

### III. OLD CAMPUS

The college's first year was both busy and hectic. Buildings had to be improved and remodeled. Sixteen-hour days were commonplace for both faculty and staff. There were few textbooks, an embryo library, and an incomplete curriculum. As yet the college had no formal statement of goals and objectives. Yet to these challenges, with Dr. Buffington and the Board's leadership and example, the administrators, staff and faculty gave the utmost in human and professional service. Faculty worked in heroic fashion to prepare course materials in lieu of books. They worked to develop a catalog and to hammer out a statement of aims for the institution. Instructors accepted overloads as part of their regular assignments, including evening classes, and put in long additional hours on committee work. By March 1962, the Board had to acquire nine more portable buildings in response to pressing needs. It was a time of excitement and purpose, characterized by high spirits and close working relationships. Student life on campus soon took root. After a month of settling down and settling in, students began organizing campus clubs and a variety of extra-curricular activities with the help of faculty advisors.

The first social event was the "mid-term stomp," a dance held at the San Leandro High School gym in November. In the same month a campus newspaper was launched under the name *The Chabot News* with Ken Hart as editor. The *News* ran profiles of instructors and raised issues for campus discussion. A January column, by the editor, not unexpectedly titled "All Hart," caused a tempest by chiding the girls for wearing slacks on campus. Hart called the practice "unlady-like," and evoked heated replies from the

women students. Another running issue was the condition of the students' lounge, which resulted in a campaign to clean up the mess and abolish card games. Biggest issue of all was the community campaign for the college bond issue set for February of 1962. This brought the Board, administrators, faculty and students together with the public at large in an early common cause. The academic year came to a climax following loss of the initial bond issue election, at a June commencement when the first graduating class of seven students received their Associate degrees.



FIRST STUDENT. Mrs. Janet Bull, first student to register at the college, signs up for classes as her father, Charles W. Stone--first President of the Board of Trustees--and L. Jack Fishbaugh (standing), Dean of Student Personnel Services, look on.



**RIBBON-CUTTING.** Among those participating in the ribbon-cutting of the San Leandro campus were (from left) Mrs. March K. Fong of the Alameda County Board of Education; Charles W. Stone of San Leandro, President of the Board of Trustees; Dr. Fred F. Harclerod, President of California State College, Hayward; Mayor Jack Maltester of San Leandro; Dr. Reed L. Buffington, junior college district Superintendent-President; Arthur Phillips, Hayward city councilman, and Rock LaFleche, Alameda County Schools superintendent.



**FIRST REGISTRATION DAY.** The opening day registration of 1,163 students-more than twice the number anticipated - overflowed the tiny campus on Monday, September 10, 1961. Lines extended throughout the campus until early evening. The asphalt sidewalks were still being poured as this photograph was taken. In many cases, students walked in the front door of classrooms to complete their registration procedures as carpenters finished their work and left by the rear door. The turnout was surprising after a previous survey had indicated an expected registration of between 300 and 500 students.



CHABOT COLLEGE NEWS. The editorial staff of the Chabot College News, first campus newspaper, included Doug Brittain (Standing, left foreground); Dave Gardner (seated); Dorothy Olsen and Linda Leighton (both seated); (standing, from left) Carl Killibrew, Dan Aland, Ken Hart, Steve Howell and Roger Hargis.

By the second year, in fact, the College was well underway. Student enrollment had doubled, with over 2,200 registered. A fledgling technical-vocational program had been added to a well-developed liberal arts curriculum. The institution even had a football team and was doing well in intercollegiate sports. The Livermore-Pleasanton area had voted to join the South County Junior College District and the second attempt at a bond issue had succeeded, providing for a permanent campus in Hayward. It was at this time also, as reported earlier in this story, that the district officially accepted the name Chabot College, following a recommendation by a student committee and a student vote which unanimously favored this name. In the same year, the Board adopted a statement of philosophy and objectives for the college after much deliberating and wide discussion by the campus community.



**FIRST TEAM MEMBERS.** -Chabot College did not field athletic teams in its first year of operation, but Head Football Coach Ed Hart was kept busy making plans for the 1962 grid season. Classroom number 4, which served as a place for faculty meetings and drama rehearsals as well as for instruction, was pressed into further service as an athletic equipment storage room. Shown with Coach Hart [left] are Gerry Fisher (center), an Arroyo High School graduate, and Bob Crabtree, a San Leandro High graduate, both of whom were members of Chabot's first football team in the Fall of 1962. Fisher went on to become an All-Golden Gate Conference football player, setting league records in passing and total offense.

