

YOUNGSTOWN STATE UNIVERSITY

ORAL HISTORY PROGRAM

YSU History

Black Student Experience project

OH 2253

Malcolm Costa

Interviewed by

Tilisia Williams

on

October 9, 2023

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Interviewee: Malcolm Costa

Interviewer: Tilisia Williams

[Cassie Nespor present and on record near the end.]

Subject: YSU History - Black Student Experience

Date: October 9, 2023

TW: This is an interview with Malcolm Costa for the Youngstown State University project on the Black Student Experience. This interview is being conducted in the University Archives. Today's date is October 9, 2023 and my name is Tilisia Williams. Hello Mr. Costa. We're going to just run through some basic questions. And then I'll allow you to tell your story in full. And you're allowed to say and speak whatever you feel and whatever you want. So let's start with, where did you grow up? Where are you from?

MC: I'm from Akron, Ohio. I was born and raised in Akron, Ohio. My parents were immigrants from the United Kingdom and a barber.

TW: What was it like growing up in Akron, Ohio?

MC: It was idyllic. It was fun, challenging, and an extremely unique experience. I was the oldest of seven children and the first of everything. Including the first to go to college in my family, and the first to graduate. The only time that I've kind of been away from Akron is the time that I spent working in Youngstown, for about four years at the university.

TW: Where did you go to school?

MC: I went to Akron Public schools then graduated from the University of Akron with a bachelor's degree and master's degree. I spent one year in a doctoral program.

TW: Can you speak a little on what you did after coming to YSU?

MC: Before I came to YSU, I had done many different kinds of work. I “worked” my way through college although as a junior or senior I took a full-time job at the IBM Corporation. And I worked there for five years, during which time I completed my bachelor's degree and I began my master's degree in Public Administration there, at the University of Akron.

TW: And you spoke about this a little bit before the interview started, but can you tell the story of how you started to work here at YSU, with you and Al Bright?

MC: Well, when I was in graduate school, Alfred Bright did a lecture on African American art for the class that I was taking. And it was very interesting and out of that we started talking and became acquainted and found that we had a lot in common and a common interest. We started visiting each other at each other's homes with our families for the next couple years. And as I was explaining, within the department of Black studies at YSU there had been an initiative from the state which provided funds for developmental education and Youngstown State chose to administer that with the Black Studies program, mostly to Black students and other students of color where they provided tutoring and peer counseling to students who were struggling academically and who were in the lower third of their high school graduating class. Later, as the program evolved, the funding was substantially increased, and a decision was made by the University to establish the program separate from Black Studies. And so because of Al Bright's involvement in it... Previously he was actively recruiting for candidates or those who were interested in the position of Director of the developmental education program. So, Al talked to me about it and I became interested and then did some research concerning the program and determined that there was a lot of potential for helping students with academic and social challenges who were who are coming to the University. So I applied for the program and proposed that and that it be expanded from just Black students to students who were having academic challenges as well as students with handicaps, students who were coming to college with a primary language other than English, and also students who otherwise were facing difficult challenges and unique challenges within the within the University.

TW: You almost mentioned earlier that even though you had developed an interest in the position, you were getting pushback from people on the Board, was it? Who didn't want you to take the position?

MC: Well, actually because it was because it was new and the strategies and student groups who were going to be eligible was somewhat unique. The Deans were quite interested in the possibility that their enrollment would be impacted by the plan and the proposals that I had presented. And as a result, they were quite concerned, and in fact wanted to interview the candidate who had been proposed for the position. And as a result, the process dragged out for about nine months, including interviewing with all of the deans. I interviewed with I believe four of them at one time. And then the other ones I interviewed either individually or maybe in two. And as a result of the interviews and the proposals that I had made, as a result of just getting an understanding of the of the program, as well as the groups of students who were challenged academically especially coming into the university, the Deans collectively decided that I shouldn't be the person to be hired for the position. Later on, after that the Affirmative Action Director who was also Assistant to the President by the name of Hugh Frost, he heard that that this had happened and he began to look into it. In fact, I had an opportunity to meet him as well. And he challenged the Deans. He believed that they had acted in a discriminatory fashion toward me as a minority, and he suggested that they reconsider and vote again on whether or not to support my hiring. And as a result of Hughes' challenge, as well as their deliberation, the Deans changed their position and unanimously agreed that I should be appointed to the position.

