

IV. NEW CAMPUS

The first year on the new campus in Hayward (1965) was a time of settling in - like moving into a new house. It was easy to bring in the furniture, equipment and supplies - but it took awhile to put everything in order, become familiar with the new environment, and settle into a regular routine. Rumbling dump trucks, staccato drills and pounding hammers created a cacophony of construction sounds behind the voices of teachers in classrooms and staff in their offices. Early autumn rains created mud-puddles, and the unfinished, water-logged central plaza, later to be known as the grand court, came to be known as "Lake Chabot," a tongue-in-cheek label first given to a mud-puddled approach area on Old Campus in San Leandro, then - perhaps as the first appellative 'tradition' of the college, appropriately transferred to the Hesperian site when the rains came. The year was highlighted by the second accreditation team visit, the inauguration of the Chabot College Lecture Series, launching of the Planetarium Program, and the first appearance of student activists from other college campuses to protest the Vietnam War. During this same year the faculty made plans for the conversion of the academic calendar from the semester to the quarter system, a complicated and time-consuming task.

By Autumn of 1966, the construction work was mostly done, the rumbling of trucks and sounds of hammers had silenced, and except for the Student Center and Auditorium building the campus was complete. Landscaping was finished this year with the planting of grass, shrubbery and more than 1500 trees. An expanded curriculum, planned on the San Leandro campus, was in full operation.

So were the students, in both their learning and their extra-curricular activities, their characteristics, and their numbers. A sign of the changing times was the increasing numbers of older students - a phenomenon which prompted the younger ones to complain about their "elders" studying more and receiving better grades. Student activities were in full swing, highlighted by the ASCC, American Foreign Policy Club, Hiking Club and Spectator, which by now had acquired a style of quality journalism. As the academic year closed, Chabot College became (on July 1, 1966) the first California junior college to change from the semester to the quarter system.

Changes in campus life in this new campus environment also changed relationships between and among college personnel. On the old campus just about everyone saw just about everyone else every day. Now the buildings were bigger and more widely scattered, containing people in areas where they worked, among peer groups and colleagues in their specialized areas. Instructors would meet one another on less frequent occasions, and one was sure to exclaim, in mock surprise - "Why hello! I thought you were dead ... "



FRY SITE. One of the most important events in Chabot's history occurred February 23, 1964, when ground-breaking ceremonies were held for the new campus in Hayward. The above photo was taken early in the afternoon of this day, prior to the start of the ceremonies. In the background may be seen the barn on the grounds of the historic Fry home. At extreme left is the grove of eucalyptus trees which are now a part of the college campus.



THE MAYORS. The college photographer caught a couple of shovels full of dirt in this groundbreaking picture. From left they are Mayor George P. Oakes of Hayward, Dr. Buffington, Mayor Jack Maltester of San Leandro, Mayor John Shirley of Livermore, and E. J. "Jay" Chinn, President of the Board of Trustees,



THE ARCHITECTS. George Simonds (left) and Delp Johnson, the college architects, join with Mr. Chinn (right!) at ground-breaking.



THE LADIES. Wives of Board members were among the crowd which attended the groundbreaking ceremonies at Hayward February 23, 1964. The youngest lady is Alison Buffington, daughter of Dr. and Mrs. Reed L. Buffington. Shown with Alison are (from left) Mrs. Buffington, Mrs. Charles W. Stone, Mrs. L. Arthur (Margaret) Van Etten, Mrs. Edward E. Martins, Mrs. Frederick T. Sullivan, and Mrs. E. J. "Jay" Chinn.



THE COMMUNITY. Part of the crowd which attended the ceremony is pictured above.

As the years rolled on, administrators, faculty and staff formed new bases for professional relationships and personal friendships. The Chabot College Credit Union still rallied old-timers and newcomers with annual family picnics. Professional associations, such as the CFT and CTA also created opportunities for campus camaraderie. These were the beginnings of collective bargaining, which strained relationships in subsequent years. The Chabot campus community has in these times, on the other hand, felt the impact of Proposition 13, and been drawn together for common cause. Yet throughout the years, Chabot College has instilled a sense of shared commitment and a feeling of pride that have continued to be a strong bond of unity.

Frank Abreu, since 1963 a well-liked and respected custodian on the college staff, is a symbol of this unity. At day's end, every day, Frank is there bringing Old Glory down from the mast where it has flown since the birth of the college. Frank always has a smile and a pleasant word for those who pass by, or see him from a distance as they cross the campus entryway. Frank Abreu cares about that flag, and about the college. Somehow his caring is contagious, and the warmth exchanged as college folks pass by stays with them 'til they leave, or come again.



Frank Abreu, 1964



AERIAL VIEW. By the time Autumn Quarter started, Chabot College's new campus was a thing of beauty. This photograph was taken August .18, 1966, which accounts for the absence of automobiles in the parking lots. Work was well underway on the last building to be constructed-the 1,500 seat College-Community Auditorium shown at the upper end of the oval in this picture.