We will say more on many of these developments as our story continues. It is important here, however, to note that these first two years set the tone for the last two years of Chabot College life on the San Leandro campus. It was a time during which student enrollment increased by leaps and bounds. Groups of new instructors were added to the faculty each year, with a very few additions being made to the administrative and classified staff. "Old" and new faculty blended well and developed a strong esprit de corps. Administrators and faculty began to develop routines for the daily life of the college, although at a continuing lively pace. And the Board, with college operations somewhat stabilized, devoted - with much active administrative and faculty involvement - considerable attention to the design of the physical plant for the permanent Hayward site. Lengthy investigation was also given by the board to other sites, and two were selected for purchase and possible future development: one overlooking Lake Chabot and the other in Northwest Livermore.

"Old Timers" looking back can remember these years as a time of intense, dedicated, and harmonious relationships between and among the Board, administrators and staff, and faculty; a time when faculty members had already begun to raise questions on issues relating to their role in determining

college policy; and in the maintenance of professional standards and status among their own ranks. It was a time when campus life broadened out, with a full complement of student activities, an active student government, a full program of student club activities, and of blossoming varsity sports.

Cultural events, highlighted by concerts conducted by Wallace Pefley, and Vestpocket Theatre productions presented by Kathleen Connelly's student thespians attracted sizeable audiences. The student newspaper, renamed the Spectator in Autumn 1962 had already begun to 'come of age' and contributed much to a growing sense of identity among students at the college. Relationships between students and faculty were enlivened by frequent 'bull-sessions' and donkey basketball games played between the two groups. Administrators, instructors and students occasionally gathered in late afternoon or early evening get-togethers at the Strawberry Hut, a popular off-campus spot. It was a time of fellowship and growth for all.



VESTPOCKET THEATRE. Drama productions were an important part of student life on the junior college campus in 1961-62. Since space was at a premium, students under the direction of Miss Kathleen Conneely often rehearsed in classrooms or on the lawn or the campus. The drama group took the name Vestpocket Players and staged their productions in the Vestpocket Theatre, which was really room 12 on the San Leandro campus. The productions were presented at 11 in the morning each Tuesday and Thursday throughout the 1962 Spring Semester. Shown rehearsing in a typing classroom are Barbara Udlinek (standing) and Ronald Nichols. Seated is Mary Ellen Jackson, who played key roles in a number of college productions.

One incident reflective of the informality and warmth of these early years can be retold. An instructor who finished an evening class and faced the dismal prospect of driving home to Berkeley in a raging rainstorm was "rescued" in his moment of peril by the custodians, Antonio Silva and Frank Abreu, who set up makeshift accommodations, complete with toothbrush, and saved him from the trip. Old-timers recall these years on the 'old campus' with fond memories. Perhaps they could never happen again. But because they did, a foundation was created for this college which, in its human perspectives, has remained warm and congenial to this day.

## The Early Board

The early years of the Board were exciting, demanding and challenging. The trustees, from the very beginning had accepted these challenges, from election platforms to Old Campus. Now, after the initial steps had been taken, the Board continued its leadership with clock-work regularity. Each trustee took a turn as Board President: Charles Stone, 1961-62; L. Arthur Van Etten, 1962-63; E. J. "Jay" Chinn, 1963-64; William Tenney, 1964-65; Frederick Sullivan, 1965-66; and Edward Martins, 1966-67. They consistently followed business-like procedures: an agenda planned in advance, hearings and discussions of proposals and issues, then a vote to establish the decision of the board. Before long, a board personality emerged from the course of its deliberations. Observers who regularly attended meetings in these early years described the roles played by individual trustees: "Jay" Chinn, Charles Stone and L. Arthur Van Etten were the debaters, while Robert Coate and Frederick Sullivan were the listeners. Stone was clearly a student advocate. Chinn and William Tenney were champions of a balanced budget. Coate advocated academic freedom and tenure and financial accountability. Martins was the "quiet prober," Fred Sullivan the "explorer," and Art Van Etten the moralist - quick to emphasize the student focus. Robert Coate usually played the role of moderator, after guiding board members' viewpoints toward consensus.

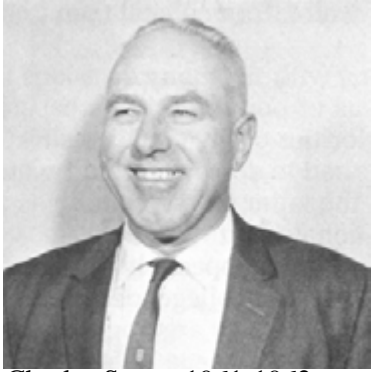


**Robert L. Coate**  
Secretary, 1964-1965

Occasionally, the effort to achieve compromise was stalled by the obstinacy of a trustee, but the board earned a reputation as a generally compatible and harmonious body.

The Board and Reed Buffington also worked out a close relationship in reaching decisions in these early years, with the Board confining its actions to policy matters, and the superintendent-president to implementation. In keeping with this philosophy, Dr. Buffington strictly adhered to the maxim that he would propose and the Board dispose of policy.