TW: What was some of the things you did? What was some of your actions you did when you first started?

MC: Some of the proposals. First of all, one of the things that we did shortly after I was hired in March of 1974, and one of the primary proposals was that there be a summer program- a "summer institute" so to speak that targeted students with challenges coming to the University in the Fall of that year. So, students, students who were targeted and invited to participate in the summer project were students first of all who had low ACT scores (15 and below), students who were graduating in the lower third of their high school graduating class, as well as students that may have had challenges with language maybe do not speak a primary language in English for example. In particular focusing on students in the Youngstown area who spoke Spanish as a primary language, i.e. the Puerto Rican community.

So those were the groups that were invited to participate in a month-long intensive summer program. And during the summer program, they worked with peer counselors. They had extensive orientation to the University to assist them with Financial Aids, with various areas of University that would be most helpful to them as starting freshmen, as well as extensive orientation to University various departments, and then also focusing on focusing on math and in English. Then at the end of the program we had a two-day retreat, where we took the students to the Salt Fork State Park. I think everybody enjoyed it. And the students really became much more ready to learn, and also understanding the resources and the challenges of University. And in fact, I did my master's thesis on the program and compared students who were incoming freshmen who had participated in the in the project with those who were

coming to the University and did not have this kind of intensive support. You know, comparing them several years later about their status in school, graduation, their grades and so forth.

Tw: And what were some of the specific improvements or differences that you saw on the students who participated in this program versus students who did not?

Mc: Well, there wasn't enough time for graduation [during the study], but there were a few that had graduated. But mainly the grade point averages and whether or not they were able to stay in school were primary ways to evaluate the program. And we found there was a measurable difference between those who had participated in the student development experience versus those that did not and were from similar background circumstances.

TW: And this program started in 1974. How long did it carry on for after the first original groups?

MC: Well, I was here between 1974 and 1977. And then after I left, the program did continue for a short period- maybe two or three years. But I'm not sure how it continued and whether or not all those elements were a part of it. But I do know that it did continue.

TW: Earlier you mentioned Hugh Frost and how he did some work with affirmative action. And I also, whilst reading on you and doing a little bit of research, I saw that you did work with affirmative action as well- but not necessarily with race, but more so with people who did have those disabilities, that they shouldn't be discriminated against when it comes to being employed and finding jobs after college. Can you go a little bit into more detail about your work with affirmative action?

MC: Well, I would say the aspect of affirmative action that I've worked with as a part of the student development program mostly was on behalf of students with handicaps. At that particular time, the campus was very difficult to navigate and was not handicapped accessible. In fact, it was before the Disabilities Act I believe in 1976. But things like, first of all, students being able to even get in buildings was difficult because doors weren't wide enough. [In] many cases, doors were too heavy for students who had challenges in those areas. Things like accessible bathrooms. Just in this in general, a number of other things. For example, one of the things that we did in the student development program was that we had some students who were hired as peer counselors or they were part of our staff and what they did is they, for students with visual challenges, they would read their assignments every day and the students

would read their assignments onto [cassette] tape. And then the students would come every day and pick up tapes so that they could listen to their assignments that they had challenges with, you know visual challenges with reading.

TW: What was some more work that you did with the with the peer leaders? I thought that it was very interesting that you had specific orientations catered to peer leaders in order to help them become more successful with helping these students with these certain challenges. What improvement did you see with the peer leaders?

MC: Well, the peer counselors... I mean we did some training for them, but mostly the peer counselors were there to provide support and guidance, and just play a role in helping students with some of these challenges: with their academic or even social. Another group too that I did not mention was... another group that we focused on... well, actually two different groups. One were students who were coming to the university having grown up and going to school in rural areas where because there were a lot of places where in rural areas where schools are much smaller and for example, there may be a very small graduating class or even the school was relatively small. And so then coming to say Youngstown, even at that time based on this the numbers of students at the school was a very different kind of environment for students coming out of rural areas. So that was another group that we focused on, as needing assistance and additional support. And the final group were students who were older students returning to school after, for example, their children got out of school. We defined it over 30 [years old], which doesn't sound real old, but if you've been out of school for 10, 12 years, and sometimes women who may have had children and focused on that and then decide to go back to school, the circumstances may have changed. They decided that they wanted to go back to school. So that was another group of students that we thought were important to try to provide additional resources and experiences and ways in which they would have a greatest chance of being successful.

