, Graduate School Director of Mexican-American Studies at Colorado University. The following is a brief outline of his remarks:

A student who has been accepted usually will receive financial aid, but at the state level he has to pass certain requirements to gain entrance. Commitment has to begin from the individual's way of thinking. Rules and regulations made by men can be changed; we must not hide behind these reasons for inaction. It has to do with the realization that today in the Western Hemisphere, one out of every two men is a mixed breed. It is a matter of time before the majority will become the minority. It has to do with the realization that people are rationalizing and that these efforts are very slow. Those people are stalling for time. These minorities have established effective means of organization. (Chicano Inter-Collegiate Conference - meets at least once a month, and again when a problem arises). Minorities are no longer willing to accept all of the terms of the dominate group.

In the discussion that followed, suggestions were made as to how present minority and disadvantaged programs could be improved - summer program, cultural centers, etc. Recruitment should be done by people from the same ethnic group and background, if the institutions honestly want recruitment to work.

After a short coffee break, the members divided into three groups, each group dealing with one of the main topics discussed earlier in the day. They assembled after these small group meetings, and the topic chairman gave a brief report on the discussion of their group:

Roger T. Smedley, Jr. - Counseling, Admissions, and Recruitment
His group requested a call for action in coordination of school activities in recruiting programs and establishing direction of recruiting programs. It was the consensus of the group that the University must make a commitment to the kind of program that it wants, whether severely disadvantaged, moderately disadvantaged, or mildly disadvantaged students. It was suggested that the group meet again, perhaps after the first of the year, to discuss in depth many of the problems only surveyed at this meeting.

John Rosales - Financial Aid and Funding of Educational Opportunity Programs
The group was in favor of a date being set for the awarding of financial aid by the state. The question is - "can the student profit?" - "How will this affect disadvantaged and minority group students?" The problem of recruitment is the parochial attitude on the part of the student recruiters; it is difficult to ask them to be objective. Institutions are playing the numbers game to the detriment of the student. The group agreed that there should be an increase
in tuition waiver to at least 15%, and that there should be some rules and regulations on the way this tuition waiver money be used. A special position with the Commission on Higher Education should be established to keep financial aid officers informed on the happenings in other institutions of Colorado, and to offer recommendations. It was felt that perhaps the state needs to provide matching funds, at least for the first year. It was also pointed out that the financial aid officer is not the decision maker - he is told what to do by Federal and State Governments, and by his own institution. He should perhaps be within the institutional policy-making heirarchy. Would it help to get him in a decision making position?

Dr. Robert Thompson - Long-Range Planning and Institutional Commitment

His group felt that this conference pointed out many of the problems that we face. The problems created by the 15-hour work/study limit were discussed. They felt that the financial aid officer should have more authority in this capacity. It was suggested that there be a pay increase, but also was noted that this would result in a cut-down of the number of people that could work in the program. 'This conference gave us an opportunity to exchange ideas on how to implement programs that are very valuable. We also thought that President Chamberlain set the tone when he said, "Bring us alternatives, give us choices, and we will consider which are the most feasible." We feel that there should be a follow-up meeting, and we suggest that the next meeting involve small groups.'

Joe Martinez from Greeley, Colorado gave a short presentation on the Institute of Human Development, an organization dealing with communication through tape.

It was recommended and agreed that a steering committee be established to draft a format for the proposed meeting in January. It is to be composed of members from each type of institution represented at the Consortium. Claude Gallegos was designated to act as chairman, and he is to be supplied with information on programs in the universities or colleges dealing with disadvantaged and minority students. The steering committee is to be composed of sections according to admissions, financial aid, and counseling.

An invitation was extended by the University of Denver to meet on January 13 to discuss items prepared for the agenda by the steering committee.

C. Gallegos was asked to send a summary of the results of the Consortium to all those in attendance, and also send out a list of the names and addresses of the people that did attend.

The conference was adjourned.

(Your critical study of this summary is requested. If you find errors or omissions, please call or write immediately.

--C. N. Gallegos)
DATE: October 22, 1969

TO: Advisory Committee Members to Project "GO"
D. Beckel            F. Mason
P. Bryant            W. Morrill
T. Carrillo          C. Neidt
C. Gallegos          L. Overturf
J. Hansen            R. Smedley
C. Hotchkiss         R. Titley
L. Jackson           D. Vela
J. Jordan

FROM: Claude Gallegos, Director of Project "GO", and Secretary to the Advisory Committee

SUBJECT: Advisory Committee Meeting

The Advisory Committee Meeting was held at 8:00 p.m., Thursday, October 16, 1969, in Room 308 of the Liberal Arts building. The following members were present:

1. D. Beckel
2. P. Bryant
3. C. Gallegos
4. J. Hansen
5. L. Jackson
6. J. Jordan
7. W. Morrill
8. L. Overturf
9. R. Smedley
10. R. Titley

Ex-officio members present:

C. Hotchkiss
C. Neidt

The meeting was called to order at 8:10 p.m. The main item of business was Scholastic Standards. Dean Hotchkiss presented the University policy on Scholastic Standards. The discussion centered on the effects of the Scholastic Standards on the Project "GO"
DATE: October 22, 1969
TO: Advisory Committee Members
PAGE 2

participants. Len Overturf moved that the "regular university grade point policy be followed by Project "GO" participants." The motion was seconded and carried.

Dean Hotchkiss recommended that all Project "GO" participants who are subject to dismissal be extended all the assistance possible by the Project "GO" office; i.e., preparation of petitions, writing and soliciting recommendations. It was clearly indicated that recommendations submitted on behalf of Project "GO" participants would be given honest appraisal and assured consideration. In addition, he also suggested that the Project "GO" Director make an effort to identify all participants that will be subject to dismissal at the end of the fall quarter.

It was further recommended that a letter be sent to the parents or guardians informing them of the courses of action available to students in petitioning or appealing their dismissal.

Roger Smedley, Jr. expressed the concern of some Project "GO" students over the amount of work/study given to Project "GO" participants, and its academic and financial effects. Also the lack of living expense money available during the early part of the quarter. Dean Hotchkiss agreed that this is a problem, and that he and C. Gallegos have recognized the problem, and are giving it some thought, but that no conclusive solution had been reached at this time.

Dr. W. Morrill, moved that Project "GO" students who are allowed to remain in school, though on a probationary status, be given financial aid. The motion was seconded and was carried.

C. Gallegos asked the committee for suggestions and ideas in planning a consortium in conjunction with other institutions having programs for the disadvantaged in Colorado to be held in November. This consortium is to be sponsored by Colorado State University. It was agreed that this item would be discussed at the next meeting.

The meeting was adjourned at 9:15 p.m. by Chairman Bryant.

Submitted,

C. H. Gallegos
Secretary

CG:1r
ADVISORY COMMITTEE MEETING

September 18, 1969

Members present: 1. Dr. Paul Bryant
2. Weston Morrill
3. L. Overturf (Rep. by R. Romero)
4. B. Tittley
5. R. Smedley Jr.
6. C. Gallegos

I. Meeting of Project "GO" Advisory Committee was called to order 4:20 p.m. P. Bryant, Chairman.

Chairman Bryant postponed any formal action by committee because of the absence of the student representatives. Chairman Bryant opened meeting to informal discussion.

W. Morrill proposed that CSU sponsor a consortium with the other institutions of higher education in Colorado to develop a unified program of recruitment and program development.

R. Smedley inquired as to the purpose of the consortium. Identified methods that have proven successful with disadvantaged programs. Recommended corresponding with institutions that have programs similar to "GO" inquiring about the nature of their programs.

II. Discussion of areas of concern:

1. Recruitment

2. Types of institutions that can provide best service for the disadvantaged

3. Look at special program

4. If liaison should be established with Junior and Community Colleges for the referral of students whose academic deficiencies are such that university level work is too difficult and how such referrals would treat the problem of financial aid.
III. Concern with admission policies and academic standards related to
dismissal. Question as to what criteria makes "GO" a program
for the disadvantaged. B. Titley expressed concern over the
reaction of the student body if standards are compromised. Also
conscious over involvement with Project "GO" by faculty councils.

E. Romero, introduced some suggestions, on behalf of L. Overturf,
dealing with two week orientation program.

1. Pre-registration placed later in program

2. Earlier date for administration of SAT so that
   materials for profiles will be available to
   advisors.

B. Titley, recommended that we use advisors from Preview CSU to help
with orientation.

P. Bryant to recommend, to Dean Hotchkiss, the filling of positions
on Advisory Committee by students that were employed by "GO" during
the summer of 1969.

W. Morrill, recalled that one of the items negotiated was membership
on the Advisory Committee of representation from BSA and MACE.

The meeting was adjourned at 5:40.

Submitted,

Secrectary
MEMORANDUM

TO: P. T. Bryant
   J. E. Hansen
   J. P. Jordan
   W. E. Morrill
   L. L. Overturf
   R. W. Titley

FROM: A. R. Chamberlain

SUBJECT: Project GO Advisory Committee

September 10, 1969

Effective immediately the above named persons are hereby appointed to serve as members of the Project GO Advisory Committee through June 30, 1970.

Professor Paul Bryant is asked to serve as chairman of the committee and Mr. Gallegos as secretary.

The functions of the Project GO Advisory Committee are to:

1. Provide guidance to the Director of Project GO in general matters relating to the project's goals, operations, funding, and status with the University and its several constituent communities (i.e., campus, Fort Collins, State of Colorado).

2. Maintain appropriate liaison with the faculty and other committees (e.g., Human Relations Committee, Scholarship Awards Committee, Scholastic Standards Committee) on matters relating to Project GO.

3. Review the progress within the University toward the betterment of higher educational opportunities at Colorado State University for the financially and educationally disadvantaged students from within the State of Colorado.

I suggest that, in addition to serving in the capacity of secretary of the committee, the Director of Project GO be a voting member of the committee. I suggest, also, that the committee may desire to establish a set of bylaws covering its activities, procedures, and modus operandi.
Concurrently with the establishment of the Project GO Advisory Committee, the Task Force on ESA and MACE Demands, activated by the President on April 10, 1969, is dissolved. The Project GO Advisory Committee will, within the functions outlined above, concern itself with informing the University administration of progress towards amelioration of ethnic minority group issues (reference Task Force memorandum to President, CSU, April 23, 1969), as related (solely and exclusively) to the University's program for the financially and educationally disadvantaged students from within the State of Colorado.

I have designated Dean C. W. Hotchkiss as the University administrator responsible for the overall administration of this program. He will be available to assist Mr. Gallegos and the committee and to keep me apprised of important developments.

cc: J. R. Hehn
    B. B. Crookston
    J. W. Angell
    B. W. Marschner
    V. R. Ekstrom
    C. O. Neidt
    C. W. Hotchkiss
    M. A. Ramos
    P. S. Chambers
Why did the Republicans have a difficult time in establishing their political party?
1. LG-PC
2. 6 of 7 flanking
3. Turning - not continued
4. Not enough time for lab - special program
5. Yale et al. report
1. We recommend that the President and Board authorize the recruitment by CSU students, of Black, Chicano, and Indian minority group students for enrollment next fall. These are to be high school graduates who have high potentials for academic success at CSU.

2. We recommend that the President, the Board, the faculty and students seek to raise money, internally and externally, to obtain funds for bringing not less than 400 above minority groups students to CSU in the fall of 1969.

3. We recommend that in obtaining the required funds to bring this minimum number of minority group students to CSU, the President, Board, and faculty consider rescheduling of current funding priorities within the University.

4. We recommend that a commitment to this program be made each year for the next five years so that on or before 1974 there is a minimum enrollment at CSU in equal proportion to the minority composition in the State.

5. We recommend that those demands which have been accepted (1, 4, 6, 9, and 10) by the administration be implemented without delay. On those demands still unresolved, this Task Force will draft alternative proposals to present prior to the next State Board meeting.