## The Early Board Presidents



Charles Stone, 1961-1962



L. Arthur Van Etten, 1962-1963



E. J. "Jay" Chinn, 1963-1964



William Tenney, 1964-1965



Frederick Sullivan, 1965-1966



Edward Martins, 1966-1967

In his relations with them, Buffington maintained a low profile. His "style" was, as it continues to be two decades later, to keep the Board well informed, and then to present proposals for their decision.

This was an effective way of dealing with the many decisions that were constantly at hand. The Board was of one mind in its basic approach to college matters, placing its priorities on two major issues: accountability and credibility. The former had to do with sound financial policy based on a balanced budget, and the latter on community acceptance of the college as a worthy educational institution.

The election campaign had made the Board especially sensitive to the question of accountability. Advocates of the college idea had countered critics' complaints about "wasted dollars" by arguing that a property tax increase from 29 to 34 cents made the college "a bargain for a nickle."

Credibility, on the other hand, in the form of community acceptance, was also a sensitive issue for the Board because of some vocal opinion that the need for a locally supported two-year college in the very shadow of a state supported baccalaureate institution was questionable. They were also very much aware of the need to overcome the stigma attached to junior colleges that could be paraphrased in the phrase they are "glorified high schools." The job of overcoming this prevalent but unfounded view was very much a task the Board recognized as real.

## **Accreditation**

In short, the Board was aware that a major responsibility that faced them was to convince the community that Chabot College was a full-fledged institution of higher education and that its built-in advantages were in its orientation to local needs. Accreditation thus became an important first step for the new institution, with the first full accreditation taking place on March 1963. Subsequent accreditations were conducted in 1965, 1970, 1975 and 1980. But we are again ahead of our story. Suffice it to say here, in the perspective of these early years, that the Board and Superintendent-President were aware of this important need, and took immediate steps to assure the residents of the district that the college was fully accredited as an institution of higher education comparing with the first two years of the four-year colleges. The task of making the public aware of the unique value of a junior college as related to local interests and needs was one largely of public information - a task consciously accepted and promoted by the Board, the Superintendent and his staff, and the then administrative assistant to Reed Buffington, Wayne Williams, a long-time newspaper man and spokesman for higher education.



## Two-Year Period

# Chabot College Accredited

The Western Association of Schools and Colleges has granted Chabot College full accreditation for a two year period. Dr. Reed L. Buffington, president of the college, said today.

A third year is contingent upon the college's carrying out by July 1, 1964, certain recommendations outlined in a report submitted by

the accreditation team which visited Chabot in March. Three years accreditation is the maximum which can be granted to a new college.

The recommendations deal largely with the need for permanent facilities, which will become a reality when the college occupies

its new campus in Hayward; the need to fill additional positions so that the college can offer a more complete educational program for the communities it serves, and the need for development of a full scale technical - vocational program which is currently restricted by limited facilities.

Effective July 1 of this year, Chabot College will be fully accredited by the same regional accrediting association which reviews the programs and standards of four year colleges and universities in California.

During the past two years, Chabot students have been guaranteed the same rights and privileges

upon transfer to four year colleges and universities as those who have attended accredited junior colleges.

This has been by virtue of agreements developed between Chabot and the University of California, Hayward State College and other state colleges and universities.

## The President and His Team

In setting up the administrative machinery for the college, Reed Buffington followed several precepts that have become his trademark in managing college affairs. He adopted an "open-door" policy, for example, encouraging easy access of both college personnel and people from the community, ensuring an open flow of information and free exchange of ideas. A firm believer himself in administrative accountability, he established clear lines of authority and accountability from the top to the bottom of the administrative hierarchy to ensure leadership coordination and effective channels for action. In a very real sense, Reed Buffington was the master of his administrative house, while at the same time utilizing the concepts of delegation and teamwork to build a leadership team composed of able and versatile senior administrators whose long tenure was to become a measure of their loyalty and belief in his principles and the institution itself.

From the beginning, Dr. Buffington sought to establish high standards for both the selection and performance of administrators, faculty and classified staff. He hired sparingly, avoiding the temptation of "empire building" that afflicts some college administrators. He took to heart the adage that "the more administration you get, the more you begat." The low turnover of personnel over the years among the board and the staff has demonstrated the worth of this philosophy, and contributed to continuity in administrative operations and policy matters. It has helped give and maintain the direction and focus of the College.

The Superintendent-President's ambition to secure top-flight personnel was conditioned by the pressure of time, limited funds and the availability of qualified people. Personnel changes were made and adjustments took place as needs became clear. Administrative policies and programs were revised as needed from time to time. By the end of the first year, the team had gone through its trial and error process. Each had made both personal and professional adjustments in adapting to Reed Buffington's firm ideas of college administration. All lent individual traits that contributed to the personality of the college's leadership.