TW: Can you explain more about the work that you did with those two groups of students? Can you start with the rural area students? That's really interesting to me.

MC: Well, for rural students, you know the same kinds of support- that is peer counseling. You know, matching them with other students who were upperclassmen, who had been trained and oriented to try to work with them, just to help them understand the resources and how to connect perhaps socially and academically in other ways, as well as even helping them find their way so to speak. Even navigating the campus. Identifying ways that that they could identify resources and satisfy other needs that they had. As well as identifying social groups, ways to communicate and, work with their professors and so forth. In pretty much the same ways that

other students needed help. Each group and perhaps each individual may have had different challenges and different needs that let's say a peer counselor would address with them.

TW: Students who come from rural areas and students who come back to school over 30 are two very specific groups of people to help. Why did you feel that these two specific areas of people were important to help? Why did you feel like they needed that extra help?

MC: Well, just based on the unique circumstances and challenges that they faced in coming to an institution. Because at that time, there may have been about 15,000 students at YSU. But for some students who come out of different circumstances, that's a very, very daunting challenge. For example, if they're rural students, there may have been more students than there were *people* in the community where they came from. If the school was very small- in some cases it may only be 100 students in the whole school- so coming to a place such as this at that time was a pretty big deal and something that could be very, very, challenging.

TW: You don't really hear about programs like that anymore. How did you go about getting those programs started? How did you get the University to see that these specific areas were important and where people needed that extra special help?

MC: Well, first of all, you know there were earmarked funds that came from this state that were not necessarily provided for exactly that purpose, but the university had flexibility on the way that they use the funding. Many schools kind of focused on, like Youngstown did previously, focused on Black students for example. But there are many more students with challenges that would create difficulty with them being successful and with the goal of being able to graduate from the university. You say well how did it actually happen? Well, it was more of a creative opportunity and that we took to the various populations or various groups at the University. So when we talked to, for example, Registration, or Financial Aid, or Admissions, or various administrative offices on campus, they understood the rationale and they understood what we were trying to do. So we got very good cooperation from various groups on campus. I'm talking about the various offices on campus. I can't recall any group that really didn't understand or didn't agree that what we were doing addressed the particular need for students. I think we had very, very good cooperation from the campus community.

TW: You mentioned earlier that you and Al Bright were not only colleagues but friends as well. Did you do any work with him around campus towards helping the students?

MC: Well, in the student development program pretty much came... They didn't call it that. They called it developmental education. We called it student development. But since it had evolved out of Black studies, Professor Bright and the Black Studies program were very instrumental and very helpful and cooperative in being able to carry out the work that we were doing. So he felt, and they felt, that it was something meaningful and would be helpful for students. So, we worked closely together whenever the opportunity came up.

TW: What kind of work did you guys do together?

MC: Well, for example, they would make referrals. Some students may not have understood what we were trying to do, and maybe came in contact with the Black Studies program. And they were advocates for our program and what we were trying to do. Then we would have Professor Bright come in and talk to the students and just work with us in other ways. We may have needed some cooperation with respect to facilities or different needs and I think we could pretty much depend on them to be supportive.

TW: You mentioned that you were here from 1974 to 1977, and then you started to transition more into doing community work. How did that transition begin to happen and lead to you leaving YSU?

MC: Well, first of all, when I started the job, I lived in Akron. And I had a family and so I commuted back and forth to Youngstown, which there were challenges related to that. But after several years, I determined that I needed to either relocate to Youngstown and actually be a part of the community or find another job back in Akron. In fact, I saw a couple of positions here, but that didn't materialize. So I ended up taking a job in Akron. We didn't end up moving, but I was prepared to do that.

TW: How did you begin your work with the Community Action?

MC: I had done some previous work with Community Action when I graduated from University of Akron. I was doing some volunteer work with the debate. I met the Director of Portage County in Ravenna, Ohio, and found out about some of the things they were doing. I started as a volunteer and then they offered me a position. So I worked there on a part-time basis before I took the job at Youngstown State. So being [that there are] Community Action agencies in every county in the state, where I live in Summit County, they were looking for an Executive Director. So, I applied, and I was hired there.



TW: What were some other things that you did as Executive Director at Community Action?

MC: Well, what we do is facilitate... help the poor with programs, with training, and many different strategies designed to help people help themselves. And so that's pretty much what we were involved in.