6. We wish to advise the general public that at CSU the Black and Chicano leadership have been able to marshall non-violent support throughout the State which resulted in a constructive response from the administration.
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Dr. Sansen: 1/29/69
This is the last list of Amerinds
that you requested. We will try to locate.
TO: HISTORY FACULTY
FROM: GENE
SUBJECT: NEW ADVISEES

Auter
Archambeault, James
Armstrong, Debra
Bancroft, Thomas
Benson, Thomas

Baker
Armstrong, William
Arnold, Kathleen
Baker, Judy
Batters, Elaine
Betts, Pamela
Bodaken, Bruce
Bridge, Roberta
Brown, Marshall
Brunkhardt, Barbara
Thomas, Suzanne

Bayard
Brus, Robert
Bugnand, Maryjo
Byers, Thomas
Campbell, Patricia
Davison, Paula
Deines, Monte
Emrick, Cynthia
Evans, Douglas
Hickman, Leonard
Tiefel, Douglas

Berwanger
Bauman, Richard
Dees, Barbara
Fightmaster, Bruce
French, Martha
Miller, Claudelle
Vrooman, Sally

Clegern
Johnson, Mike
Morgan, Steve
Shapleigh, James
Snyder, Jeff
Unruh, Gail
Wick, Steven

Crabtree
Finnie, Donna
Garcia, Robert
Ward, Cynthia

Frye
Garland, Michael
Giddings, Harold
Wing, Charlene

Gilderhus
Fox, Robert
French, Barbara
Gallegos, Freddie
Gill, Jane
Green, Nancy
Hart, Linda
Heffernan, Steven
Wreen, Maryjane

Griswold
Heard, Linda
Hanning, Marfe
Hope, Cynthia
Hymes, Sally
Jardine, Janice
Keelen, Gwendolyn

Hansen
Cruz, Katherine
Garcia, Joe
Hernandez, Anthony
Jacobs, John
Hullins, Almon
Pedraza, John
Tillis, Rayford
Zamora, Leonard

Heitman
Harniak, Nicholas
Hesselbine, Patricia
Livingston, Denise
Lovelace, Margaret
Massaro, Nicholas
McCaffrey, Thomas
McLelland, Holly
Miller, Sally

Jordan
Kugeler, Frederic
Melton, Frank
Montgomery, John
Gison, Joseph
Peters, Michael
Plesa, Thomas
Worcester, Patricia
Leyendecker
    Micci, David
    Mutter, Marylou
    Quinn, Linda
    Rose, Tedd
    Ross, Linda
    Shields, Kent

McComb
    Miller, Claude
    Taylor, Stephani
    Thomas, James
    Wolfe, Judy
    Woodard, Reginald

Nathan
    Meyers, Jeffery
    Offenhauer, William
    Shipp, Thomas
    Slump, Robert

Rock
    Stout, Cynthia
    Price, Eugene
    Struna, Henry

Weisser
    Reed, Debra
    Samora, Leonard
    Travis, Michelle
OFFICE MEMO

TO: Project "GO" Advisers

FROM: J. E. Thomas, Registrar

SUBJECT: Fall Quarter registration

REMARKS:

The following courses are closed for the Fall Quarter 1969 as a result of Preregistration.

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</table>

Assignment of students to these courses will result in incomplete schedules for students involved.
On July 24, 1969, the GO Committee on Orientation sent a memorandum to Departmental Chairmen. The memorandum had a twofold purpose: first, to inform Departments of the ways they could be of assistance in the orientation program; and second, to seek definite commitments from Departmental Staff Members who were willing both to work with the GO students, and to perform specific functions in the overall orientation program.

Hence, the Chairmen of the several Departments below submitted the following thirty-two (32) names to the Chairman of the GO Committee on Orientation to serve as advisors to the GO students. All Departmental Chairmen did not respond to the memorandum.

* * * * * * * * * *

ART DEPARTMENT (6774)
Dr. Perry N. Ragouzis, Chairman

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<thead>
<tr>
<th>Name</th>
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<td>Orman, Jack L.</td>
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ECONOMICS DEPARTMENT (6324)
Dr. E. K. Smith, Chairman

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<td>Rehnberg, Rex D.</td>
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EDUCATION DEPARTMENT (5305)
Dr. Herbert A. Smith, Chairman

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ENGLISH DEPARTMENT (6428)
Dr. Paul Bryant, Chairman

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<td><strong>HISTORY DEPARTMENT (6334)</strong></td>
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<td>Dr. Eugene Berwanger, Acting Chairman</td>
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| **MATHEMATICS DEPARTMENT (6326 or 6327)** |        |            |
| Dr. Ralph H. Niemann, Chairman |        |            |
| 1. Brumley, Will         | 5181   | ---        |
| 2. Deal, E. R.           | 6456   | 432-4488   |
| 3. DeMeyer, Frank R.     | 6440   | 484-5715   |
| 4. Niemann, Ralph H.     | 6326   | 482-0527   |

| **PSYCHOLOGY DEPARTMENT (6363)** |        |            |
| Dr. Wayne Viney, Chairman |        |            |
| 1. Boulger, John R.       | 6808   |            |
| 2. Cole, Charles W.       | 6827   |            |
| 3. Cross, Henry           | 5389   |            |
| 4. Dutcher, Mary A.       | 5212   |            |
| 5. Miller, C. Dean        | 6197   |            |
| 6. Moore, Harvin R.       | 6053   |            |
| 7. Thornton, George C.    | 5233   |            |
| 8. Titley, Robert W.      | 6874   |            |
| 9. Vattano, Frank         | 5206   |            |

| **SOCIOLOGY-ANTHROPOLOGY DEPARTMENT (6044 or 6045)** |        |            |
| Dr. Bert L. Ellenbogen, Chairman |        |            |
| 1. Enos, Richard E.         | 5459   | 482-9830   |
| 2. Jones, Art               | 5469   | 484-9181   |
| 3. Rand, Jerome             | 6014   | 484-3543   |

The Departmental Faculty Advisors list was prepared by: Roger T. Smedley, Jr., Coordinator of the University Learning Laboratory (9/2/69)
OFFICE MEMO

TO: Project "GO" Advisers
FROM: J. E. Thomas, Registrar

SUBJECT: Fall Quarter registration

REMARKS:

The following courses are closed for the Fall Quarter 1969 as a result of Preregistration.

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Assignment of students to these courses will result in incomplete schedules for students involved.
SECOND ANNUAL ORIENTATION FOR PROJECT GO STUDENTS, ADDENDUM TO

Claude Gallegos, Director of Project GO

"Topic" SIMULATED CLASS INSTRUCTORS AND SUPPORTIVE SERVICE PERSONNEL

On July 24, 1969, the GO Committee on Orientation sent a memo to Departmental Chairmen. The memo had a twofold purpose: first, to inform Departments of the ways they could be of assistance in the orientation program; and second, to seek definite commitments from Departmental Staff Members who were willing both to work with the GO students, and to perform specific functions in the overall orientation program.

Hence, the Chairmen of the several Departments and Supportive Service Areas below, submitted the following names to the Chairman of the GO Committee on Orientation to serve as simulated class instructors and supportive personnel. Be informed that all Departmental Chairmen did not respond to the memo.

* * * * * * * * * * *

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<td>1. Alexander, William C.</td>
<td>Art</td>
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<td>2. Brownlee, George</td>
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<td>3. LaPlantz, David</td>
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<td>4. Orman, Jack L.</td>
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<td>ECONOMICS DEPARTMENT (6324)</td>
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<tr>
<td>Dr. E. K. Smith, Chairman</td>
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<tr>
<td>1. Rehnberg, Rex D.</td>
<td>Principles of Economics</td>
<td>6956</td>
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<td>ENGLISH DEPARTMENT (6428)</td>
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<tr>
<td>Dr. Paul Bryant, Chairman</td>
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<td>1. Bryant, Paul</td>
<td>E100, 102, 119</td>
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<td>2. Streiff, Marjorie</td>
<td>E101</td>
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<tr>
<td>3. Titley, Bonnie</td>
<td>E100, 102, 144, 146, 150</td>
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<td>4. Trimble, Martha S.</td>
<td>E101 (3-6 sessions)</td>
<td>6065</td>
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<td>Office</td>
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<td>HISTORY DEPARTMENT (6334)</td>
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<td>Dr. Eugene Berwanger, Acting Chairman</td>
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<td>1. Hansen, James</td>
<td>Western Civ.</td>
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<td>2. Griswold, William</td>
<td>Western Civ.</td>
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<td>MATHMATICS DEPARTMENT (6326 or 6327)</td>
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<tr>
<td>Dr. Ralph H. Niemann, Chairman</td>
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<td>1. Niemann, Ralph H.</td>
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<td>PSYCHOLOGY DEPARTMENT (6363)</td>
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<td>Dr. Wayne Viney, Chairman</td>
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<td>1. Suinn, Dick (one class hour)</td>
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<td>2. Titley, Robert W. (will coordinate)</td>
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<td>3. Vattano, Frank</td>
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<td>Dr. Bert L. Ellenbogen, Chairman</td>
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<td>1. Judge, William T.</td>
<td>Anthropology</td>
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<td>2. Young, T. R.</td>
<td>Social Strati-</td>
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<td>WILLIAM E. MORGAN LIBRARY (6626)</td>
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<td>Mr. LeRoyne Anderson, Director</td>
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<td>1. Stevens, Richard C.</td>
<td>Library Orientation</td>
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<td>UNIVERSITY LEARNING LABORATORY (6053)</td>
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<tr>
<td>Mr. Roger T. Smedley, Jr., Coordinator</td>
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<td>Professional Staff Members</td>
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<tr>
<td>1. Bard, Mildred M.</td>
<td>Reading Specialist</td>
<td>6053</td>
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<tr>
<td>2. Hagen, Mary C.</td>
<td>Reading Specialist, Head</td>
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<tr>
<td>3. Milk, Carol</td>
<td>Writing Specialist</td>
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<tr>
<td>4. Newkirk, Christie S.</td>
<td>Reading Specialist</td>
<td>6053</td>
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<tr>
<td>5. Olsen, Keith F.</td>
<td>Numerical Skills &amp; Evaluation Specialist</td>
<td>6053</td>
</tr>
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</table>
Simulated Class Instructors and Supportive Service Personnel list was prepared by: Roger T. Smedley, Jr., Coordinator of University Learning Laboratory (9/3/69)
MEMORANDUM

DATE: November 4, 1969

TO: Advisory Committee members to Project "GO"
   D. Beckel   F. Mason
   P. Bryant   W. Morrill
   R. Carrillo L. Overturf
   C. Gallegos R. Smedley
   J. Hansen   R. Titley
   L. Jackson  D. Vela
   J. Jordan

FROM: C. Gallegos, Director of Project "GO", and Secretary to the Advisory Committee

SUBJECT: Advisory Committee Meeting

The Advisory Committee meeting was held at 7:00 p.m., Thursday, October 30, 1969, in Room 212 of the Student Center building. The following members were present:

1. D. Beckel       5. F. Mason
2. P. Bryant       6. R. Titley
3. R. Carrillo     7. R. Titley
4. C. Gallegos
5. J. Jordan

The meeting of the "GO" Advisory Committee was called to order by P. Bryant. The main item of business was Pre-registration. The need to inform Project "GO" students of the importance of meeting with their advisors was discussed.

Specific areas mentioned that the Project "GO" office should be alerted to are:

The effect of the possible substitution of subjects on final print-out, as opposed to the subjects selected during pre-registration.
MEMORANDUM

DATE: November 4, 1969
TO: Advisory Committee members
PAGE: Two

The need for follow-up sessions with advisor if final quarter grades necessitate additional adjustment of their elected subjects.

Advisors should be very careful to inform students to register for twelve (12) or more credit hours to maintain their full-time student status.

J. Jordan inquired about the procedures for informing Project "GO" about the students who may be dismissed by the Scholastic Standards Committee. It was agreed by the Committee that procedures to keep Project "GO" informed should be augmented.

It was recommended that C. Gallegos confer with the Chairman of the Scholastic Standards Committee to arrange channels of communication concerning the participants of Project "GO".

R. Titley presented some information based on an informal survey illustrating the distribution of "GO" students who have sought individual help, and their letter grade. It was recommended that R. Titley's survey be mentioned to the students at the regular Project "GO" meeting, November 5.

C. Gallegos requested ideas in planning a consortium dealing with Higher Education and disadvantaged programs to be sponsored by Colorado State University.

A committee of P. Bryant, C. Gallegos, L. Overturf was formed and directed to present the idea of a consortium to Dean Hotchkiss. It was further suggested that Dean Hotchkiss be asked to present the idea to President Chamberlain.

There being no further business, the meeting was adjourned at 8:00 p.m.

