IN MEMORIAM

CLYDE C. COLVERT

Clyde Cornelius Colvert, a former dean of the College of Education and the "father" of the Community College Leadership Program at The University of Texas at Austin, died Friday, October 18, 1991. He was born in Clarksville, Texas, on September 29, 1899, to Walter and Lou Ella Colvert. He was married to Lottie Mae Melton in 1923 and had one daughter, Marguerite Freeman, four grandchildren, and one great-granddaughter.

Colvert received a B.S. in Education degree in 1929 and a master's of arts degree in 1930, both from the University of Arkansas. He earned a Ph.D. from George Peabody College in Nashville, Tennessee, in 1937. He was superintendent of schools in Arkansas from 1917 until 1926; served as dean of instruction at Central College in Conway, Arkansas, from 1926 until 1931; and in 1931, became the founding president of Northeast Junior College (that later became Northeast Louisiana State University) in Monroe, Louisiana. He continued in the presidency until November 1, 1944, when he moved to Austin, Texas, to become a professor in the College of Education and consultant in junior college education at The University of Texas at Austin, establishing what was to become the premiere doctoral-level program in community college leadership in the United States. Colvert directed this program from 1944 until his retirement, effective January 1, 1971. After retiring from the University, Colvert enjoyed remarking that he retired only from the payroll, and he continued to serve as a consultant in college administration, master planning, and finance to numerous junior colleges across Texas and the nation.

During Colvert's tenure at UT, 139 individuals obtained doctorates in junior college administration. As well, he served as chairman of the Department of Educational Administration and for one year as dean of the College of Education (1964-1965)—agreeing only to an interim term until a permanent dean could be selected, preferring to continue to direct his junior college administration program. In 1960, Colvert secured a grant of
$193,000 from the W. K. Kellogg Foundation to create and support the Training Center for Junior Colleges at UT.

[The program was officially named the Community College Leadership Program in 1971.]

Between 1948 and 1961, Colvert published over 30 articles in professional journals; between 1948 and 1965, he supervised to completion 65 doctoral dissertations—more than the combined total of three of the largest departments in the University. Remarkably, in a single year, 1963, he steered 11 new Ph.D.'s to their degrees and also served as dean of the College of Education. The Official Records, 1944-1965, The University of Texas at Austin, document that since the early '50s, it was a rare commencement when his graduates did not number four or five.

Colvert actively supported numerous professional organizations and was elected to serve them in a variety of leadership positions, including: president of the American Association of Junior Colleges (1940-1941), president of the Southern Association of Junior Colleges (1939-1940), president of the Association of Texas Colleges (1954-1955), and executive secretary of the Texas Association for Junior College Board Members and Administrators (1941-1971). In 1982, at its national convention, the American Association of Community and Junior Colleges recognized Colvert's national contributions and services to the community college movement by bestowing upon him its most prestigious National Leadership Award.

A community servant, as well, Colvert was an active member of the Austin Kiwanis Club, setting for himself, early on, the goal of perfect attendance—a goal he achieved over 54 consecutive years. He was a member and a deacon of the University Baptist Church, where he served on numerous administrative committees and taught the Men's Sunday School Class. And he was a founder and director of the Northwest Savings and Loan Association in Austin’s Northwest Hills.

While his University responsibility was teaching college administration to doctoral students, it was in the conduct of his own life that Colvert taught his students about the importance of working hard; being positive, enthusiastic, and of good humor; being true to one's own high principles and standards; having high expectations of
oneself and others; generously acknowledging the accomplishments of others; and being a responsible custodian of the social good. Colvert was, indeed, the quintessential teacher.

[Thomas M. Hatfield, current Dean of Continuing Education at The University of Texas at Austin, completed a dissertation in 1966 about his teacher and friend, C. C. Colvert. Entitled A Junior College Man, it carefully documented and annotated Colvert's educational activities during the years 1931-1944, when he was the chief executive of Northeast Junior College in Louisiana, and briefly touched upon his years at UT through 1965. It is to this record of Colvert's early professional years that various segments of this tribute are especially indebted.]