**FIRST MOVE.** On the warm afternoon of August 23, 1961, the Chabot College staff made its first move in history, loading equipment and supplies into their cars, a pick-up truck and a panel truck loaned by the Alameda County School Department, and moved from the County Office Building on Winton Avenue, Hayward, to the San Leandro site. Shown unpacking in the "new" Administration Building are (from left) Dr. Buffington, Dr. Jack N. Marsh, Dean of Instruction, and Peter A. Barthelme, Business Manager.

Peter Barthelme, for over ten years his colleague in the Contra Costa Junior College District, was the right arm of the Superintendent-President as the institution's competent and dependable Business Manager. Jack Marsh spent a busy and productive year as the first Director of Curriculum and Instruction, but elected to leave Chabot and join the faculty at California State College in Hayward. The deanship passed on to John McKinley, formerly Dean at Laney College and Registrar-Instructor at Diablo Valley College where he had served with Reed Buffington for six years after a stint with the University of California.



**OFFICE OF INSTRUCTION STAFF.** Dean John R. McKinley (second from right) with members of the Office of Instruction about 1964. Left to right are Leo Meyer, Marion McSweeney, Marge Mader, Mary McClendon, the Dean, and Warren Hicks.

Meanwhile, as the faculty grew in numbers and the educational program expanded, the need for instructional division leadership became apparent. In 1962, John Wagoner was appointed Chairman of the Physical Education Division; Harold Lubin Chairman of Language Arts; and Harold Palmer, Chairman of Science-Mathematics. Dr. Woodrow Hansen became Chairman of the Social Science Division in 1963. In 1964, Donald Green was appointed Chairman of the Business Division; Fred Hirsch the Engineering Division; Margaret Harty, Health Sciences, and Eugene Graves the Humanities Division. The Industrial Technology Division was created in 1965 under the Chairmanship of Norman Gibbs and the Public Services Division emerged in the same year with Dr. William Hopper as the first chairman.

Similar growth in both size and diversity of the faculty and student body was reflected in the appointment of John Dooley as Head Librarian in 1962, to be succeeded by Warren B. Hicks in 1963. Mr. Hicks continues to the present as Associate Dean of Instruction for Learning Resources.

By 1963-64, the instructional component of the administrative team emerged as two Assistant Deans of Instruction were added: the courtly James Knox for evening programs and community services, and the skillful and talented Leo Meyer for technical-vocational education. The energetic student advocate, L. Jack Fishbaugh, continued as Dean of Student Personnel. His leadership team was expanded when Edward Hart was appointed Director of Athletics (1962), Byford Scott as Director of Admissions and Records (1962), and Howard Sanborn as Director of Student Activities (1962) to be succeeded by Jack Criqui (1963). Wilfred Desrosiers became the first Director of Counseling and Guidance in 1964. Dr. Gibb R. Madsen served as Dean of Student Personnel in the two-year period 1968-70, leaving Chabot College to become Superintendent of the Hartnell Junior College District in Salinas. Dr. Victor Willits, who came to Chabot College as an interne from the University of California Kellogg program (1965) later became Registrar until he was succeeded by Ed Hart in 1973. Dr. Willits went to Hartnell Community College District where he became Dean of Students with Dr. Madsen. This corps of administrative leaders played important roles in shaping college operations and activities in their respective areas during these formative years.

## **The Faculty**

The faculty evolved as a diversified group of individuals with rich and varied backgrounds. While selection for the first year was conditioned by late recruitment of available instructors, the appointment of faculty in succeeding years followed a fairly regular format. Reed Buffington personally interviewed prospective applicants after interviews with Dean McKinley or Dean Fishbaugh and the division chairmen. Candidates were screened against

standards developed cooperatively with faculty members, who also participated in the interviewing process. The Superintendent-President put a premium on a well-qualified faculty which he viewed as the College showcase for quality education. Criteria for faculty selection were five-fold: a master's or doctoral degree, teaching ability or work experience confirmed by references, commitment to students and teaching, ability to handle students of varying backgrounds, and a positive attitude toward the "open admission" policy of the two-year college. The aim was a faculty of diversity and balance and instructors of ability, sensitivity to students, intelligence and imagination.

During these early years, the faculty enjoyed a sense of close camaraderie. Despite their diverse backgrounds and differing personalities, faculty members formed strong and enduring friendships. Inspired by the college commitment to educational excellence, they worked closely together with the dean of instruction in developing academic policies, curriculum programs and courses to implement college goals. In sharing the unique experience of building a college from its very foundations, they experienced a strong sensitivity to student needs that enhanced their collective sense of dedication. A high mark of faculty congeniality in those years was the well-attended annual dinners, which began the first year at the Colombo Club in Oakland.