Submitted,

C. Gallegos
Secretary

CC: lr
TO: Project Go Advisory Committee

FROM: Paul Bryant

SUBJECT: Meeting

REMARKS:

There will be a meeting Wednesday September 17 at 4:00 p.m. in the English Department Conference room for the Project CO Advisory Committee. I hope you will be able to attend.
DATE: November 24, 1969

TO: Advisory Committee to Project "GO"
   D. Heckel
   P. Bryant
   R. Carrillo
   C. Gallegos
   J. Hansen
   J. Jordan

FROM: C. Gallegos, Director of Project "GO" and Secretary to the Advisory Committee

SUBJECT: Advisory Committee Meeting

Members present:
   P. Bryant
   J. Hansen
   C. Gallegos
   L. Jackson

Guests present:
   T. Carrillo
   P. Chambers
   J. Martinez

F. Bryant opened the meeting for discussion of the tentative programs for Disadvantaged Students, which was submitted for consideration to the "GO" Advisory Committee by Dr. C. Reidt, and Dean C. Botchkiss.

A. Levy asked, in what way this proposal varied from the existing University policy. It was the consensus of the group that the variation was small or that it did not differ from the existing policy.

L. Jackson recommended that the proposal be ignored, and that the Black demands of the previous year be resubmitted.
The meaning of the term "accelerated long-range program" (see concluding paragraph of Tentative Program for Disadvantaged Students) was questioned. It was the feeling that this statement should be spelled out in more specific terms.

The meaning of the word "qualified", (see first paragraph of Tentative Programs for Disadvantaged Students) its definition, and in what context it is used relative to disadvantaged students was discussed. P. Bryant suggested that it meant the ability to perform educationally beyond high school. R. Smedley suggested that it meant persons that would benefit from attending the University. A. Levy stated that the present standards have no validity when applied to Black, Chicano, and/or disadvantaged students, and that the work qualified is not applicable to this group because of the groups on which the norms were established. The representatives of ESA and UNAS expressed their dissatisfaction, and a negative feeling about the proposal.

P. Bryant felt that three specific questions had to be answered before the proposal could be properly discussed:

1. To what extent was the University committed to a special program?
2. Is there a need for different requirements?
3. Should the recruitment be coordinated by the Project "GO" office in accordance with the admissions office?

It was suggested and agreed upon that a subcommittee be appointed to draft a counterproposal, and that it be submitted to Dr. Neidt and Dean Hotchkiss for their consideration. It was further agreed that R. Smedley, working in conjunction with C. Gallegos, would write the original draft. After which the "GO" Advisory Committee is to review it, and make suggestions prior to the drafting of the final counterproposal.

The meeting was adjourned at 8:15 p.m.

Submitted,

[Signature]
Dear Colleague,

I would like to thank you for your participation in the Consortium that was held here at Colorado State University. I have included with this letter a Directory listing all of the addresses of the persons who attended the meeting. Also you will find a transcript of the proceedings. Preparations are now being made for our January meeting, and you will most likely be hearing from Al Rivera, from the University of Denver, in the near future explaining the details of the program.

If you will recall, I was asked at the last meeting to compile information on special programs for the disadvantaged that are in existence at the various institutions. In order to have this information ready for distribution at the forthcoming meeting, I would appreciate it if you would supply me with the details as soon as possible.

The type of pertinent information that would be of value to the personnel at the various institutions may be as follows:

- Name of program.
- Ethnic composition.
- How admissions are determined and defined.
- High-risk and low-risk students and breakdown, i.e., percentages.
- The financial aid provisions (describe any unique features of the awards)
- Amounts of money earmarked for special programs for disadvantaged or minority group students.
- How financial aid is determined, full or partial package.
- Types of staffing directly related to Educational Opportunity Programs.
December 9, 1969

Program:
- Statement on the concept of how your program meets the needs of the people it is designed to help.
- Special courses, remedial, ethnic, etc.
- Special support mechanisms; counseling:
  1. Personal
  2. Vocational
  3. Academic
  4. Financial Aid
     a. Tuition and fees
     b. Personal budgeting
- Skill laboratories
- Student group involvement and input
- Description of any programs in the community that your institution is involved in:
  1. Tutoring in public schools
  2. Working with action centers
  3. Cooperative programs with civic organizations.
- Names and titles of persons directly responsible for the program.

Hopefully these suggestions may be helpful. Please include any information that you think will be of value.

I would appreciate getting this information at your earliest convenience, so that I can compile it and have it ready for distribution at the January meeting.

Also, if you have any topic you would want discussed at the next meeting, please include them with your program report.

Sincerely yours,

Claude Gallegos, Director
Project "GO"

CG:lr
Attendance at Consortium

Adams State College
Dale E. Lorimer EdD.
Dean, Division of Graduate Studies
Adams State College
Alamosa, Colorado
School No. - 589-7011

Arapahoe Junior College
Jim L. Johnston
Financial Aid Officer
Arapahoe Junior College
5909 South Curtice Street
Littleton, Colorado
School No. - 798-8331

Colorado College
William A. Ferguson
Director of Student Aid
Colorado College
Colorado Springs, Colorado 80903
School No. - 473-2233

Colorado Commission on Higher Education
Betty Miller
Colorado Comm. on Higher Education
719 State Services Building
Denver, Colorado 80203
Phone No. - 892-2115

Colorado School of Mines
James Stansbury
Assistant Director of Admissions
Colorado School of Mines
Golden, Colorado 80401
School No. - 279-3381

Colorado State College
Dr. James K. Bowen
Assistant Dean of Students
Colorado State College
Greeley, Colorado 80631
School No. - 351-1890

Colorado State University
Joe Angell
Vice President, University Affairs
Colorado State University
Ft. Collins, Colorado 80521
Office No. - 491-5313

Colorado School of Mines
Dr. A. R. Chamberlain
President
Colorado State University
Ft. Collins, Colorado 80521
Office No. - 491-6211

Dr. Paul Bryant
Chairman, English Department
Colorado State University
Ft. Collins, Colorado 80521
Office No. - 491-6428

Vern Ekstrom
Director, Admissions and Records
Colorado State University
Ft. Collins, Colorado 80521
Office No. - 491-5321
Colorado State University (Cont.)

Claude N. Gallegos  
Director, Project "GO"  
#201 Student Center  
Colorado State University  
Ft. Collins, Colorado 80521  
Office No. - 491-6380

Jim Gordon  
Director of Financial Aid  
Colorado State University  
Ft. Collins, Colorado 80521  
Office No. - 491-6321

James Hansen  
History Department  
Colorado State University  
Ft. Collins, Colorado 80521  
Office No. - 491-6418

Courtlyn Hotchkiss  
Dean, Special Programs  
I-11 Administration Building  
Colorado State University  
Ft. Collins, Colorado 80521  
Office No. - 491-6741

Don Lucero  
Financial Advisor to Minority Groups  
Colorado State University  
Fort Collins, Colorado 80521  
Office No. - 491-6321

Dr. C. Neidt  
Academic Vice President  
Colorado State University  
Ft. Collins, Colorado 80521  
Office No. - 491-6614

Len Overturf  
Associate Director of Admissions  
Colorado State University  
Ft. Collins, Colorado 80521  
Office No. - 491-5321

Colorado State University (Cont.)

Roger T. Smedley, Jr.  
Coordinator, University Learning Lab  
C-19 Social Science  
Colorado State University  
Ft. Collins, Colorado 80521  
Office No. - 491-6053

Pennfield Tate II  
Human Relations Officer  
Colorado State University  
Ft. Collins, Colorado 80521  
Office No. - 491-5781

Richard Yates  
Counseling Center  
Social Science Building  
Colorado State University  
Ft. Collins, Colorado 80521  
Office No. - 491-6053

Community College of Denver

Harland Porter  
Counselor  
Community College of Denver  
1001 East 62nd Avenue  
Denver, Colorado 80216  
School No. - 238-7533

Carl R. Wahlberg  
Dean of Student Services  
Community College of Denver  
1001 East 62nd Avenue  
Denver, Colorado 80216  
School No. - 238-7533

Robert L. Zamarripa  
Financial Aids Counselor  
Community College of Denver  
1001 East 62nd Avenue  
Denver, Colorado 80216  
School No. - 238-7533
Fort Lewis College

Randall D. Taylor
Coordinator, Indian Intercultural Program
Fort Lewis College
Durango, Colorado 81301
School No. - 247-7754

Buford Wayt, Director
Indian Intercultural Program
Fort Lewis College
Durango, Colorado 81301
School No. - 247-7754

Justice Department

Manuel J. Salinas, Jr.
Community Relations Specialist
Department of Justice
Post Office Building
Denver, Colorado

Mesa College

Jack Scott
Director, Admissions and Records
Mesa College
Grand Junction, Colorado 81501
School No. - 248-1376

Metropolitan State College

Conrad Chavez
Admissions Counselor
Metropolitan State College
250 West 14th Avenue
Denver, Colorado 80204
School No. - 292-5190

Garrett Cooper
Director, Financial Aid & Placement
Metropolitan State College
250 West 14th Avenue
Denver, Colorado 80204
School No. - 292-5190

Metropolitan State (Cont.)

John Roybal
(Metropolitan State College)
3246 Newton Street
Denver, Colorado 80211
School No. - 292-5190

Dr. Robert V. Thompson
Dean of Students
Metropolitan State College
250 West 14th Avenue
Denver, Colorado 80204
School No. - 292-5190

John Trujillo
Zook Building Room 404
Metropolitan State College
250 West 14th Avenue
Denver, Colorado 80204
School No. - 292-5190

Northeastern Junior College

J. D. Gregory
Director, Special Programs
Northeastern Junior College
Sterling, Colorado 80751
School No. - 522-6600

Otero Junior College

Joe M. Treece
Dean of Student Personnel Services
Otero Junior College
La Junta, Colorado 81050
School No. - 384-4446

Southern Colorado State College

Horace M. Pardun
Dean, Student Services
Southern Colorado State College
900 West Orman Avenue
Pueblo, Colorado 81005
School No. - 545-4220
Southern Colorado State College (Cont.)
John Rosales
Counselor of Student Services
Southern Colorado State College
900 West Orman Avenue
Pueblo, Colorado 81005
School No. - 545-4220

Temple Buell College
Gordon Bourne
Upward Bound
Temple Buell College
1800 Pontiac Street
Denver, Colorado 80220
School No. - 394-6012

Fred Gentry
Upward Bound
Temple Buell College
1800 Pontiac Street
Denver, Colorado 80220
School No. - 394-6012

Trinidad State Junior College
John B. Giron
Counselor
Trinidad State Junior College
Trinidad, Colorado 81082
School No. - 846-5621

University of Colorado
Manny Carrillo
Assistant Director of Admissions
University of Colorado
Boulder, Colorado 80303
School No. - 443-2211

Mark Hannon
Coordinator of EOP
University of Colorado
Boulder, Colorado 80303
School No. - 443-2211

University of Colorado (Cont.)
Jerry Martinez
Assistant Director, Financial Aid
University of Colorado
Boulder, Colorado 80303
School No. - 443-2211

Dr. George Rainsford
Executive Assistant to the President
University of Colorado
Boulder, Colorado 80303
School No. - 443-2211

Sal Ramirez
Graduate School Director of Mexican American Studies
University of Colorado
Boulder, Colorado 80303
School No. - 443-2211

Dennis Small
Director of Black American Affairs
University of Colorado
Boulder, Colorado 80303
School No. - 443-2211

Univ. of Colorado - Cragmar Center
Dave Halaas
Chairman - Minority Programs Council
University of Colorado, Cragmar Center
Cragmar Road
Colorado Springs, Colorado 80907
School No. - 473-5030

Dick Rodwick
Dean for Student Relations
University of Colorado, Cragmar Center
Cragmar Road
Colorado Springs, Colorado 80907
School No. - 473-5030
University of Colorado - Denver Center

Tim Correa
Coordinator of Mexican-American Student Affairs
University of Colorado, Denver Center
1100 14th Street
Denver, Colorado
School No. 244-6081

Bill Grisby
Coordinator of Black Student Affairs
University of Colorado, Denver Center
1100 14th Street
Denver, Colorado
School No. - 244-6081

Dean Paul J. Kopecky
Office of Student Relations
University of Colorado, Denver Center
1100 14th Street
Denver, Colorado
School No. - 244-6081

University of Denver

W. C. Irish
Director, Admissions and Records
University of Denver
Denver, Colorado 80210
School No. - 752-1964

Alvin P. Rivera
Asst. Director of Student Aid
Denver University
Denver, Colorado 80210
School No. - 752-1964

Western State College

O. C. Rjesness
Dean of Students
Western State College
Gunnison, Colorado 81230
School No. - 943-0120

-5-
DATE: November 14, 1969

TO: Advisory Committee Members to Project "GO"

D. Beckel
F. Mason

P. Bryant
W. Morrill

R. Carrillo
L. Overturf

C. Gallegos
R. Smedley

J. Hansen
R. Titley

L. Jackson
D. Vela

J. Jordan

FROM: C. Gallegos, Director of Project "GO" and Secretary to the Advisory Committee

SUBJECT: Advisory Committee Meeting

P. Bryant read a memo from Laura Vance, Chairman of the Scholastic Standards Committee, describing the procedures that will be used with Project "GO" participants, relative to academic dismissal. It was the feeling of J. Jordan that this memo did not address itself to the recommendation made by the "GO" advisory committee at the previous meeting.