Colvert is described by professional colleagues and former students as a dynamo--talking, thinking, and moving fast. In the early 1930s, Colvert learned to fly, and he flew his own airplane regularly between Monroe and Baton Rouge or New Orleans, where he negotiated for his Northeast Junior College with Huey Long and his associates. Back in Texas and at UT, and well into his 60s, Colvert enjoyed piloting himself across the state, dropping into Texas communities for college site visits. His travels by car were legend, as well; many colleagues and students can graphically describe whirlwind trips across the Texas countryside and across the nation to college campuses and professional meetings, Colvert pushing his Oldsmobile 98 to the limits.

Doak Campbell, Colvert's major professor at George Peabody University, speaking in the 1970s about the Colvert of the 1920s, said, "He was perpetual motion then, and is perpetual motion now." Well into his 70s, Colvert kept a busy professional schedule and was often seen dashing up and down three or four flights of stairs. Tom Hatfield recalls observing one of Colvert's mad dashes--when Colvert was well into his 70s--and catching up with him to ask if he had ever considered slowing down. "Yes," Colvert replied, "and I have decided to save that for my old age."

Colvert's positive and indomitable spirit pervaded his daily life. If he ever had a bad day, few would have known it. Moreover, his positive attitude was contagious. Colvert simply believed that "the best will always happen," as a friend put it, and he did not allow himself or others to entertain the notion that he or they might fail to achieve a desired goal. Students learned not to utter the word "can't" within earshot of Colvert. A former president
of Cerritos College at Norwalk, California, and Colvert's first successful doctoral student, Jack Mears recalled that the first time Colvert ever talked to him, he not only agreed to accept him into his course of study but asked him what his dissertation topic would be. "I thought he was kidding," said Mears, "but when he asked me the same question a few days later, I knew he was dead serious."

Colvert's optimism and genuine, profound respect for individuals came to life in his classrooms. Colvert's students learned that he had great faith in each of them as individuals, that each would accomplish something significant for humankind. He was both an inspiration and a help-mate for his students—he made each believe that he would meet his own and Colvert's expectations, achieving the highest goals and objectives that both Colvert and the student himself had set. As his teachers at NJC would report and as former students would recall, Colvert expressed such strong beliefs in their abilities to perform to the best of their abilities and to accomplish their goals that they were even more determined and were further motivated to accomplish them.

Colvert acted upon his strong sense of responsibility for the growth and development of his students. When Colvert was CEO of NJC, he made every effort to relate to students as a real person. He wrote a column for the students in the Pow Wow, the student newspaper, entitled "Colvert's Corner." Some excerpts from these columns clearly portray the roles Colvert sought to play as supporter, friend, and wise counselor. In March 1936, he wrote the following, asking the students for their assistance in improving the program of student activities:

I want your college life . . . to be both profitable and pleasant. The courses offered as well the professors teaching them are the best. I am, however, not satisfied with our college activities. I do not believe the present ones meet all your needs. The activities committee of the faculty, as well as I, need some suggestions from the students themselves . . . to make college life more profitable and pleasant.

Another letter, on Armistice Day, 1940, was about student responsibility, and on that occasion he related it to student participation and student activity:
Student responsibility is made up of whatever responsibility each individual student is willing to assume. To paraphrase a statement, "What kind of college would this college be if each student were just like me?" Each student is a vital and important part of this college. Such student body membership carries with it individual responsibility. This student responsibility is connected with the Student Council, the freshman and sophomore classes, the various clubs, and all other college activities. Think of your student responsibility and then meet it.

Colvert's teachers at NJC recalled that he expected them to work to their fullest capacity for their students. Many remembered that Colvert frequently devoted time in faculty meetings to discussing grading practices, emphasizing the need to be fair to students. "If they haven't learned it," he admonished, "you haven't taught it." At other times he would say: "If you think they (the students) are doing poorly, you should go see where they come from. It (the experience) would make you feel they are doing marvelously well." And with regard to students (and others') shortcomings, he frequently would say, with sympathy, "To know all is to forgive all." One of his NJC teachers remembered: "He made me think that freshmen were the most important people in the world. Even today, and he has been gone for over 20 years (this was 1966), I feel especially guilty if I think about him after they (students) have made bad grades."

In 1938, through his column, "Colvert's Corner," Colvert made a special appeal for rapport between students and teachers. He wrote:

January 18, 1938

TO THE FACULTY AND STUDENT BODY:

One of the greatest traits of personality is that of sympathy and understanding.

Faculty-student relationship based upon this principle means that the faculty is interested in seeing to it that the students are given quality work in a worthwhile manner of teaching, and
that the student is interested in doing worthwhile work which is of standard quality. Both
have a pride in the work done. Each sympathizes with the other in the task to be done, and
each does his level best to understand and to cooperate in the performing of those tasks.