An active group, the association made its impact felt in many areas. Committees on state legislation, fine arts, and faculty load and salary reflected a focus on organizational activities. Resolutions for sending contributions to help disenfranchised Black students in Virginia in 1964 and for supporting the Rumford Fair-Housing Bill in the California legislature in 1965 reflected social concerns beyond the campus. Their involvement in the College bond drive and participation on college committees reflected active interest in campus affairs.

The Faculty Association was replaced by the Faculty Senate the following year. Harold Palmer, Chairman of the Science-Mathematics Division, became its first president.

## **The Faculty Association**

Prodded by aggressive leaders, the faculty, in October, 1961, formed an association and elected officers. A constitution was approved the following February, and dues were levied.

First president was Woodrow Hansen, an historian and scholar. Following in his wake were the thoughtful George Sage (Fall 1962), the energetic Chet Case (Spring 1963), the gregarious Johnn Miller (1963-64), and the sharp-witted Marvin Verrege (1964-65).



**Harold O. Palmer**

•



**FIRST STUDENT GOVERNMENT.** The first student leaders ever elected under the Associated Students Constitution at Chabot College included (seated from left) Carol Parkinson, Treasurer; Steve Hatfield, President; Sharon Laranjo, Secretary; Carol Sallows, Women's Federation President; (standing, from left) Lois Fineman, Marlene Meyer, Linda Rinker, all Assemblymen-at-Large; Jim Livingston, Student Coordinator; Diane Bobo and Jon Drury, Assemblymen; Jim Lindsay, Men's Federation President, and Howard Sanborn, Director of Student Activities. Not pictured is Steve Howell, Vice-president.

## Students

The student body gradually took on form and character during the first year. At the start of the college semester, it constituted an amorphous group made up mostly of youthful high school graduates with a small but conspicuous number of young adults, among them single men and housewives seeking to complete college degrees. In the first weeks of college operations, students were processed by the faculty counseling team, which helped them plan courses and classes. A student group, presided over temporarily by Dolores Bardon, formed the Associated Students and in December drafted a constitution which was approved by the Board the following April. By commencement in June, the student body had acquired a distinctive personality. Its first president was Steve Hatfield.

In years to follow, the student body grew rapidly. Registrations leaped higher each year: 1,163 in 1961, 3,961 in 1963, and 7,079 in 1965. Evening enrollments also increased, while the ratio of full to part-time students and male to female enrollees also changed. Age distribution remained fairly constant in the early years, averaging approximately 20 percent for students 17 years and under, 25 percent for 18-year-olds, and 15 percent for 19-year-old students. Interestingly enough the number of older students increased noticeably over the period, however, averaging 20 percent for the 20-24 year bracket and over 10 percent for both the 25-34 and 34-and-over age groups. The proportional differences among students in these categories became a growing pattern for the student body.

## **Student Activities**

Student activities refer to the co-curricular activities which are non-academic in nature and held outside the classroom. They include student government, the campus newspaper, intercollegiate sports, special interest clubs and assorted special activities. Generally speaking, at the community college level, student organizations attract relatively few students, and student events are attended by a proportionally small number of the student body. By its inherent nature, the community college is a local institution accessible to commuting students, who come and go with relative ease, as compared with the regionally-based state college or university which has living quarters to accommodate students from distant homes. Nevertheless, co-curricular activities are an important segment of the community college and constitute an important aspect of campus life. Such activities often contribute toward developing the capacity and shaping the character of the students who become involved with them.

At Chabot, student activities were rounded out to a full complement by the second year. The student government, as mentioned above, was organized along conventional lines with an elective president and council to manage student affairs, such as the proposal of student programs, sponsoring of social events and the making of recommendations on college policy. It had responsibility for reviewing its own budget and allocating funds, subject to board approval. Revenues were tapped from such varied sources as athletic event admissions, bookstore profits, Spectator magazine sales, and vending machine income. Expenditures were doled out for student government, intercollegiate sports, club activities and campus programs. A student leader in this period commented years later on the active interest that so many students had in their student government.



**NAME FOR THE TEAM.** One of the big problems of the first year was selection of a nickname for the college athletic teams. The students shown above appeared before the first rally wearing outfits to symbolize possible nicknames. From left, they include a Highlander (Judy Friel of San Lorenzo); a Nameless Wonder (Belly Baber, Hayward); a Westerner (Jackie Lucas, San Lorenzo), and a Gladiator (Barbara Udlinek, San Lorenzo). The name "Gladiator" was ultimately chosen.



**TALENT.** There was plenty of talent available on the campus in the Fall of 1961. A pantomime by Lynn Erickson of Livermore convulsed the audience, as evidenced by the smiles on the faces of students.