C. Gallegos indicated that in his conversation with Dean Miller of the Scholastic Standards Committee, that the committee would notify the Project "GO" office with a xerox copy, as soon as the Scholastic Standards staff compiled the information.

It was recommended that P. Bryant reply to Laura Vance, and indicate the nature of the original recommendation.

L. Overturf suggested that Project "GO" could possibly have the desired information sooner by working through the Registrar's Office.

C. Gallegos distributed copies of the November 25 consortium agenda, and explained the intent of the topic addresses.
W. Morrill inquired about the number expected to attend, and about student involvement. C. Gallegos indicated that the number would vary depending on the institution. Also, due to the nature of the program, no students were involved or invited.

L. Overturf expressed concern about the drop-out from Project "GO". He feels that a concentrated job of counseling should be initiated. Also that data, as to the reason for withdrawal, should be compiled.

J. Hansen supported L. Overturf's concern on counseling. Also inquired as to why the Project "GO" roster was "confidential"; he further expressed his dissatisfaction with the way tutors are being assigned.

C. Gallegos explained that it had been agreed earlier that the names of Project "GO" participants be made available on a very selective basis.

L. Overturf made suggestions as to how the tutoring could be more effective by having a general meeting so that the tutors can get acquainted with Project "GO".

W. Morrill suggested a coach-team approach for tutors.

It was recommended by P. Bryant that the names of the Project "GO" students be distributed to all the professors in the Humanities and Social Science.

W. Morrill expressed concern over the conditions of the Learning Laboratory - space, noise, etc.

L. Overturf expressed concern about the number of students attending CSU who are being denied financial aid because all of the available money has been earmarked for new Project "GO" participants.

It was decided to defer discussion on Dean Hotchkiss's and Dr. Heidt's proposal on programs for the disadvantaged until the following meeting, because many members of the committee had not had an opportunity to study the proposal.

The meeting was adjourned at 9:00 p.m.

Submitted

C. Gallegos
Secretary

CC:lr
Registration for meeting of representatives for programs for disadvantaged and minority group students, Colorado State University, November 1969.

Name of Institution:

Names and titles of representatives:

Number who will attend the luncheon as CSU' guests: __________

Return to: Claude Gallegos
Director, Project "GO"
Room 201, Student Center Bldg.
Colorado State University
Fort Collins, Colorado 80521
Higher Education Consortium: Minority and Disadvantaged Students
Tuesday, November 25, 1969

9:00 a.m. - 9:15  Registration

9:15 a.m. - 9:30  Opening Session
Presiding - Claude Gallegos
Director, Project "GO"
Colorado State University

Welcome - Dr. Charles Neidt
Academic Vice-President
Colorado State University

9:30 a.m.-10:30  Counseling, Admissions, and Recruitment
Topic Chairman - Roger T. Smedley, Jr.
Coordinator, University Learning Lab
Colorado State University

Topic Speaker - Len Overturf
Associate Director of Admissions
Colorado State University

12:00 - 1:30 p.m.  Lunch - Longs Peak Room
Student Center Building
Presiding - Claude Gallegos
Luncheon Speaker - Dr. A. R. Chamberlain
President, Colorado State University
Introduction - by Dr. Courtlyn Hotchkiss
Dean, Special Programs
Colorado State University

1:30 p.m. - 2:15  Long-range plans and Institutional Commitment
Topic Chairman - Dr. Robert Thompson
Dean of Students
Metropolitan State College
Topic Speaker - Salvador Ramirez
Graduate School Director of Mexican-American Studies
University of Colorado

2:15 p.m. - 2:30  Coffee Break

2:30 p.m. - 3:00  Topic Group Meetings
Counseling, admissions, and recruitment
Room 207
Financial Aid and Funding of Educational Opportunity
Room 209
Long-range planning and Institutional Commitment
Room 210

3:00 p.m. - 3:30  General Assembly
Room 207-209
Presentation of conclusions and recommendations.

3:30 p.m.  Adjournment
November 17, 1969

Jim Hansen
History Department
B370 Social Science
Campus

Dear Colleague,

In an effort to improve services to the disadvantaged citizens of Colorado in their pursuit of higher education, Colorado State University is sponsoring a consortium on Tuesday, November 25, to discuss subjects relative to programs for minority and disadvantaged students.

Because of your interest in, and the importance of the subject, I would like to extend an invitation to attend this meeting to share with us your thoughts on these matters.

The meeting will be held in the student center beginning at 9:00 a.m.; it will include a luncheon at which time we would like you to be our guest, and is scheduled for adjournment at 3:30 p.m.

Enclosed you will find a copy of the agenda and a slip on which you may indicate your intention to attend.

For further information you may call me at 491-6380.

Sincerely yours,

Claude Gallegos, Director
Project "GO"

CG:lr

Enclosure
MEETING

Advisory Committee Project "GO"

DATE: January 20, 1970
TIME: 7:00 P.M.
PLACE: Room 206 Student Center

Meeting requested by Black Student Alliance.

AGENDA

I. Structure of Project "GO"

II. Budget:
   A. Administrative
   B. Financial Aid of Students

III. Ethnic Composition of Project "GO"
    A. Students
    B. Staff

IV. Academic Status of Participants
January 15, 1970

In an effort to reach socially and economically disadvantaged individuals who are interested in education beyond high school, Colorado State University is seeking the help of key people throughout Colorado.

As an involved and concerned individual we feel that you would be in a position either to contact interested minority students directly or to disseminate information to organizations or other interested individuals. The information you receive will be directly related to special programs for the disadvantaged in higher education. This would include specific information on admission requirements and financial aid available.

On behalf of Colorado State University, we would like to extend an invitation for you to visit our campus. The conference will be held on February 4, 1970, in Room 228 of the Student Center. We will begin at 9:00 a.m. and you will be our guests for lunch. We will adjourn at 3:30 p.m. Guest parking is available in the lot one block east of the Student Center.

Enclosed you will find a copy of the agenda and a slip on which you may indicate your intention to attend. If you are not able to attend, please feel free to send a representative from your
January 15, 1970
Page 2

community or organization. Please return the slip to: Ernie Romero,
Office of Admissions, Colorado State University, Fort Collins,
Colorado, 80521.

Sincerely,

THE COMMITTEE ON RECRUITMENT OF MINORITY STUDENTS

Don Lucero
Financial Aid Advisor

Penfield Tate
Human Relations Director

EJR/alr
PROJECT "GO" CONFERENCE

on
COMMUNITY INVOLVEMENT AND RECRUITING

February 4, 1970

9:00 - 9:15  Registration

9:15 - 9:30  Welcome
Len Overturf, Associate Director of Admissions

9:30 - 10:00 Philosophy and History of "GO"
Speaker - Claude Gallegos, Director, Project "GO"

10:00 - 10:15 Coffee Break

10:15 - 10:45 Learning Lab and Supportive Services
Speaker - Roger Smedley, Coordinator, Learning Lab

10:45 - 11:15 Student Relations on Campus
Speaker - Penfield Tate, Director, Human Relations

11:15 - 11:45 Feedback Session

11:45 - 1:30 Lunch
Speaker - Dean C. W. Hotchkiss, Dean of Special Programs

1:30 - 2:15 Admissions
Speaker - Ernie Romero, Admissions Counselor

2:15 - 2:30 Coffee Break

2:30 - 3:15 Financial Aid
Speaker - Don Lucero, Financial Aid Advisor

3:15 - 3:30 Feedback Session

3:30 Adjournment
MEMORANDUM

DATE: February 3, 1970
TO: Members of "GO" Advisory Committee
FROM: Project "GO" Office
SUBJECT: "GO" Advisory Committee Meeting

There will be a "GO" Advisory Committee meeting on Friday, February 6, at 2:00 p.m. in Room 212 of the Student Center.

The agenda will be as follows:

(1) Steve Smith (masters candidate) - thesis subject.

(2) C. Gallegos - proposal for admissions procedure.
(1) G. Colletto - banimento, suspendido de todas as obrigações

(2) I. Gage - suspeito e indiciado

Date: 3rd July 1940

James E. Hansen II
Asst. Prof. of History
B.A. Social Science
MEMORANDUM

DATE: January 23, 1970

TO: Advisory Committee members to Project 'GO'

D. Beckel  F. Mason
P. Bryant  W. Morrill
R. Carrillo  L. Overturf
C. Gallegos  R. Smedley, Jr.
J. Hansen  R. Titley
L. Jackson  D. Vela
J. Jordan

FROM: C. Gallegos, Director of Project 'GO', and secretary to the Advisory Committee

SUBJECT: Advisory Committee Meeting — January 20, 1970

The following were present: D. Vela  C. Gallegos
R. Carrillo  P. Bryant
F. Mason  L. Overturf
J. Jordan  R. Titley

Guests Present: E. Romero
M. Ramos

C. Gallegos introduced the agenda for the meeting requested by BSA. The first topic was the organizational structure of Project 'GO'. 'GO' is an interdepartmental structure — an entity — supported by other departments. Ideas about possible reorganization were presented.

P. Bryant asked what role the Advisory Committee should play in reorganization — C. Gallegos wants the Advisory Committee's opinions and suggestions relative to the feasibility of ideas for reorganization.

C. Gallegos illustrated and explained the 'GO' budget, ethnic composition, and academic status of the 'GO' participants in detail.

R. Titley suggested that to illustrate the grade point average of the 'GO' student in a more meaningful way, the grade point average also should include the medium or mean GPA.
C. Gallegos introduced a new type of admission policy for discussion: Possibly students (minority) might not object if we develop some inner-ethnic group norms; admit people in rank order based on whatever criteria is the priority type, based on comparative factor in student's own ethnic group.

R. Titley knew of no existing studies which had been done exclusively on any ethnic group. Suggested that the Han-Power Development project may have some data of this type.

R. Titley suggested the ways to go about making such tests. Begin by seeing if you can distinguish any characteristics of the successful "GO" students. And when you start being selective - figure out the way to guarantee the best success.

Response from students: Frank Mason - is hard to do because some students were just negligent - it depends on whether or not the student has the fortitude or desire to get an education. It's hard to set a criteria. In last year's recruitment - earnestness for an education was deduced from conversation with and actions of the student - ones who send in applications first are safer, more eager to learn.

C. Gallegos suggested that a first-come, first-serve basis may be as reliable an indicator of success as any identification of successful characteristics we may develop.

L. Overturf pointed out that there is no correlation between SAT scores and GPA's. He stated two factors of successful GO students:
1. One that was out of school one year or more (age factor)
2. Pattern (not grades) of courses taken in high school
R. Titley added another:
3. Lack of knowledge about the program would work to the disadvantage of some potentially good students.

C. Gallegos presented a proposal: Have the Counseling Center come up with a run of the characteristics on the successful "Go" students. Not an evaluation process - just research enabling intelligent discussion about the problem.

Manuel Ramos: We're approaching the problem backwards. There can be no progress if you set standards - it will develop into a program for one type of student. University has to change.

C. Gallegos - we are not talking about the minority group student that meets the normal admission requirements, but the marginal-type student.

Are we talking about marginal students? Are we talking about high-risk students?
Frank Mason - The University should be able to change without pressure.

R. Titley - we want people to come to the University who will succeed. Can't make change until you find the cause of trouble. We would like to see what differentiates successful from unsuccessful "GO" students.

C. Gallegos - we have to deal with the problem of how to select future "GO" participants NOW. If we are limited by money, we must have criteria for selection soon.