Referring to the above principle, I believe you can and I think you will.

Cordially,

C. C. Colvert

Colvert idealized the junior college as a democratic institution, emphasizing that it opened the door to
college attendance by many who otherwise would be excluded from higher education. He made an effort in Monroe
to use the junior college, in his phrase, "to popularize education." One of the many ways by which he acted on that
belief was active involvement with student recruitment. Each spring and summer, in preparation for the following
fall semester, Colvert took entertainment groups of NJC students and representative faculty members into public
schools and told high school seniors of the opportunities awaiting them in the junior college. In his customarily self-
effacing manner, Colvert described his own role in the recruiting entertainment as merely making "a few feeble
remarks" to the audiences of students and teachers. Colvert reported that his recruiting methods followed this very
simple procedure: He would go to the drugstore where there was always some high school student serving as soda
jerk and other high school students sitting around. He would go over a list of questions with them, such as where do
you live and where are you going to college? He would get the names and addresses of at least three other students
from everyone that he saw, and sometimes he would even go to see a student's father at his work and talk to him
about the low cost of attending the junior college and the student activities that would be available at the college for
his son or daughter.

To further support students once they came to NJC, Colvert found employment on campus. During the
New Deal, he had students working for 25 and 30 cents an hour, digging around the shrubbery, washing windows,
and working in the library. He secured the support of local businessmen who were generous about lending or giving
truly needy students money for tuition or books, or both. And when he came to UT, the welfare of his students and
their families continued to be foremost in his mind. Many former students reported that he loaned them money, that they had exchanged dissertation chapters with him through the mails, that he had portions of their work redone at his expense, or that he had paid to have their dissertations typed and bound. Colvert once sent money to help a student whom he had never met, a student who had entered the UT program several years after Colvert's retirement. After learning that the student was in financial difficulty, Colvert called to ask how much he needed and sent him a check posthaste. Such was the character of a man who held steadfast to a responsibility for the welfare of his program and all of its students.

Furthermore, Colvert worked to create a campus environment at NJC that would make all students feel welcome; he did not want students who were in dire economic straits to be embarrassed about their conditions or made to feel inferior. For example, many students had to bring their lunches to school in brown bags or pails and would avoid eating with other students who could afford to buy better meals in the cafeteria. Colvert tried to persuade all students to eat together in the college cafeteria, whether they brought their lunch or purchased it at school, saying, "Come in even if you only want a glass of ice water." In fact, he promised them that if they would come inside to eat, "I'll come in there and eat with you."

Colvert believed that the institution had an educational responsibility for the students' academic training, as well as their personalities and leadership skills. He included this sentence in the NJC catalog, during the latter years of his administration: "Education should do a great deal more than produce scholars"--the college should assume "responsibility for the development of its students as well-rounded personalities."

And Colvert was not timid about that responsibility; he directed and participated with students frequently in informal college-related activities. Stories abound, and this is but one. In 1935, the college football team became the national junior college champions. And although the championship was repeated in 1937, school spirit did slump on occasion. A former teacher at the college laughingly recalls how Colvert reacted to the slumping school spirit at a college pep rally: "I can remember when the cheers were not going well how he leaped on the stage a number of times and led cheers--that is no imagination. He did that!"
In his dissertation, completed in 1937, (later published by the Louisiana State University Press under the title of The Public Junior College Curriculum) Colvert recommended the proper functions of a junior college, based on the trends he detected in junior college curricula. Herein he demonstrated his great talent for seeing the "big picture" and for thinking about issues and strategies in dimensions the size of which the average college administrator would never visualize alone. Colvert was one of the first to embrace the broad array of educational services that have allowed the community college to establish itself as a dynamic institution of American higher education. He recommended:

The junior college curriculum must make provision for general education as a unifying agency in the development of citizenship and cultural background.

An adult education program should be an integral part of every junior college curriculum.

The junior college must provide a functioning guidance program in order that its offerings may be of greatest use to its students.

The accrediting agency should permit the junior college to construct its curricula so that the needs of the institution might be best served in keeping with the objectives of that institution.

These functions since have become standard educational programs of the comprehensive junior college: pre-baccalaureate, adult education, vocational-technical, and general education in concert with suitable counseling.