CN: This is another student working on this project, her name is Jamiyah. This is Malcolm.

MC: Fantastic.

CN: She's just going to sit in on the interview too.

MC: Very nice to meet you.

JD: Very nice to meet you too.

MC: So yeah, Community Action is throughout the whole state of Ohio in every county. And in fact, there's a Community Action agency called Youngstown Area Community Action Council. Actually now it's called MY CAP. Mahoning Youngstown Community Action Council, same thing.

TW: Have you ever collaborated with other counties to do work within the community? I'd assume so.

MC: Yeah, I'm very involved in a number of statewide associations and groups that work together throughout the state related to for example Head Start. That's one of the things that we do is we run the Head Start program. Head Start and just a number of different other strategies, to try and help people improve their circumstances and focusing on anti-poverty.

TW: And going from education into the Community Action, helping people within like circumstances where they are impoverished, how was that transition for you? Was it any different?

MC: To some extent different. Although it involves a lot of the same work. I mean for example, early childhood education- which the best and the most focused is the Head Start program. So, with Head Start, dealing with not only preschool children, but also families and parents, helping them understand how to work with their children as well as developing their resources and involvement in the community and as a result developing skills that could help them with employment. These things are really intertwined. For example, the student development program here in Youngstown State, came out of some of the work that I had done with Community Action Agency and Community Action Program. There's a lot of common philosophy and programs and strategies and so forth and so on. So, it's kind of another aspect of the same type of work.

TW: While you were here in Youngstown working on the student development program, did you guys do any community outreach or community work within Youngstown?

MC: Yes. The groups that we talked about earlier, for example, the students who had a language other than English- mostly Spanish- we worked closely with groups that were kind of aligned and did community work with those groups, mostly OCCHA [Organización Cívica y Cultural Hispana Americana]. You familiar with OCCHA?

CN: My boss is Ana Torres. She's very involved in the OCCHA community here.

MC: So, I served on the board with OCCHA for some time, and we worked with the Community Action agency here since I was familiar with that. So that was another group. Robert Christian was Executive Director at that particular time. So, we engaged with them. We engaged with groups interested in working with the handicap. So, with all those groups, based on the criteria that we set up, we would do work with groups who aligned with those particular challenges or organizations. And basically, that's the same type of work as Community Action- its doing something in a little different way.

TW: So what were some things that you did while working with OCCHA?

MC: Well, I served on the board, and it's been so long now.... But the gentleman there, in fact, he went to work for the State of Ohio. I worked with him in some other ways. So for example, one of the things we did was a leadership development program. We took 25 students from East [High School] and 25 students from South [High School] at the time was open, 25 students

from Wilson [High School] ... Leadership Development. So, we brought them together at the University. The first time we did, I think that we had four schools. So, we had a hundred students that came to the University for a day and we worked with them. As a matter of fact, the Community Action agency here in Mahoning County was a part of that as well. So, we did leadership development and helped them understand some of the resources in the university. We didn't talk very specifically about saying Youngstown State, I mean except that we were on Youngstown State's campus. But the idea was to help them understand the needs, interests, and strategies for college. For example, academic improvement and so forth. We did two years. The first year, we had those four schools. It may have been two, but the next year we expanded it and added more. Because East was kind of one of the cores because of Alex Murphy. He was the principal, who was probably somebody that you've never heard that name before in your life. We were talking about 1970...71...72 before you were even born. You weren't born either! [laughter] So, it was just kind of integration of students, of schools and the community and the University just trying to build resources, trying to help students identify paths that they may be interested in taking, introducing them to resources at the University, as well as just in general helping them to do some thinking about leadership and development in school. Your parents were probably in those programs. [laughter]

TW: That program itself only lasted for two years, you said? Why was it only two years?

MC: Well, I have to assume that it didn't continue after I left. It was last the last two years that I was here that we did those things.

TW: And you still do that kind of work within the Community Action. What kind of changes have you saw in the community as a result of these different programs being put into place?

MC: One of the differences between what kinds of things that we were doing then and now is that we have about 250 employees and in a lot of cases we're hiring folks, like some of the parents and some of the people who have been successful in understanding and taking advantage of the educational opportunities and then they're looking for jobs. One of the intents is to actually hire people who can be helpful in building the community and taking the same message to some other folks.