J. Jordan - There ought to be a minimum budget, but no set overhead - allowing for admission of a good prospective student who did not happen to meet the established admission criteria. Should start with base budget - fixed sum of money - and pay for things as they come up.

L. Overturf - decisions have to be made soon; there are over 100 applications on file, and recruitment has not even started. I suggest we get together with several psychologist and students and go through information on "GO" students here now; try to establish criteria on how to admit future participants. The group agreed to this. R. Titley suggested three names - W. Morrill, C. D. Miller, and George Thornton.

C. Gallegos asked F. Mason and N. Ramos to meet with him on Wednesday, January 21, at 1:30 p.m. to discuss other persons whom they felt would be objective in helping establish admissions criteria.

The meeting was adjourned at 8:15.
The University sports a fine to change without prejudice.

By T. Wm. we want people to come to the University, and we'll succeed.

If you make changes until you find the cause of trouble, we won't like to see new differentiation succeed from nonexistent, "co" and "binary." It is not the place we need to select future C.G. Teachers - we have so many gifted people to try to select future "co" participants now. If we are interested in money, we must have criteria for selection soon.

- T. Gordon - There ought to be a minimum budget, and not cut anymore. Significant for education of a more progressive nature, and not falling to meet the established selection criteria. Should start with more budget.

- T. Gordon - Selection have to be made soon; there are over 100 applicants. I suggest we be cautious on this, and understand that there are many factors to be considered, not only the academic, but also the personal and potential of the student. The future looks good for the "co" students, and we must set our sights on success and excellence.

N. Morten, C. D. Miller, and George Thompson.

C. Collins, secretary, I mention that I have been asked to meet with him on Wednesday. I have been told to keep other sessions from that very moment, as they might be affected in helping establish graduation criteria.

The meeting was adjourned at 8:15.

James E. Hansen II
Asst. Professor of History
B-370 Social Science
Summary Statement
of the
Seminar for Minority and Disadvantaged Students
University of Denver
January 20, 1970

Presiding: Alvin D. Rivera, Assistant Director of Student Aid,
University of Denver, Denver, Colorado 80210

Description of the Seminar

The seminar was the fourth meeting of administrators and educators in secondary and higher education to address themselves to the problems of the disadvantaged student. Special efforts were made to include additional private colleges and community organizations in order to share their thoughts on these matters.

Through the previous three meetings, initiated by Spanish surnamed college administrators, the foundation of purposes and objectives for the University of Denver Seminar was clearly outlined. Although the Spanish Mexican American college administrators generated the ideas for this seminar, the problems of the Disadvantaged Student are not limited to any one racial, ethnic, or religious group in the community. Hence, in the interest of improving available education for the disadvantaged segment of the state, a joint commitment was discussed on the part of colleges, universities and community organizations.

Implementation

In the respective seminar groups of Admissions, Financial Aid, Counseling, and Program Directors specific questions were discussed and documented for future consideration by a Steering Committee.

A nominating committee of three college administrators was appointed to prepare a slate of eleven candidates to serve on the Steering Committee. In so doing, consideration for the Steering Committee positions will be determined by:

1. The position one occupies in a school or college.
2. The geographical location within the state.
3. The inclusion of students and faculty.

The slate of candidates will be presented at the February conference at Southern Colorado State College, Pueblo, Colorado.

Other capacities for which the Steering Committee expected to provide leadership and direction are:

1. Giving counsel, guidance and recommendations to the Colorado Commission on Higher Education
2. to the State Legislature
3. to the Governor and his staff
4. to the various institutions who might benefit from these experiences.

A Master Recruiting list was prepared and sent to Directors of Admission in every college in the state.
Concerned Personalities

During the seminar the group heard the Chancellor from the University of Denver and the Executive Director of the Colorado Commission on Higher Education. In previous meetings, the group heard the President of Colorado State University and a Special Consultant on Mexican American Affairs from Washington, D. C.

Editorial

In the words of former Director of the Office of Economic Opportunity, Sargent Shriver, "There is a substantial segment of the poor in this country who need not puzzle over the complicated economics of poverty. They are the minority group poor." He further reports, "Of the eight million Negroes - nearly half the total Negro population in the United States - are poor. In the Southwestern United States live three and one-half million Spanish-speaking Americans. Not only do the Spanish-Americans face the burden of prejudice and inadequate education, they also face a language barrier and moreover a peculiar structure of laws, both Federal and local, which tend to isolate him even more from the opportunities of the community."

This report was prepared for the Select Subcommittee on Poverty for a committee on Labor and Public Welfare, United States Senate, 88th Congress, 2nd Session, March, 1964.

Today, 1970, six years later - Negroes are Blacks and Spanish-Americans are Mexican Americans. A new pride has evolved in these communities but the conditions have not changed much. They are still the minority group poor; they are hired last, paid less, and fired first.

Through the eyes of the pessimist, little hope is envisioned for any meaningful change in the institutional commitment to help disadvantaged citizens. Through the eyes of the optimist, many changes have transpired to help the disadvantaged and minorities in this country, and more changes can be anticipated. To the reader of this text - optimist and pessimist alike - I submit, "What are you doing to create change in this human plight and to assist the disadvantaged citizens of this country?"
Bibliography: The Minority Poor

At the request of some educators, counselors, and administrators, the following list of books has been prepared to give a better indication of the subculture of Disadvantaged Citizens. This list is intentionally limited in order that educators, counselors, and administrators do not raise their arms in frustration and disgust -- much like students when they receive an assignment sheet!


Project "GO" Advisory Committee
Meeting

February 6, 1970

TIME: 2:00 p.m.
PLACE: #212, Student Center

Members present:  C. Gallegos  J. Jordan  L. Overturf  D. Vela  W. Morrill  R. Carrillo  P. Bryant  F. Mason  D. Beckel

Guest present:  S. Smith

C. Gallegos presented his memorandum to Dean Hotchkiss on proposed admission procedures. He then asked for questions or comments from the Committee.

W. Morrill questioned item number 9 - what is realistic depended on the existing conditions.

C. Gallegos stated that the item was an example, and that a judgment would depend on the job market.

D. Vela suggested that it wasn't realistic, because not many minority students would have backgrounds able to support engineering or similar majors.

L. Overturf felt it shouldn't be considered as an admission requirement - that it has no bearing.

W. Morrill said that the major concern expressed on campus is that we have to help them find a major to fit their background.

L. Overturf - This criteria for screening applicants is acceptable for screening first-time freshman applicants - but only up to this point. There should be a lower limit cut-off. The amount of the budget will determine the number of students that are admitted into the Project. The possibility of a small pool of applicants from which to select could result in the admission of some very high risk students.
J. Jordan thought that item number 9 was more realistic - a multiple criteria evaluation.

P. Bryant inquired as to who would make the decision on admission.

C. Gallegos indicated that a committee composed of the Project "GO" staff will make the decision.

L. Overturf pointed out the dangers of the committee being composed of only Project "GO" staff. Faculty should be and wants involvement. A faculty council is investigating admissions policies to see about fairness - and plan a report. Was faculty involved in decision on education of minority? He suggested that the selection committee be composed of:
- Faculty member
- Student
- "GO" staff

D. Vela thought that item numbers 2 and 11 contradicted themselves. It was pointed out that class rank and GPA are not necessarily the same thing - factors such as class size can make a difference.

It was stated that the faculty is somewhat anti-Project "GO" because they had no say in the type of program and commitment.

C. Gallegos would like the reaction of this proposal by the advisory committee to be presented to him at the next meeting.

Steve Smith was presented to explain the subject for his masters thesis. He became interested in doing his thesis about Project "GO" after a suggestion by Student Development. Stated that he will do no interviewing of any kind with the students, nor contact them personally. All the data used in the research will be from existing information; no new information or data will be generated.

J. Jordan moved that the committee approve this study. L. Overturf seconded the motion. All the members present gave their approval, and the motion carried.

L. Overturf brought up the problem of advisors. Some "GO" students were not advised correctly, and are having serious difficulties. The advisors need to be brought together and shown that they should really be concerned, and should want the student to be successful.

J. Jordan felt that advising has to be different for minority students. It would be a good idea to have a meeting of advisors before pre-registration for the fall quarter.
P. Bryant suggested that an Orientation program for advisors be set up. Department heads could help by making the advisors aware of the kinds of problems involved with minority students. He suggested two major steps:

- One or two sessions to which all advisors are personally invited.
- Put out a two or three page list of basic guidelines for advising a Project "GO" student.

W. Morrill recommended R. Titley as having a good systematic approach to advising a student. He suggested that Titley would be a good man to train advisors.

C. Gallegos will schedule a meeting of advisors. It was suggested that it might be better to do it college by college.

L. Overturf recommended that Project "GO" get an early copy of pre-registration schedules from the registrar (Jim Thomas) and that paraprofessionals survey them for bad scheduling or excess number of credits, and then contact the advisor involved. Try and catch the mistakes before they become problems.

The meeting was adjourned at 2:45.
One of the reasons to which all students are primarily

interested.

Put one or two of these ideas into practical application for

advise a project with a student.

If part II recommendations of Title VII are carried into effect, this might be another way to train students.

It was suggested that a meeting of administrators be

for a college to go into a college to go to a college to go to a college to go to a college to go to a college to go...

The meeting was attended on 9-28.

James Hansen II
Asst. Professor of History
B-370 Social Science
The meeting was called to order by Alvin Rivera, Assistant Director of Student Aid, University of Denver, at 9:40 a.m. The audience stood and made the pledge of allegiance.

Dr. J. L. Blackburn, Vice Chancellor of Student Affairs, University of Denver

Dr. Blackburn welcomed the audience and was pleased with the turnout. He remarked that we had the manpower and the structure within our institutions which if mobilized in the right way might preclude the need for this meeting today. Back in the '30's, the student services were for the Anglo disadvantaged; now we still have the structure for it but are not geared for the disadvantaged of today. Our counseling, our financial aid, and our placement services seem to be still geared to the Anglo disadvantaged. He suggested that we take the resources that we have in our institutions and work together on this problem.

Claude Gallegos - Colorado State University - Steering Committee Chairman

This is the second of two meetings, the first one was on November 25, 1969, at Colorado State University. We decided there were too many holes in the program and that we really needed to do something in a unified way to serve all the disadvantaged people of this state. We believed that with proposals and recommendations of items related to education from these overlapping groups, we should be able to exert a great deal of influence. We decided to form a Steering Committee, and invite community people, high school people, and college and university people. The disadvantaged are damned tired of our studying them. They say we know just about all there is to know about them. What are we going to do with this knowledge? When are we going to put this knowledge to work? We need a concerted effort. The Steering Committee suggested a group of eight or ten people, two representing each subtopic on the program, with a number of people at large. Also, that we consider the type of institution to be represented, the regions, the districts of the state, and include the northern, southern, and western slope of Colorado. They suggested that the function of the Steering Committee be:

1. Give counsel, guidance, and recommendations to the Colorado Commission on Higher Education
2. To the State Legislature,
3. To the Governor and his staff, and
4. To the various institutions who could benefit from our experiences.

He suggested first getting a structure in which to operate, that students will be on the board after the committee is formed. Mr. Rivera added that in planning this conference, we tried to involve all segments of the community.

Dr. Frank Abbott - Executive Director - Colorado Commission on Higher Education

The Commission is a body of seven men appointed by the Governor; created in 1965, relatively new and responsible for the planning and development of statewide higher education opportunity, programs, and access to these programs. It has the
Dr. Frank Abbott - continued

power to review institutional budget requests, strictly advisory; the operation of federal programs, two of which cover construction of academic facilities and equipment for such facilities, and one for community service and continuing education, and developing information relative to these responsibilities.

The Commission's concern, in thinking through the nature of the higher education system, is that there is a paucity of educational opportunity in the urbanized community. The Commission recommended to the legislature that it create a state community junior college system. We now have three campuses in Denver which are interrelated, no duplication, but complementary to each other. The Commission welcomes any relationship to the group and the mechanism that will help to get the job done. There was a lengthy discussion in a question and answer session with Dr. Abbott concerning the need for an Hispano person to serve on the Colorado Commission on Higher Education.

Project Director's Committee Session - Manny Carrillo, Chairman

Why such a response? Mr. Carrillo mentioned that we have been giving lip service, but what are we doing for minority students? We have sat back, we have let them call the shots and make all the rules. Open door? Abundant opportunity?