After completing his dissertation and returning to Northeast Junior College, Colvert attempted to put this comprehensive junior college concept into practice. He began by promoting an adult education program at the college under the auspices of the Louisiana State University extension division, and he vigorously urged adults to enroll at the college. On August 6, 1937, he ended a radio address with these words:

... Mr. Citizen, man or woman, you are interested in personal development; you do want to improve yourself. The way to do it is to act now. Take advantage of the opportunity and
let your needs be known. Choose one of the courses already announced . . . and come to the
organization meeting to enroll.

As well, Colvert attempted to launch a trades school, or vocational school, in NJC. In a radio broadcast on
October 19, 1939, he declared that "northeast Louisiana desperately needs a vocational school to teach skills which
are of an inestimable value to our state and which are not being taught." And while he was able to gain legislative
approval for a vocational school in 1940, he was not able to secure the funding to support it. Nevertheless,
beginning in 1940, the Department of Agriculture and Home Economics was created in the college for the purpose
of offering "terminal" courses, as well as transfer courses, in those fields. Colvert said he wanted the new terminal
courses in these two areas to "carry what the high schools were doing just a little bit further."

Colvert's intense interest in national defense and his commitment to broad curricular offerings created a
special interest, as early as 1938, to secure a Reserve Officers Training Corps Unit for the college. Furthermore, as
an enthusiastic supporter of the federally financed Civilian Pilot Training Act of 1939, he was likewise determined
to get a flight school for the college. He succeeded with the aviation program first, and the program began in
September, 1939. Then, as the aviation program began its second year, September, 1940, the college took charge of
the entire operation, becoming the flight contractor as well as the ground contractor. But the five-year Civilian Pilot
Training Act of 1939 expired in 1944, and so did the program at Northeast Junior College. However, Colvert
believed that the civilian training program popularized aviation and cited as support for this belief the large number
of students enrolled in the program. Years later, there were still many who remembered that the most zealous and
feverish student-pilot was C. C. Colvert himself, and a quarter-century later, his autobiographical sketches included
a reference to only one hobby--aviation!

While Colvert was at Central College in Conway, Arkansas, he observed that the public tended to "build a
wall around you as a college person," and when he went to Monroe he decided that no such wall would exist
between himself and other citizens of the community. He emphasized, "a public educator must know what they
[townspeople] are thinking and keep them informed about education." Even in his earliest professional years,
Colvert prophetically described the philosophical notion that today is at the heart of community colleges' activities: These colleges must be of and for the communities they serve.

It was through Colvert's activities and participation in the Texas Junior College Association, the Southern Association of Junior Colleges, and the Southern Association of Colleges and Secondary Schools, among others, that he came to the attention of Dr. Frederick Eby, professor of history and philosophy of education at The University of Texas. Dr. Eby, long a protagonist of the junior college, invited Colvert to attend the University summer "conference laboratory in junior college education" as a paid consultant in 1943, and Colvert accepted. Eby and Colvert had much in common--a similar interest in religious activities and a knowledge of the problems of the church- and state-related colleges.

As Eby began planning the University's "Junior College Laboratory Conference" for 1944, he asked Colvert to play an important role--specifically, that of director. The president of The University of Texas in 1944 was Homer P. Rainey, who had "long thought that the junior college was going to be one of the most dynamic factors in American higher education." Rainey and Eby had agreed that a program of junior college education should be established at the University. Eby mentioned in a letter to Colvert in April, 1944: "We are trying to build a center of junior college leadership for the Southwest at The University of Texas." Rainey recalled that he sought to determine what the University of Texas should do "to have a real place" in the development of junior colleges, and he called a group of junior college leaders in the state to his office in Austin and asked them what the University's role might be in this development. The leaders had the answer: "The conclusion was that the best thing the University could do would be to bring an outstanding junior college leader into the University to develop the field of junior college education, to train people for junior college administration and teaching, and to act as a professional consultant/advisor to the junior college leadership in the state." Members of the group unanimously agreed that Colvert should be the man to fill this position, and they went immediately to encourage Colvert to become a member of the UT faculty.
But, in considering Colvert's papers for his joining the UT faculty, Benjamin F. Pittenger, dean of the College of Education, said that he gave serious thought to the associations that Colvert had made during his tenure in Louisiana. In the academic world, Huey Long's style of government and his habit of dipping into public coffers for friends and favors had been regarded as despicable; and Colvert had had a long-standing relationship with Long, frequently inviting him to Northeast Junior College and being photographed with him on occasion. Furthermore, Colvert's Monroe acquaintance, L.P. Abernathy, had been charged by the state with "direct and indirect pecuniary interests, knowingly, willfully, and feloniously" profiting in private transactions with state agencies. And, moreover, Colvert had had frequent contact with the administration of the former Louisiana State University president, James Monroe Smith, who had gone to prison for embezzling at least $200,000 through LSU accounts. Colvert had had almost weekly contact with Smith during the embezzling years, serving as a member of Smith's "administrative council of the University" [LSU], and publicly describing Smith as "our great forward-looking president...."