CN: I have some questions. You talked about your interview process that you had to go and interview with all the deans because they were concerned about enrollment. I don't understand. What were they were concerned about? That their enrollment will go down?

MC: [nods]

CN: Why?

MC: Well, I think there were concerns. They never really told me. I think they were concerned that we would influence them [the students] on the academic program that they would choose. In fact, at the same time, either as another strategy or as something that maybe came out of some of these conversations, there was another policy put into place for English and Math [classes], where students were offered an opportunity to take classes and then, instead of failing the class, if they didn't get an A, a B, or a C, they would get "no entry" for grades so they would not flunk out. Have you heard of that?

CN: A "no entry?" No, I don't know if they still do "no entries." Sometimes you get some extra time to make up an incomplete.

TW: I think they did something similar during COVID. Like kids who were failing classes, they had the opportunity to get something that wouldn't affect their GPA. It wouldn't show up as a failing grade.

MC: So if you didn't get an A, or a B, or a C, it wouldn't give you a D or an F. Basically just a "no entry" like you never took the course. But happened was, there were some students who tried and took the course like five or six times. And, of course, they have to pay for the course five or six times. They don't get any failing grades, but they don't get any grades.

TW: They don't get it completed.

MC: Right. And in order to graduate at that time, you had to have these courses. So a lot of students would end up dropping out anyway because they never were successful in passing the course. So that was a real concern because they have to pay for the course four or five times and they were never were able to successfully finish it. So, at some point, they just they discontinued that.

TW: Its only in special circumstances, like with COVID, that they still do that. I know one person who did that. I don't know what they call it now, but it was very similar where it was like if you

fail it, they count it as you never took it. But you had to retake it. Because there is no credit, because its like you never took the class.

MC: Right. But to me- and probably a lot of other people- the biggest problem is that the University... I went to the University of Akron. The University of Akron had a general college which means that when you come to school, you had to take basic courses first. And then once you've gone through basics as defined, then you go to your college. So it would mean that you can't go all the way through to the end – until you're a senior about to graduate – and then you haven't taken basic English. And then you take basic English a number of times and never get through it. So that was one of the things that to me was missing and that would be more helpful if there was a general college. So you didn't just come in and skip math or skip English and go and take upper level courses. But I think that's the type of thing the Deans were afraid of when I was coming, that that might lead to a situation where... the challenge with that is the student who could come in to the University and say I want to do Engineering. If they went through the general college, they would end up going into a different major. Which would then change the make up of the University, in relation to the number of majors here or there then relates to the Deans. They get some kind of prestige, they get paid or something, based on the number of students that are majoring in that particular area.

CN: You were talking about the different student groups you focused on. You said: low ACT scores, people who graduated in the lower 1/3 of their class, people who didn't have English as a primary language, rural schools, and then students over 30 [years old]. This was a time before email. (Not that everybody reads their email now.) How did you communicate and recruit these students in the 1970s?

MC: The old-fashioned way. We'd send them letters. You identify them first of all and then we'd reach out to them through the mail. Invite them to participate, sign up.

TW: How long did the process of recruitment normally take with sending people letters and their waiting for the responses. And then getting back to them. That sounds like a tedious process.

MC: Well, it was continuous. A lot of it also came through because we also provided tutoring. So students who were struggling in some subject would come and try to get a tutor. And we also had peer counseling to try to help them with non-academic [issues].

CN: Right. Other things that are contributing to their poor performance. Ok. And did you keep statistics on the success of these students? Was that from your department? Or was that mandated from the University or the state because of the funds? You said you used some for your thesis and I was just wondering what kind of statistics you kept and how you tracked the success of this program because it was new.

MC: We used the graduation rates as well as the grade point averages to determine success. Like I said, in essence I wrote my thesis on it. I was very interested in the success of the program above and beyond just the job. Being able to determine the impact based on what various measurements. We did determine a significant difference between the students who were enrolled and participated in the student development program compared to their peers with similar circumstances who did not participate. Although it was inclusive in that there really hadn't been enough time. We were looking at their grade point averages as well as some may have graduated.

CN: I thought you could describe the students as you knew them in the mid-70s. You said campus looks a lot different, feels a lot different, today. For the benefit of the students who may listen to this interview years from now, what was it like? You'd come to work. What were some of the students you would run into on a daily basis in your department or in your program? It sounds like you had a wide variety of students who used the program, but do you have any generalizations about the students that were here?