8.6 Mexican-Americans are in higher education; 3% of the student population; and 3% of the graduating class. U Thant said "... the truth is, it is not the human, natural resources that limit us, ... we need a commitment." We need no dollars to make that commitment. Commitment now or violence eventually. What can we do to get our institutions to provide some program? Tear down the traditional restrictions; give the student a second chance, change the 60-45 hours needed before one can transfer; and offer supporting programs for marginal students.

Admissions Committee Session - Marcella Conway, Chairman

It was suggested that folders be marked "disadvantaged" in order to check progress or problems; and that names of students be referred to other institutions. CSU is contacting the community about students not in school. There should be a statewide effort to interest the community and a sharing of information. It was mentioned that at Foothill Jr. College in California, a judge sentenced juveniles to school. ACT test fee can be waived by the counselor by including a note to the Testing Bureau. Mention was made to differentiate counseling and advising and that students be recommended as counselors. Tape recording of the meetings would be helpful for future reference.

Due to the limit of secretarial help, the Committee Sessions on Financial Aid and Counseling were not recorded. However, the recommendations for all four Committee Sessions are clearly outlined below.

Ramon Hernandez of Por Favor entertained on his guitar.

Chancellor Maurice Mitchell - University of Denver - Speaker

Chancellor Mitchell was introduced by Bernard Valdez, Manager, Welfare Department. Chancellor Mitchell had just returned from a hearing for the National Civil Rights Commission to learn what is happening to the rights of human beings. Are we developing two societies - one in the cities and one in the suburbs - and if we are, what are the characteristics of these two societies? He mentioned one incident where
the city annexed a section of the city, applied for urban renewal to get rid of the slum and ran the one hundred families out. When you hear this in cold blood from the witness chair, you are reminded that we have a long way to go, not only in education, but in the simple fundamentals of living. A major industry in the St. Louis area was just awarded a multi-billion dollar contract by the Department of Defense. Appliance Officers, assigned to the task of identifying the ways in which that massive industry complied with the executive orders and legislation covering Civil Rights, testified that in their opinion, they were not in compliance. The frightening thing to hear is that an agency of the federal government would assign that kind of contractual agreement without even bothering to find out whether the federal monies being spent are available to men and women of every color, every race, and every creed. I was not cheered by the kind of progress our whole society is making. Progress must be made on all fronts. In St. Louis, I heard testimony from gifted, brilliant minority people, whose earnings are in the five figures, who could not find a place to live. So, it isn't just education, it isn't just a Ph.D; intellectual engineering solves the problems the way men treat other men, and the way majorities treat minorities. It's much more than that.

But you're here to talk about the problems of education. I don't blame you. I would fight for the opportunity to be fully educated and I would aggressively pursue institutions that would make that possible. The old platitudes you have heard, and in some sense they are true: sitting in these lush surroundings, I would wonder why the University of Denver, clearly a wealthy university, doesn't find the means to make more educational facilities available to minority groups.

The University of Denver, like most private universities, operates on the thin edge of financial disaster from year to year. Yet despite that, the University throws into scholarship funds some million, three or four hundred dollars, and more several thousand dollars in the form of loans. Who puts that money into scholarships? The faculty, the students, and the administration; by and large, it is not the outside community. We happen to live in a state where it is against the law to provide scholarship aid for any individual student or group of students of any kind who attend any educational institution over which the state does not have absolute control. There is an urgent need for an experience in higher education on the part of minority and disadvantaged; there is a need for such kinds of educational experiences as will provide leaders and professionals to meet the needs of minority and disadvantaged groups. There are institutions like this one which have no immediate solution to the problem. I have no answer to this problem. It seems to be increasingly acute, and, on some days, it seems best to turn to the federal and state governments and insist that some part of what we pay in taxes comes back in the form of scholarships. I'm not sure that's the answer, but it's an easy answer.

In 1957, the National Defense Education Act, that didn't have a cotton pickin' thing to do with defense, was passed; and those acts which followed have done, in their own way, tremendous things to improve the educational process in this country. Perhaps, clearly and distinctly, and identified for what it is, we should insist that the current educational problem, the agony of deprivation, in which minority and disadvantaged people find themselves in respect to higher education, be dealt with by separate legislation. But to look to the government for help seems to be unrealistic.
Chancellor Mitchell - continued

It isn't just being admitted to a university; it's what happens before and after. I am fully aware that I am generalizing, that we always generalize, and that the reverse of generalization is often angry denunciation. Perhaps here, today, growing out of this meeting, we can move a step away from generalization toward the particular.

What commitment can I make? Only this: that this problem will not be forgotten; that we will not unduly delay or stall; that we will do more than we can, at the expense of other activities; and that we will seek constantly to enlarge and enrich our resources for the specific purpose of providing an educational experience for the minority and disadvantaged population of our state, our region, and God willing, our country.

Howard Winestein - The Anti-Defamation League

The Anti-Defamation League has selected Louis F. Hernandez to publish several pamphlets on education for the culturally disadvantaged. He will be here March 4-6, 1970, and any one wishing to meet with him should contact the League.

Admissions Committee Session - Marcella Conley, Chairman

The need for communication was found to be paramount, especially when talking about minority students. A statewide recruiting effort was suggested and also that the talent search proposal be resubmitted together with a clearing house of applications so that a student might apply to more than one place and we could keep each other informed. Any high school graduate in the State of Colorado should be assured admission into any Junior College, at least, and any Junior College graduate should be assured admission into a higher four-year institution. It was requested that the list come in the spring instead of in the fall so there would be more time for the counselors to work on them. As soon as commitments are made to students and by students, other schools should be notified to eliminate the ghosts cluttering up our admissions procedures. Many people did not understand the waiver system and Mr. Chavez will get out the information about the waiver of the test fee. It was suggested that the application fee in the case of minority students be also waived.

Financial Aid Committee Session - Betty Miller, Chairman, Colorado Commission on Higher Education

We were concerned with the dissemination of materials to all who attend these meetings. We also discussed the need for better relationships between the financial aid offices of the institutions of higher education and the high school counselors. Many high school counselors are not aware of our state programs of financial aid for minority students who go into teaching and the Colorado Work-Study Program. At meetings such as this, it is most important that we have not only the people who are actively involved in the programs but more of the policy makers. We recommend that an invitation should go to every president urging him to attend or to send a representative; that the Steering Committee, as it develops, particularly in the area of financial aid, coordinate exchanges of information as to approaches for obtaining additional funds for financial aid and special programs. For instance, industries in Colorado and foundations might be more responsive to a coordinated approach then they would be to an individual institution of which there would be many. Insofar as a general
Financial Aid Committee Session - continued

tuition increase at the state institutions would and could mean additional tuition waiver funds for use in financing educational opportunity for the economically disadvantaged, we would support such a tuition increase. We feel a very strong future commitment should be made to begin a comprehensive study of a state-wide grant program with the money going to the individual student.

Counseling Committee Session - Dr. Carl Wahlburg, Community College, Denver

The liaison between high school and college counselors needs strengthening. We feel a real need to define "commitment." The institution could make the same kind of commitment to the minority student that it makes to the athlete. Both student counselors and professional counselors should be maintained. A comprehensive program is needed with these developmental courses: basic courses, English, communications, etc., to provide the support once the student becomes a part of the institution. There is a definite need in this state for one of the institutions of higher education to develop a counselor training program specifically oriented and sensitive to the disadvantaged or minority community. The term "educationally disadvantaged" is recommended. A longer educational program might benefit them: a five-year instead of a four-year program with individualized instruction. The counseling staff needs to become more involved with the whole student body, not wait for the student to come to them, but be aware of all the services within the institution as well as within the community to utilize all these services in the development of the individual. At the time the student withdraws from college, there is a definite need for counselor involvement to help with his placement in the next phase of his life. Colleges need to assume more active roles in the establishment of programs for minority groups. We suggest that these sessions be taped so that others can hear what went on.

Program Directors Session - Manny Carrillo, Chairman, Director of Mexican-American Affairs at the University of Colorado

The chief function of the Steering Committee would be to serve as a nudger. The thirty-one institutions of higher learning in our state must get together because we do have serious problems in lack of articulation as to what each of our functions is. Each institution has to assess its goals. What is its responsibility in articulating its programs to make it easy for the student to move from high school graduation to a BA? What about admissions policies? Should we use other types of criteria? Look over the application forms in respect to questions about a felony or a misdemeanor. What is the accountability of each segment that deals with the education of this student: elementary, junior high, high school? Representation on this committee should include students from high school, and students from our campuses. What do we mean by "Open Door Policy"? Open door to what? Graduation? Being flunked out? Additional failure? Utter frustration? We suggest a commitment by each institution that not only are we going to get the students to the campus, we're going to support them in every way - financially, socially, and psychologically - so that we can get them through. We need a long range commitment - five or seven years from now.
Committee Recommendations from the Chairman of Each Committee

1. Form a Steering Committee to give us some thrust in the state and communities.

2. Take into consideration the various positions of the members in their respective institutions.

3. Consider the geographic location (northern, southern, and western slope).

4. Include students and faculty, inasmuch as the faculty is the power on the campus.

5. Form a Task Force to give the Steering Committee some power and base to move into areas of the community, i.e., junior high and high schools, to facilitate communications at that level, and to support its positions on any of the issues we have discussed.

6. Encourage institutional representation - Junior Colleges, Community Colleges, and universities.

7. Include representative from the elementary school level.

8. Select eleven people on the Steering Committee.


A group of sixteen people was suggested to serve on the Steering Committee. Due to the time element, an expressed opinion was that this large, general body could not adequately select the correct kind of representation to serve on this committee that we are seeking.

At that point, Vice Chancellor J. L. Blackburn moved that a nominating committee of three people be appointed by the Chairman to prepare a slate of eleven to serve on the Steering Committee. The motion was seconded and passed.

Mark Hannon gave a report on the Master Recruiting List. After Mr. Hannon's report, Alvin Rivera then adjourned the meeting, addressing his audience as truly "distinguished guests."

After the meeting

The Chairman, Claude Gallegos, appointed the following three people to serve on the nominating committee:

Dr. J. L. Blackburn, University of Denver
Don Lucero, Colorado State University, and
Jerome Biffle, Counselor, East High School
April 3, 1970

TO: Project GO Advisory Committee

FROM: Paul Bryant

SUBJECT: Policy statements from President Chamberlain and Dean Hotchkiss

Attached for your information are copies of statements of policy concerning Project GO from President Chamberlain and Dean Hotchkiss, for your information. Also attached is a schedule card. I would be grateful if you would indicate your spring quarter schedule on this card, showing those times when you could be available for meetings of the Advisory Committee.
Recognizing the deep moral concern of a significant number of College students regarding recent events in Southeast Asia and the continuance of the war there, and also in light of the extraordinary circumstances created on this campus by the burning of Old Main, the Faculty of the College of Humanities and Social Sciences strongly urges each faculty member to give earnest consideration to the desire of some of our students to forgo schoolwork as usual in order to work in peaceful, constructive ways for the course of action in Southeast Asia they believe right, or to work for the maintenance of order on this campus; and if faculty members can in good conscience make arrangements with such students so that they not be penalized for not fulfilling their work at this time, they are urged to do so.
18 May 1970

DRAFT RESOLUTION

Be it resolved:
That the faculty of the College of Humanities and Social Sciences of Colorado State University reaffirms the absolute necessity in times of social and political crisis of maintaining regular University functions, and of prosecuting the pursuit of truth with especial vigor, since to do otherwise would be to betray a faltering conviction in the efficacy of rational dialogue and thoughtful discussion, and a consequent failure of confidence in everything for which the University stands.
Project "GO" Advisory Committee  
Meeting  
November 9, 1970

TIME:  1:15 p.m.
PLACE:  Room #359, Liberal Arts Building

Members present:  P. Bryant  
C. Gallegos  
R. Smedley  
W. Morrill  
J. Hansen  
J. Jordan

The Project "GO" Advisory Committee Meeting was called to order at 1:20 p.m. by the Chairman, P. Bryant.

The first item of business was the composition of the Advisory Committee. It was decided that due to the nature of their respective positions that the Project Director, Learning Laboratory Coordinator, Director of Under-Graduate Admissions, Ethnic Studies Director, and a member of the University Human Relations Committee be permanent members.