**SUITING UP.** Chabot College opened athletic competition in September, 1962, as a member of the newly formed Golden Gate Conference, which included Diablo Valley College, Contra Costa College, Foothill College, City College of San Francisco, Merritt College of Oakland, the College of San Mateo, and San Jose City College. Chabot College was the smallest in the conference in number of students. One of the first rituals of every football season is fitting equipment on the players. Head Coach Ed Hart (second from right) tries a helmet on a prospective gridder. From 1962 through 1964, the Chabot College teams practiced at John Muir Junior High School in San Leandro. The above photo was taken in the John Muir gymnasium.



**COACHING STAFF.** The college's first football coaching staff, from left to right: Gene Wellman, line coach; Edward Hart, Jr., head coach; and Marvin McKean, backfield coach.





**SONG GIRLS.** Football wasn't all hard work, however, as Halfback Norman Santos demonstrates as he talks with Chabot College song girls and cheer leaders.



**GLADIATORS.** The football team poses for a group photo. During the first season (1962-1963) the Gladiators compiled a 2-6-1 record, scoring victories over Menlo College and Diablo Valley College.



**OUTSTANDING PLAYERS.** Selected by their team mates for outstanding honors at the Conclusion of the 1962 season were the following players (seated, from left): Gerry Fisher, Most Valuable Back; Dennis Rozario, Most Valuable Lineman; Dave Gardner, Most Inspirational Player; and Bob Hudson, Most Improved Player. Shown with the players at the annual Awards Dinner are (from left) Jim "Truck" Cullom of the University of California, who was the main speaker; Head Coach Ed Hart, and Dr. Reed L. Buffington, Superintendent-President of the college. Rozario was named to the all-conference second team on both offense and defense. He later transferred to Oregon State University where he played on the Beavers' 1965 Rose Bowl team.



**BASKETBALL.** Chabot College's first basketball team experienced rough sledding in its initial season and ended up with a 4-19 record. The players included (kneeling, from left) Anton Trentler, Don Titus, Steve Landry, Bob Crabtree and John Garcia; (standing, from left) Larry Nelson, Kay Bryson, Dave Garcia, Gary Woznick, Jim Glockner, Ronnie Rodrigues, and Jeff Reposa.



BASEBALL. The Gladiators' 1964 baseball team tied for second in the Golden Gate Conference with a 12-9 record. Their season was 18-10.



TUMBLING. During its four years on the San Leandro Campus, Chabot College used the San Leandro Boys' Club for Physical Education Classes. Pictured here are students in a tumbling Class going through their paces under the direction of Glenn Malcolm, (kneeling), physical education instructor and track coach.



TRACK. Gary Kerr, head back, running hard, wins the 330 Intermediate hurdles (1966) against Foothill College.



FIRST GGC CHAMPIONS. Chabot College's 1964 football team annexed the college's first Golden Gate Conference grid championship with a 5-2 record. The team is pictured at the John Muir High School field in San Leandro.

The college had a wide complement of campus clubs that reflected the diverse interests of students. The list included men's and women's service clubs, Trident for community services, Sigma Rho for honor students, Delta Alpha Sigma for dental students, Intervarsity Christian Fellowship, Newman Club for Catholic students, Public Affairs Forum, the Young Republican and Young Democrat Clubs. Notable too were the academically-oriented business, foreign language and mathematics-science clubs. The popular thespian group produced plays for the well-named Vestpocket Theatre. The ambitious Hiking Club undertook trips throughout the state. These clubs did much to enhance the social life of college students in ways not ordinarily possible in the urban community.

Intercollegiate sports, however, constituted the major drawing card for the college and the community at large. Chabot had the full complement of major varsity sports by the end of the 1962-63 school year. In the Golden Gate Conference (GGC), which is comprised of community colleges in the Bay Area, Chabot made a respectable showing considering that its teams competed against teams of larger and longer established colleges. Chabot's first banner year was 1964 when GGC championships were garnered by Edward Hart's football team, John Yarbrough's golf team and Robert Thomsen's wrestling team. Creditable accomplishments were made by John Wagoner's basketball and tennis teams, Gene Wellman's baseball team, and Glenn Malcolm's cross country and track teams.



ARCHERY EXPERT. Diane Siverson taught archery on the San Leandro campus. This photo was taken near the San Leandro Boy's Club where P.E. classes were held. Ms Siverson still teaches archery at Hayward, and in the college's 20th year has introduced Tai Chi.