However, Dean Pittenger became satisfied that Colvert was, as one of his character references had written, "clean as the proverbial hound's tooth." As one character witness testified about Colvert:

When I last knew him I do not believe he had ever entertained a crooked thought. I would expect Colvert's conditioning, which made him honest in the first place, to keep him honest even among people whose ideals were not his own.

Such forever was the character of the man. Colvert was always true to himself. His personal and professional lives were played out with a strong sense of maintaining his own integrity and high moral standards. Never to be held hostage or unduly influenced by powerful individuals or seductive situations and opportunities, Colvert survived, unscathed, a Louisiana political system that lured many to their professional deaths.

But, Colvert had mixed feelings about leaving Monroe, Louisiana. His ties there were deep--there were attachments to the college and his church, his friends, and civic activities in areas other than the college. He saw World War II coming to an end and felt particularly sentimental about being "there when my boys come home from the war. I have a good job where I am." Yet, as Colvert remembered many years later, it was time to move on.
After several weeks of soul searching, he informed President Rainey that he would accept the proffered position if
the University's Board of Regents approved unanimously his appointment. On September 29, 1944, the Board of
Regents, with no indication of dissent, did--

Appoint Dr. C. C. Colvert to the unfilled position of Professor and Consultant in Junior
College Education . . . effective November 1, 1944.

In keeping with a schedule that reflected his incredible drive and astounding high-energy, Colvert worked
through his last day at NJC and left late in the afternoon of October 31, 1944, for Austin, where he was to go on the
payroll the following day. On November 1, 1944, from the desk in his UT office, he wrote a four-sentence letter to
his secretary at Northeast Junior College. He made mention of the "lovely moonlight trip" to Austin that ended with
his and Mrs. Colvert's arrival at 3:30 a.m. on November 1 and his setting up in his new office, but the letter closed
with "I miss NJC." So after 40 years, C. C. Colvert was back in Texas. And was he ever!

Christine MacAuliffe, whose historic and most tragic space flight ended her life but left forever her
memory with thousands, is credited with the phrase: "Teachers touch the future." It is that singular influence on
future generations that provides an undying dimension to an individual life. That reality makes the following story
especially poignant. In 1977, Colvert, along with other University recipients of AACJC national awards, was being
honored at a formal dinner sponsored by officials of the American Association of Community and Junior Colleges,
other dignitaries, former students, colleagues, and friends of the recipients. The evening wore on as recipients made
too-lengthy acceptance speeches. Colvert was scheduled to speak last on the program, and by the time he stood to
make his remarks, the time scheduled for the entire event to conclude had long since passed. Some would say that
Colvert then bowed to the lateness of the hour and the discomfort of the audience that had been sitting for such a
long time; others who knew him well would agree that he was merely behaving typically: Colvert stood, thanked
the AACJC officials for the honor, thanked his students en masse for their fine accomplishments, credited them with
success, and then asked "his boys" to stand. Attendees remember that fully two-thirds of the audience stood!
Colvert then took his seat without making any formal remarks. His actions had literally become words "writ large."
As Hatfield, in his eulogy, reminded those who mourned Colvert's death: In London's St. Paul Cathedral, there is a plaque on the wall with a simple epitaph of its planner, Sir Christopher Wren: "If you would see his monument, look around you." And, Colvert's monuments can be seen indeed all across this nation—in its colleges, in their students, and in their leaders.