MC: It was about the students, but it was also about the University in general. For example, it was a lot more like high school than say it is now. In part, just the campus. Walking over here when I came in, it's a lot different. I starting coming to Youngstown State, just to visit, never for academics, like in the 70s. It was more like high school. In the sense of the campus. The streets, just regular streets, came through the campus. I mean, it wasn't like a thoroughfare. It wasn't like everybody came through, but you could drive through.

CN: Right, Elm Street went through.

MC: There were certain streets that went through. In fact, Elm Street at that particular time was the edge of campus. On the other side of Elm Street, there were businesses and some houses.

TW: If it's that way, its either Bryson or Wick.

MC: It wasn't Wick. Wick was like a main street. On the other side of Wick, there were some offices. It wasn't like it is now. I think Jones Hall was on the corner of Bryson [Lincoln] and Wick, and then on the other side of street it was pretty much all businesses. The campus did not extend. The campus was kinda confined to an area. And then the upper end- the street that borders Kilcawley and then the gymnasium was across the street- that was a city street. That wasn't part of campus either. Pretty much that street and Bryson Street [Lincoln Avenue] were the edges so to speak.

CN: Do you want to say anything about the students? How you found them? Were there particular kinds of students that came to this university? How did they compare to other students, maybe the ones you saw at Akron since you were coming right from Akron? The feel of campus was probably different than Akron.

MC: Somewhat, but the University of Akron was not that much further ahead. It had some of the same characteristics. The University of Akron is a very different place now as well. But the students were like these students. (Motions to two students sitting in the room)

CN: Always the same!

MC: The students weren't really that different. It was the teaching and facilities that really were much less like an Ohio State or some of the other school that were further ahead of these schools.

CN: What did you bring with you today?

MC: A few things. You mentioned Al Bright. Back in 2012, Al Bright performed at the Akron Art Museum. We were a part of supporting that project. This is the photograph he gave me. This is Al Bright here. This is in the atrium. This was not unusual for Al.

CN: Right, he kinda performed the art work. There were musicians...

MC: As a matter of fact, I was with him many times when he was doing what he did here. He had a jazz band over here. In fact, he used to this also in his basement. I spent a number of times.... He would have about 8 canvases up at a time. He would go from one to other. Switch

back and forth. We would play music. As a matter of fact, that Marvin Gay album, "Let's Get it On." The first time I heard that was on that trip to New York City when we went. We stayed at an apartment of a friend of his in The Village. That was the very first time I heard that, in 1973.

TW: What was that experience like watching Al Bright paint? Watching his creative flow?

MC: It was exhilarating. Usually other things went with it, like wine. Wine went with it and sometimes some other things. I really enjoyed that. I had a few of his paintings.

CN: This [motions to a painting hanging in the room] is a collage he made for a faculty member hanging here. Nellie Dehnbostel was in Biology I believe and the Dana School of Music. This was a collage he did to honor her retirement and he donated it to the University Archives.

MC: He painted that? I would say he was one of the most influential people that I know. I really enjoyed his family. I met a number of them. I hope to see him again sometime. I suppose I will!

CN: Did you bring something else? Is there a program?

MC: You mentioned handicap students. The Student Development program got involved with basically advocacy for handicap students. That was a program that we were a part of that role.

CN: [Reads:] Conference on the Needs of the Handicap. Saturday, Sept 20, 1975 in Kilcawley.

MC: One of things that had happened was advocacy and the administration wasn't particularly thrilled about the advocacy that we did. We got on the wrong side of some people. One of them was the President. We had an advisory committee and we did a report on the needs of the University related to handicap accessibility- elevators, bathrooms, topography, a lot of different things. And so the President was not very happy with me because we issued a report with recommendations. That didn't make us the most popular around.

This is an article from when I started.

CN: There's something else in there.



MC: These are some things I pulled out of my archive. This was the first summer project we did.

CN: This is a Jambar article titled "Project Success in School begun by dedicated Penguins and staff." August 1, 1974- with a photograph.

MC: That was the first year that we had the summer program.

CN: Very cool.

TW: I wonder if this is the one I read? There were a lot of articles on these from the 70s.

CN: Is there anything else you'd like to add?

MC: I think we covered it pretty good.

CN: Thank you.

END OF INTERVIEW