## College Goals

Shortly after the college began operations in the Autumn of 1961, a small group of instructors and administrators met with Reed Buffington to fashion what became the basic statement of college goals. The group, informally led by Woodrow Hansen, reflected a sense of idealism,



**Woodrow Hansen**

humanism, and scholarship marked by broad vision and tempered with a pragmatic perspective. This group hammered out - independently of outside references - a substantial statement on college goals and objectives, reflecting both the aims and purposes of the Board and the Superintendent, and the best academic judgment of the faculty. The statement is worthy of quotation here:

*Chabot College has been created by the citizens of this community to provide opportunities for them and their children to achieve through education a richer and more effective life.*

*It is an axiom of our democracy that Americans must be educated in a manner that will prepare them to assume the great privileges and responsibilities of self-government. We believe that a great society is one which enables all its citizens to realize their highest potential as individual human beings. To this end, Chabot College should assist students in achieving personal freedom and in recognizing and fulfilling the responsibilities that such freedom entails. This view of the essential function of the College arises from the ideals of our American tradition - rational ideals which can be achieved.*

*We believe that any college worthy of the support of the citizens and the community must be a haven of independent and honest thought and opinion carefully and critically arrived at and must eschew all temptations to reshape principle in the interest of expediency.*

*We believe that the marks of an educated man are proficiency, kindness, intellectual tolerance, respect for learning, and above all, the ability to evaluate intelligently the many problems and issues which confront him in his daily life. Such qualities can be best attained in an atmosphere where both learning and freedom to think and to explore are respected, and where excellence is the standard.*

*We believe then that college students have sufficient maturity to enable them to actively participate in the educational process, make significant choices and achieve increasing self-direction.*

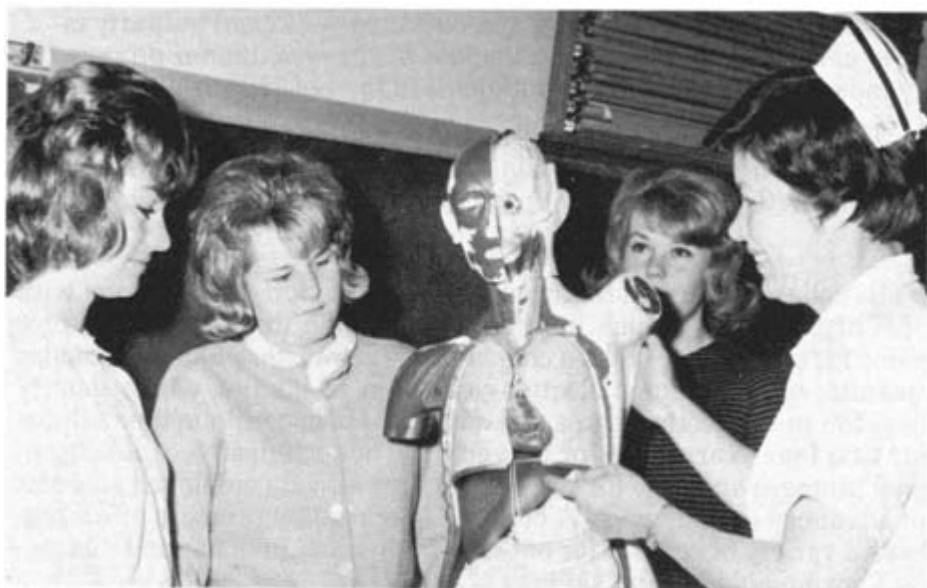
*The junior college is an educational institution complete in itself which provides opportunities for its highly individual students with diverse interests and abilities to achieve their goals.*

The college statement followed up the expression of philosophy with a list of principles, which in effect underlie the three traditional programs for community college education. The transfer program provides students with the complete two-year plan of studies which qualify them for an Associate Degree and enable them to continue their education at a four-year college or university. The technical-vocational program prepares students for careers or trains already employed students for advanced employment. A continuing education program offers students a variety of courses for pursuing individual interests and increasing their knowledge and skills.

The statement of principles that provided the basis for the educational programs also provided the context for the statement of college objectives, which were as follows:

1. To assist all students to become active, responsible citizens in our democratic society through a program of general liberal arts education.
2. To prepare students for employment through technical-vocational programs.
3. To prepare students for transfer, typically as juniors, to four-year colleges and universities.
4. To provide students with opportunities to explore their potential abilities and interests.
5. To aid students in attaining a better understanding of occupational opportunities through extensive counseling and guidance.
6. To provide opportunities for employed persons to increase their job competence, or to prepare for positions of increased skill and responsibility, or to extend their general education.
7. To provide intellectual and cultural programs for the entire community.
8. To assist the economic life of the community through services to the public and to business, industry and labor.
9. To provide experiences out of class as well as in class which will add to the student's growth and intellectual development.

The Chabot statement of college goals is rounded off with a list of the objectives of the General Education Program. The statement in a sense sums up the essence of education at Chabot:



**MEDICAL ASSISTING.** Mrs. Arylene Marsh (at right), Medical Assisting Instructor, with several of her students during a classroom session in room 11, which served as the Medical Assisting lecture room on the San Leandro campus.



One of the two-year career majors started in 1962 under the college's technical-vocational program was Merchandising. Shown here is Mark Jones (right) with students in the program, preparing overhead transparencies for use in a class presentation.