As a consultant in the planning and design of colleges, Colvert masterfully combined a time-honored knowledge of building specifications and financial support structures and a keen ability to explain both plans and positions. He could explain the complexities so simply that all could understand them, and by doing so he became a driving force of community college growth and development for 40 years. And the magic wax that always kept discussions gliding smoothly toward a positive end was Colvert's keen wit and humor. Hatfield recalled that as a student he had occasions to observe Colvert convincing a group, usually of college trustees, that his plan for the design of their new or expanding college was both feasible and justifiable. He seemed to always get what he wanted because the individuals became persuaded that they wanted it, too. He thought ahead of his audience, he anticipated each question, and he was ready for each with a quick and vivid retort that conveyed both humor and wisdom.

And as he masterfully persuaded college officials to plan well, it was obvious that Colvert was simultaneously thinking of the students that these buildings would hold and the welfare of generations that would be measurably improved. He was, in effect, working for them during those critical moments as planning decisions were being shaped and made. It was then, at these moments that he was making good on his life-long commitment to be a responsible custodian of the social good.

Colvert's students, many of whom would go on to become the leaders of the nation's junior and community colleges, were most fortunate to be trained by a unique professional who so cared for them personally and professionally, and for the community colleges and the students they would serve. He presented a model for setting and pursuing professional and personal goals, while demonstrating unswerving high standards and impeccable integrity. Such teachers never die, for they live through the lives of their students and the lives of all that these
students will touch. He chose his students carefully; he believed in them, helped them dream dreams, and finally helped them make their dreams happen.

By all standards, his students have done well; many rank among the Who's Who in American community colleges. The majority of them have lived out their professional lives in junior college education, but those who have gone outside the junior college have assumed major roles in professional education or significant administrative positions in public and private concerns. They have, indeed, proved out Colvert's now time-honored belief that all administration is essentially the same, whether conducted in the educational arena or in others.

Robert McCabe, president of Miami-Dade Community College (Florida), and a 1991 recipient of the Harold W. McGraw, Jr., Prize in Education, remembered: "I don't think there's anyone who has ever been more helpful to graduate students than C. C. He was also the one who got me interested in community colleges. He was my mentor." Alfredo de los Santos, vice chancellor of the Maricopa County Community College District (Arizona), remarked that he received a dozen calls shortly after Colvert's death, noting that this legend in his own time had "incredible impact on the individual lives of the people he touched... and on the movement. He was my personal mentor for life." R. Jan LeCroy, former chancellor of the Dallas County Community College District, and presently President of the Dallas Citizens Council, said Colvert helped him make the transition from the corporate world to education. "He was really the primary reason I went into community college work." Richard C. Richardson, professor of educational leadership and policy at Arizona State University, noted: "Anyone who was one of his students never thereafter lost contact with him. You kept in touch with him, and he kept in touch with you."

John E. Roueche, current director of the Community College Leadership Program, recalled that on his first day as the new program director, among the items presented him by Colvert was a list of all former and present students of the program, complete with their present positions, titles, and addresses. Furthermore, Roueche recalled, "If they had died, Colvert knew where they were buried!" What a sincere compliment he paid to his students as he annually searched them out! What a genuine expression of interest in their personal and professional lives! And
what a model he provided for creating and keeping alive a unique network of professionals who individually and collectively were making a dramatic impact on the community college movement.

In C. C. Colvert's 40 years in junior college education, he never lost confidence in the ability of junior colleges to dramatically impact the very social, educational, and economic tapestry being woven as America's future. On one occasion, while counseling the young president of a new junior college, Colvert paused, gazed mistily down a long corridor, and said:

The only thing I love more than the junior college is life itself, and sometimes I'm not even sure about that--the junior college may come first.

He lived to see his devotion to junior colleges celebrated nationally; he was, in fact, a legend in his own time.

The C. C. and Lottie Mae Colvert Scholarship Fund was established in 1987 by John E. Roueche, the second and current director of the Community College Leadership Program. As of January, 1992, the scholarship fund had exceeded $200,000, having received matching funds from UT President William Cunningham and The University of Texas System Board of Regents. This fund is a living tribute to Colvert, a tangible symbol of his remarkable influence on the growth and development of individuals and institutions. It is a collective "thank you" from his own students, from those who came long after his retirement, those who are yet to come, and those colleagues and friends who have been touched by a national treasure of the community college movement. It will provide continuing support for the Community College Leadership Program and the students that Colvert loved so long and so well.
This Memorial Resolution was prepared by a special committee consisting of Professors John E. Roueche (Chair), Suanne E. Roueche, and Donald T. Rippey.
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