It was also recommended that one person from ASCSU, UMAS, BSA, and an unaffiliated student in Project "GO" be appointed. It was also felt that their term would be for one year; however, they could be eligible to serve for more than one year upon the recommendations of the Project Director. It was further decided that a Native American (Amerind) be represented on the Committee, and that C. Gallegos contact the respective student groups for their representative.

Faculty representation on the Committee was limited to five persons, who would serve on a two-year basis.

It was recommended that the President make his appointments in the Spring, and that the terms of service commence on October 15.

It was also decided that, in order to maintain continuity, the present members of the Committee representing the faculty, would serve for one or two years. Through the selection process, it
was decided that J. Jordan, W. Morrill, R. Titley, would serve for one year terms, and J. Hansen and P. Bryant would serve for two-year terms. It was also agreed that recommendations for their replacements would be initiated by the Committee, and submitted to the President for his consideration.

It was also decided that any eight (8) persons in attendance at a Project "GO" Advisory Committee Meeting would constitute a quorum.

C. Gallegos made a brief report on the progress of the statewide agency dealing with minority and economically disadvantaged students.

There being no further business, the meeting was adjourned at 2:15 p.m.
Project "GO" Advisory Committee
February 15, 1971

Time: 1:00 p.m.
Place: #362, Liberal Arts Building

Members Present: A. Amaya
P. Bryant
L. Chacon
C. Gallegos
R. Hill
J. Jordan
T. Morrison
P. Tate
R. Titley

The meeting was called to order by the chairman, P. Bryant.

C. Gallegos indicated that he would try and get additional copies of the U.L.L. Report to the Advisory Committee for the members of the Committee.

General discussion regarding the "Survival" report ensued. It was the feeling of most members of the Committee that it was not just admissions standards. R. Titley asked for students' ideas; L. Chacon stated that the paraprofessionals have been important. A discussion of the paraprofessional program followed. It was generally agreed that all of the supportive services played an important part in the academic improvement over last year.

The U.L.L. report was submitted.

A discussion of the increased emphasis on career counseling followed.

The members of the Committee then discussed the problems of failure of the educational system to prepare students for college.

R. Titley moved that R. Smedley, the Counseling Center, and the "GO" Advisory Committee initiate a feedback program to Colorado high schools and junior high schools concerning apparent deficiencies, academic and attitudinal, that disadvantaged students have when they come to CSU.

P. Tate seconded the motion; it was passed unanimously.

C. Gallegos presented a report on the CCHE proposal for state funding and the questions now pending.
C. Gallegos presented to the Committee the situation regarding the condition of assigning first quarter freshmen to the U.L.L. rather than work/study. Gallegos reported that in a recent meeting with J. Gordon, the Director of Financial Aid, Mr. Gordon explained the availability of funds during the different parts of the year. R. Hill questioned this interpretation. It was decided that Hill and Gallegos would discuss this with J. Gordon.

The final item for discussion was fall quarter grades for all students in the Project (above first quarter freshmen). Since some have a very low average, the question was: should these students be put on some kind of probation by Project "GO", since it is possible for a student above a first quarter freshman to continue for a full year without being academically dismissed. The main area of concern was the encumbering of financial aid for a full year by a student who was doing poorly. R. Hill pointed out that financial aid is awarded for the full year and the Financial Aids Office rarely monitors the regular students in an effort to withhold aid.

The Committee felt that no special probationary condition should be initiated for the "GO" students.

The meeting was adjourned at 3:00 p.m.

Submitted by,

Claude N. Gallegos
Director, Project "GO"
(Your critical study of these minutes is requested. If you find errors or omissions, please call me or send a memorandum. — C. M. Gallegos)

Project "GO" Advisory Committee
May 18, 1971

Members Present: T. Morrison  R. Hill
      R. Smedley  W. Merrill
      R. Titley  R. Jordan
      F. Bryant  F. Tate
      C. Gallegos

Time: 2:00 p.m.
Place: #364, Liberal Arts

Guests: Conrad Harrell
        Richard LaConte
        James Gordy
        Clifford Romero

The meeting was called to order by Chairman, Paul Bryant.

The first item of business was the R. Titley motion of February 15 proposing that a study be made, and that a feedback program be initiated. C. Gallegos read the motion -- That R. Smedley, the Counseling Center, and the "GO" Advisory Committee initiate a feedback program to Colorado high schools and junior high schools concerning apparent deficiencies, academic and attitudinal, that disadvantaged students have when they come to CSU.

R. Titley further discussed possible sources to be used in the compiling of necessary information:

1) "GO" students
2) U.L.L. Staff
3) Para-professional staff
4) Faculty resource staff
5) "GO" staff
6) Academic advisors

R. Smedley presented to Chairman Bryant a copy of his letter of resignation from Colorado State University.

W. Merrill expressed concern over how the findings would be conveyed to the appropriate parties.

R. Hill proposed that Project "GO", and the Office of Admissions cooperate on a joint effort to bring selected persons from throughout the State to a program on campus at which time this material could be presented. It was further suggested that the program follow a similar format as the previous workshop for community resource persons. Cost was discussed. It was felt that the cost would be nominal.
J. Gordon, Director of Financial Aid, explained the financial aids operation; he demonstrated the difference in the handling, and criteria for awards between the students on regular aid and those receiving aid through Project "GO". A chart illustrating the growth of the financial commitment to Project "GO" over the past three years was presented. Mr. Gordon then answered questions from the Committee relative to financial aid for Project "GO". The special handling and allowances were explained.

R. Titley introduced the subject of academic advisors, and presented some of the problems that existed this past year. He further suggested that Project "GO" request that each academic department specify two members to act as "GO" advisors.

C. Gallegos indicated that at this time a large number of faculty members had volunteered to serve as academic advisors to "GO" participants, and that they seemed to be well distributed over the various departments. C. Gallegos went on to explain the plans for coordinating the assignments.

C. Gallegos introduced the resignation of the UMAS representative, Larry Chacon from the Advisory Committee. Discussion ensued. The Committee felt that it would be inappropriate to pursue the subject further because of the pending Third World Coalition Proposal dealing with a Governing Board.

C. Gallegos introduced the subject of existing CSU students who were seeking admission into Project "GO". C. Gallegos illustrated some of the reasons for their requests, and also some of the overall implications for Project "GO" and the University if a large number of existing students were added to the program. W. Morrill suggested that each case be treated individually. It was the Committee's feeling that no single policy be adopted for the handling of these cases.

Being no further business, the meeting was adjourned at 4:15 p.m.

Submitted,

Claude N. Gallegos
Secretary, Project "GO"
Admissions Committee
Advisory

CG:1x
Women's Relations Office Committed to 'New' Role

The changing role of today's woman has prompted the creation and development of a unique office at CSU. Under the direction of Mrs. Cris Kelley, the Office of Women's Relations assists women students with personal and academic problems and promotes a continuing study of the status of women at CSU.

Mrs. Kelley has assumed the traditional functions of the Dean of Women, a position that has been gradually "phased out" here during the past three years. "Since there are no longer any university rules and regulations that apply specifically to women students," she commented, "my office is now primarily concerned with providing directional guidance to women students who seek our help."

The office was created in August, 1970, as a function of the Office of Student Relations, headed by Vice President Courlyn Hotchkiss. "Although women's relations have been de-emphasized at many universities, the administration here saw a need to maintain an administrative office for women as long as that office took a different approach than the traditional one," Mrs. Kelley added.

One of the main duties of the office is a continual assessment of the role of women in relation to the university, both at the faculty and student level. The Office of Women's Relations is coordinating studies of university programming and advising to determine if such programs deter women from achieving their educational goals. In addition, the office has undertaken a study of the female faculty ratio and is hoping to accomplish a more equal distribution of male-female faculty. There are currently 121 women faculty members employed in the approximately 1,000 positions available, and more than half of these faculty members are employed in the home economics and women's physical education departments. Through her office, the administration is working to achieve a more balanced picture, she said.

Mrs. Kelley, with the assistance of two paraprofessionals, works with women's groups on campus, such as Associated Women Students (AWS), and advises women students who become involved in major disciplinary action at the university. Her office is also available to faculty members who wish to assist students in solving personal and academic difficulties.

State Board Discusses 1971-72 Budget

Discussion of the 1971-72 CSU budget, including salaries and tuition, are expected to highlight today's meeting of the State Board of Agriculture. President A.R. Chamberlain will ask the governing board to approve salary levels of each staff member. The total cost will approximate 4.3 per cent above the current year for faculty and administrative-professional personnel as directed by the board at its meeting last month.

Chamberlain pointed out that 3 per cent of the increase would be in gross direct salary with the balance in benefits.

He said salary increases for county extension and forest service personnel will be in accord with the legislative narrative while all other increases average a little more than half the level authorized, but not funded, by the legislature.

Probable increases in tuition will be discussed, but the President pointed out the matter cannot be decided until June since Governor Love probably will not have signed the legislation by the time of the meeting.

Tuition figures for CSU as contained in the bill approved by the legislature are $410 per year for resident students and $1,640 for nonresidents. Student fees are expected to hold at this year's level of $156.

Total budgets being considered for the various activities at CSU include: Resident Instruction, $26.7 million; Extension Service, $4.7 million; Experiment Station, $3.9 million; Forest Service, $730,000, and Contracts and Grants Research, $15 million.
**INSTRUCTIONAL DEVELOPMENT**

(From the following is a report prepared by Dr. G. James Francis, assistant professor of management in the College of Business regarding "An Experiment in Lectureless Courses in the Teaching of Fundamental Management (BG 301)." This experiment was made possible through funding by the Office of Instructional Development and the cooperation of Dr. Frank Vattano, director of O.I.D.; Dr. Donald Dobler, Dean of the College of Business; and Dr. Val F. Ridgway, chairman of the Management Area. For a more detailed report of the research please contact Dr. Francis, College of Business, B-206 Social Sciences Bldg., Ext. 6787.)

Due to heavy student enrollments and the requisite staff commitment to the teaching of the Fundamentals of Management course (BG301), this study was designed to test an alternative to the traditional lecture method of instruction. The experiment was premised on the belief that a new pedagogical mix can be utilized that will ease the staffing requirements of providing long introductory courses without sacrificing the quality of instruction. By making use of pedagogical capital that was not available when the lecture system evolved it is possible to lower contact hours without decreasing credit hours.

In the Winter quarter of 1970-1971, Section I of BG301, meeting Monday through Thursday at 9:00 a.m. was taught without the use of lecture-exams. One group met on Mondays and Wednesdays and the other on Tuesdays and Thursdays to discuss the assigned readings. Thus the contact hours for the students in the lectureless section were cut in half.

The same body of material was covered in both sections. Although the internal testing programs were slightly different, performance on the common final examination was quite similar; the mean score being 78.8 for Section I (lectureless) and 79.0 for Section II (lecture). The standard deviations were 6.87 respectively. In addition to the internal test an external exam designed to measure the general knowledge of the students in the beginning of the course and again at its conclusion. The mean scores of the external exam were not significantly different. In fact the mean improvement (the difference between the pre-test score and the post-test score) for Section I (lectureless) was slightly higher than that of Section II (lecture).

An attitudinal survey was conducted at the end of the quarter in order to learn the students' opinions of various methods of instruction. Points were allotted on the basis of three points for the most preferred, two points for the second choice and one point for the least preferred. The table below includes the number of votes cast by students who provided a complete ranking of the various methods of instruction. It is interesting to note that students who have taken a lectureless course have a much higher regard for that method of instruction than those who have not.

The results of the research appear to support the hypothesis that pedagogical capital can be successfully substituted for the lecture approach in the teaching of Fundamentals of Management. While it is recognized that it is difficult to maintain generations based upon the results of our experiment, the data gathered seems to suggest the potentials of the lectureless method of instruction. By allowing the student more freedom in the allocation of his time and in the formulation of his own particular philosophy with respect to the subject being taught it is hop that the advantages of new pedagogical techniques will accrue to students and faculty alike.

**CAMPUS POLICE BEAT**

by Wayne Teegarden
Chief of University Police

In this column I would like to estab-lish some guidelines to assist persons in properly reporting crimes to the CSU Police Department for investiga-tion.

If you are uncertain as to whether a crime has been committed or not, contact the police department. A crime is commonly defined as an act committed or omitted in violation of a public law which either forbids or commands it.