*General education programs have come to be accepted as a significant part of the program of studies in American colleges and universities. The term general education refers to a program of studies which introduces the student to areas of study that mature the mind, enrich family and widen social and ethnic relationships, and develop skills and aptitudes that can aid the student in furthering personal and social usefulness, and to live in the environment as a thinking and contributing citizen. It is a program, furthermore, that activates the imagination, deepens the perspective of life, and gives life direction and purpose. The general education program is eminently well suited to a democracy where every person is eligible to enjoy the cultural riches of the world and to become a useful citizen in dealing with local, national and world economic, cultural, social and political problems.*

The significance of these statements on college goals and objectives is that they provide the framework for Chabot College's curricular and extra-curricular programs and activities. It is testimony to the fine work of the first faculty-administration group that the original statements have undergone little change over the years. Further, the statement was adopted by a unanimous vote of the faculty in February, and of the Board of Trustees on March 2, 1962.

## **Curriculum Foundations**

With a faculty, staff, student body, and administration settled into the "old campus," and with the frantic pace of activity at all levels of the college community reported in these pages thus far, the reader may anticipate our next point of discussion: the heart of an educational program is in its curriculum.

So it was with Chabot College. Not only had the college had to deal with the challenges of such broad concerns as accountability and credibility, it had to meet the need for curriculum development. In the face of the pressures of time, money and limited personnel, it met with this challenge as it had the others. Time, the major hurdle the new faculty had to overcome in facing this challenge, was compounded in its effect by the steadily growing demand created by increasing enrollments. Imagination, professional dedication, a willingness to be innovative, and teamwork - again, on all levels - were the ingredients that made curriculum development possible, and successful, in these early years. Building upon a general liberal arts educational program, for which there was considerable precedent in schools and colleges everywhere, the institution early on began to structure its programs to include technical-vocational courses. The Board had already demonstrated its commitment to

technical-vocational education and had tasked the superintendent-president with the goal of eventually having half the students enrolled in career-oriented programs.

During the formative years of the college as well as during the period of heroic growth extending from 1962 to 1972, John R. McKinley occupied the key position of Dean of Instruction. The encouragement and maintenance of quality instruction and the orderly and systematic growth of curricular offerings in all fields during these years were accomplished through the dynamic and mature leadership of Dean McKinley. Leo Meyer, first Director of Technical-Vocational Education, joined Chabot College in 1963. Working with Dr. Buffington, Dean McKinley and the Board, Meyer developed key concepts which were to guide the college in its growing technical-vocational curricula: Technical-vocational courses and programs were to be considered a part of, and not apart from the traditional academic curricula; students were to be encouraged to incorporate general educational coursework with their more specialized technical-vocational classes; published curriculum patterns for career programs would include both types of courses, whether in the more specialized certificate programs or the more comprehensive Associate in Arts degree plans. Additionally, instructors in the so-called academic subjects were to be urged to coordinate with their technical-vocational faculty colleagues. Instead of isolated "shops," for example, Meyer proposed that there be laboratories in welding, automotive, electronics and similar courses, as regularly scheduled parts of the courses, coordinated with the theory presented in lecture sections. It was the intent of this plan to make the hands-on parts of technical-vocational courses full instructional laboratories rather than simply practica.

The college was also sensitive to community needs as related to curriculum development. In some instances, special interest groups in the community applied "pressure" to secure particular courses and programs. The college welcomed such input, and established citizens' advisory committees in all technical-vocational subject matter and skills areas - a system which has continued over the following decades. These committees, made up of local leaders in business, industry, public agencies and the professions, provide direct, knowledgeable advice and counsel to the college, and make its curriculum directly responsive to the needs of those sectors of the community which will later employ the institution's graduates.





Don Felts of Newark (left) and Dean Crunley of Hayward, Chabot College Automotive Technology Majors, made history during 1967-1968 when they became the first Chabot auto-tech students to be hired as technical writers. Their employer was National Automotive Service, Inc., a Division of Glen Mitchell Manuals of Berkeley.



ADVISORY COMMITTEES. Advisory committees work with Chabot College in developing and evaluating the various two-year technical-vocational programs. Among those assisting in developing the Police Science program, known in later years as Administration of Justice, were Captain Larry Waldt (left) of the Alameda County Sheriff's Department; Sheriff Frank I. Madigan (seated) and Lt. Carl Dean (right), Sheriff's Department Training Officer. Shown with them is Leo A. Meyer, Assistant Dean of Instruction and Director of Technical-Vocational Education. The group is reviewing the 1964-1965 catalog.



**BORROWED SHOP.** Due to lack of facilities, the first class in Automotive Technology spent their freshman year using equipment in the auto shop at San Leandro High School, scene of this picture. A unique and continuing feature of Chabot College and the community is the close tie in spirit and cooperation between the college and local high schools.



Wayne Williams looks over the old campus "Lake Chabot," a mud puddle which appeared after each rain.