Law enforcement and the prevention of crime is a community problem and cannot be successfully accomplished by the Police Department alone. Your help is needed to report crimes as soon as possible.

The apprehension of a criminal, recovery of stolen property, or the im-plantation of preventative measures will be directly affected by the amount of time allowed to elapse between the commis-sion of a crime and the arrest of the perpetrator and the time it is reported to the Police Department.

There is always evidence at a crime scene. The proper collection and handing over of evidence is imperative to the identification of the perpetrator and any subsequent prosecution.

A crime scene should be left undisturbed until the police arrive. Evidence which may appear as unimpor-tant or unrelated to the crime may be of significant value to the police investi-gator. Your cooperation in promptly reporting crimes and in not disturbing the scene of a crime will greatly assist the Police Department in investigating crimes and apprehending the person responsible.

**GRAPHICS**

Ron Splittgerber
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Mike Adams

**COMMENTS**

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**PRODUCTION MANAGER**
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**GRAPHICS**
Mike Adams

President Replies to......

Genesis and Third World Coalition

Reply to Genesis

Mr. Robert Evans
530 South Whitcomb
Fort Collins, Colorado 80521
Dear Rob:

In response to the list of demands which you presented on behalf of Genesis and Student Mobilization Committee on April 20, the following paragraphs are provided:

1. "That an elected student-faculty committee be created to review policy and consider guidelines for the governance of CRU..."

1A. The Faculty Council of Colorado State University, through its numerous student-faculty committees, is charged with developing and revising policies and programs relating to most facets of academic and non-academic life at the institution. ASCSU has authority to appoint any student it deems appropriate to fulfill membership responsibilities on numerous committees, through procedures authorized by faculty government.

2. "That the administration endorse and implement representative participation by students on all university governance boards and commissions.

2A. In addition to the statements made in Response 1A, the administration and faculty of CSU wholly support the principle of student participation. Usually, there are more opportunities for students on boards, commissions and committees than there are students willing to devote the time to serving on the groups.

3. "That the administration endorse...a binding referendum for History Department students and faculty...on the reinstatement of Robert Baker..."

3A. The administration will not endorse any referendum on the question of the reinstatement of Robert Baker.

4. "That the administration insure equality to women on campus...and that the university provide day care centers for children of the university community...

4A. Colorado State University is making a concerted effort through the development and implementation of its Affirmative Action Plan and is actively involved on the local level in the implementation of the program.

4B. The institution has no current plans to provide University-sponsored day care facilities, however, the CSU Commission on the Status of Women has placed top priority on evaluating the need for such centers and has already developed considerable background materials on the current status of day care facilities in the immediate area.

5. "That the administration accept and implement the recommendations of the Chicano, Indian and Black students..."

(Continued on p. 4)
Reply to Third World Coalition

April 30, 1971

Mr. Gallegos and Mr. Amaya:

TO: The Third World Coalition (B.S.A., UMAS, ADI)
FROM: President A.R. Chamberlain

RE: Recommendations of April 20, 1971

This communication is in response to your April 20 statement outlining objectives relative to programs of interest to UMAS, BAS, and AIM.

Most of your concerns are shared by the faculty and staff of Colorado State University; certain others appear to be the result of inaccurate information. Probably the best way to respond to the points that you have raised is to outline what the University is endeavoring to accomplish in the area of educational opportunity for disadvantaged students, recruitment of minority faculty and ethnic studies. Discussion of some of the problems involved may also be helpful.

In financial aid. In the third year, 1970-71, 296 students have been enrolled and it appears that $385,959 will be expended. For 1971-72, or next year, it is anticipated that the program will be expanded, if financial aid becomes available to CSU from state and federal agencies. This has been accomplished in a period of four years despite severe budgetary restrictions at the state and federal level. We feel that the evidence clearly indicates that the University is committed to a long range program to provide limited financial aid to disadvantaged students, many of whom are from minority groups.

The question has been raised as to whether or not Project GO is a "high-risk program." Since only students are recruited whom the University has reason to believe will succeed academically in the programs offered by the institution, it probably can be classified as a "limited risk program." Applicants to Project GO are given every opportunity to demonstrate reasonable academic potential. No single criterion for admission has been utilized. If, after reviewing a student application, the Project GO Admissions Committee (composed of minority students, faculty, and staff) feels that there is a reasonable chance of success, he or she will be admitted. Through the first year, 63 students were enrolled and $315,693 was provided as support. The second year, 289 were enrolled and $385,959 was provided as support.

This extent, Project GO has been a "high risk program." You should be aware that very few students who would be classified as "high risk" apply to Project GO. Further, substantial numbers of the minority students who do apply are very well qualified academically. In the face of limited financial resources, this poses the question of whether or not these well qualified students should be denied admission and support in favor of "high risk" applicants. I believe the limited resources on disadvantaged students judged to have a reasonable chance of succeeding at CSU. We should not commit high risk students to have them face early academic dismissal.

The recruitment practices of the program have been questioned. The University has recruited aggressively disadvantaged students from Colorado high schools and community colleges, to the extent that there are approximately 340 new applicants for Project GO on file for 1971-72 and 176 have been cleared for admission to date. Students, faculty members, high school counselors, and community leaders have been encouraged to assist Mr. Gallegos and his staff. It appears that recruitment of minority students is a not a serious problem - finding students financial aid funds to support them is the critical problem.

The criticism has been made that minority students do not participate adequately in the decisions related to minority programs. Minority students sit on the Project GO Advisory Committee and the Project GO Admissions Committee. They have full voting power and when combined with the minority faculty and minority staff members, they constitute a majority on each committee. The criticism that these committees do not have full authority to operate the program can be made. This is true, since to a large degree all administrators and University committees face this problem. The final authority rests with the faculty, the Governing Board, and the Commission. Most significant, with each year more authority is being removed from campus administrators, faculty and Board by various state and federal government agencies. Thus, it simply is not possible for an administrator to delegate final authority to a committee when he does not have that authority to delegate.

Although recruitment and admissions are problems separate from financial aid, a majority of the disadvantaged students will need some type of support from the University. This support can be in the form of financial aid or other assistance. This assistance is available to students that are cleared for admission to Project GO and the University. The amount of such aid is determined by the Office of Financial Aid according to the degree of financial need. The total amount of financial aid available to Project GO will be increased by 30% since 1969-70. The exact amount of financial aid to be budgeted for 1971-72 has not been determined due to two factors. First, all state financial aid funds to support them is the critical problem. The basic calendar is set by the Registration Committee of the University community through normal media channels. The basic calendar is set by the Registration Committee of the University community through normal media channels. The basic calendar is set by the Registration Committee of the University community through normal media channels. The basic calendar is set by the Registration Committee of the University community through normal media channels. The basic calendar is set by the Registration Committee of the University community through normal media channels.

(Continued on p. 5)
SUMMARY OF RESPONSES TO RECOMMENDATIONS

Recommendation I:

The University always is willing and eager to sit down with representatives of minority students and discuss in detail the various aspects of the CSU program.

Recommendation II:

We would be the first to acknowledge that the minority student programs are not perfect - but we have made substantial progress and expect to make more progress in the future. The institution has not turned its back on the problems of underrepresented students; it has reordered its priorities so as to provide funds for disadvantaged students to enable them to enroll at Colorado State University.

SUMMARY OF RESPONSES TO RECOMMENDATIONS

Recommendation B:

That minority students with grade-point averages sufficient to be accepted (plus 2.5) on regular financial aid and admission through regular channels be given special consideration by regular Financial Aid and Admissions.

Recommendation X:

That Project "GO" be revamped by deleting the present Advisory Committee and all other advisory committees and establish a board which has complete responsibility for the maintenance of Project "GO".

Recommendation II:

That the Governing Board of Project "GO" be made up of 2 students from BSA, 2 students from UMAS, 2 students from the American Indian Movement, the Director of Project "GO", the two assistants of Project "GO", and Leo Overturf.

Recommendation IV:

The exact membership of the board or committee for this purpose is to be a matter of deliberation during the coming weeks. There seems to be a difference of opinion as to who should participate and to what degree minority faculty members, and others should be involved.

Recommendation V:

That the University supports and encourages full participation by minority students and staff in the decision-making process of all minority programs here at Colorado State University.

Recommendation XIII:

That Project "GO", or any other institution, make an institute in the teaching of the Mexican American student program with the intention of admitting minority students as to ways and means that standards established by Faculty Council, and the Board can best be applied to minority students.

Recommendation VI:

That a definite timetable of implementation of programs recommended be established with equal minority-faculty proportions.

Recommendation VII:

That the financial aid to students of Project "GO" accepting financial aid be given full need in relation to actual parent's income, summer earnings, or affidavit of non-support.

Recommendation VIII:

The admission standards of Project "GO" be completely established by the Governing Board; this will continue to be the case. We will continue to see that the advice of the label of minority status (Continued on p. 7)
C. & G. Continued

logists who have received substantial college-level training in specific fields of science and engineering to provide effective assistance to senior research and development personnel in industry as well as universities. Funds may also be requested for the development of new curricula, courses, instructional material, and methods.

SPENCER FOUNDATION SOLICITING EDUCATIONAL PROPOSALS; SPECIAL EMPHASIS ON BEHAVIORAL SCIENCES

The Spencer Foundation of Chicago has announced it is actively seeking proposals in line with its broad interest of improving the educational process at all levels and in making education available to more individuals throughout the world. More specifically, the foundation is primarily concerned with "the problems of recognizing human intelligence and creativity, of developing such competence where it exists, and of defining and controlling conditions that hinder its development." Initially, the Foundation plans to foster three kinds of activities: (1) to encourage younger scholars, especially in the behavioral sciences, to examine the problems mentioned above; (2) to encourage promising graduate students to devote themselves to a serious search for ways of improving the process by which we become educated; and (3) to help graduate students, especially in the professional schools, to develop new educational ideas which would be institutionalized either within the framework of existing enterprises or by founding new enterprises.

This office has recently received information concerning the types of programs that the Environmental Protection Agency (EPA) will support. Please contact the Proposal Office as to the eligibility of CSU and addresses and further information regarding the various programs.

EDITORIAL BOARD:
Professor Steve Lamoreux, Dept. of Technical Journalism; H.S.B. Linn, Dept. of Technical Journalism; Dr. R.L. Wiggins, College of Business; Mr. James Bennett, Director of University Communications.

Send material for publication to CSU COMMENTS, c/o Technical Journalism Department, C-225, Social Sciences Building, by 5:00 the Thursday before publication. Telephone is 491-6310.

8 CSU COMMENTS

Dr. Edwin Ullman, scientific director at Synvar Associates in Palo Alto, California, will lecture on "the chemistry of some stable radicals and their use as spin labels" in C-101A, new Chemistry Building, tomorrow, May 14, at 2:00 p.m.

The Speech and Theatre Arts Department's production of Shakespeare's Macbeth opens tonight in the Johnson Hall Theatre. The play will also be performed this Friday, Saturday, and Sunday, May 14-16. Curtain time is 8 p.m. Tickets may be reserved by phoning 491-5276.

Michael L. Kovacic, assistant professor of mathematics, is the author of a new textbook titled Mathematics: Fundamentals for Managerial Decision-Making. Contents include business applications of basic algebraic concepts, matrices finance, linear programming, probability, differential and integral calculus. The text is suitable for use in two-year and four-year colleges and universities. It is planned to be used next fall in the M180 course.

ENTOMOLOGY SEMINARS FOR MAY

24 May "Age distribution in insect populations and assessment of effect," Dan Walstrom. 3 p.m., 127 Agriculture Bldg.
31 May "The design of sampling plans," Perry Marolf. 3 p.m., Agriculture Bldg.

Nobsene

The Faculty Club is presenting an art show in the Cherokee Park Room of the Student Center Monday through Saturday of next week. The Club will also serve coffee to faculty and guests after the opera performances May 20-23 and invites the university community to take advantage of both the art and the opera.

Dr. Terry Lantry was elected president, and Dr. Dwayne Oglesby was elected vice president at the regional meeting of the American Business Law Association held here last Saturday, May 8.

The program of the annual meeting was designed for both the accounting and law professions. The topic centered around "ethics and the accounting profession." Papers presented by Dr. Lantry and Dr. Dan Lyons were discussed by a panel which included representatives from the Internal Revenue Service and the American Institute of C.P.A.'s.

A REMINDER

The deadline for submission of your Reserve Book lists to the library for Summer Session is May 16.