FIRST WALL. A heavy duty crane was employed to erect the first wall section as construction got underway on Building 300 at the new campus, providing a new aspect for viewers from Depot Road, seen in background.

May Day and Later

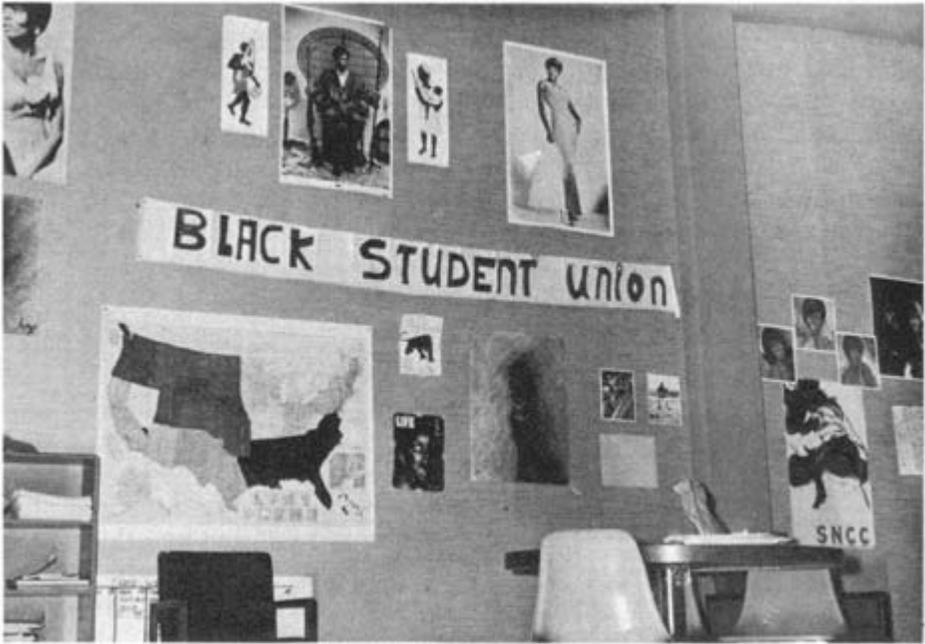
May 1967 was a time of contrasts at the college and in the community. General Maxwell Taylor, recently returned from Vietnam, had addressed an audience of 2500 in the college gymnasium that was briefly marred by a student antiwar demonstration. But the month was a turning point for the college as well, with a week-long celebration and a gala official opening for the institution on the "new" campus. Lt. Governor Robert Finch was the speaker on this exciting and well-attended landmark day.

The years between 1967 and 1975 were highlighted by the Social Revolution and Vietnam War in national life. It was a period in which college authorities confronted student challenges on campus. Student activists focused attention on current issues through their involvement in the ASCC, *Spectator* and student clubs. Black and Hispanic students pressed for demands in campus confrontations. New types of students presented different concerns: non-traditional groups, including women, the disabled, elderly, low income and veteran students. Each of these groups had a distinctive manner and style. All of them contributed to changing the complexion of the student population on campus. A variety of courses and programs were implemented to meet the needs of each group.

From 1975 to 1980 the nation experienced economic recession and public reaction to governmental and educational trends. College leaders sought to deal with problems of funding and student enrollment by expanding services to reach other types of non-traditional students in the community. Courses and programs became more service-oriented and geared to the needs of special interest groups. Student involvement in campus affairs was on an individual rather



PLANTING. Hundreds of trees were planted on the new campus. In this 1961 picture Reed Buffington holds a tree for planting at San Leandro. He repeated this task at Hayward, although no photos were taken at the new site.



BSU. Pictured here is a view of the Black Student Lounge as set up by the Black Student Union on the second floor of the Student Union Building.



CSU. During the 1969 Winter Quarter, the Chicano Student Union became extremely active and staged marches in front of the Administration Building.

than group basis and increasingly "tuned in" to community service rather than to issues of society. Over the decade, casual dress and informal manner became so widespread that students and faculty were hardly distinguishable by appearance. By now, the college offered people of the entire community the benefits of its broad educational programs, diverse cultural events and wide range of specialized services. Chabot had become a genuine community center.



PLAY'S THE THING. In 1966-1967, the Chabot College Community Services program involved thousands of persons in the area served by the South County Joint Junior College District. One of the most popular features was the lecture series, "The Play's the Thing," which offered talks by playwrights Marc Connelly and Robert E. Lee, Actor Vincent Price, and Director Joshua Logan. Each lecturer met in the afternoon with interested students preceding his talk in the evening. Vincent Price (above) makes a point during an informal question-and-answer session with students. In the foreground is Frederick Olson, drama instructor.

Community Services

Our focus up to now has been on the evolution of the college from idea to implementation, as seen to a large extent through the character and dedication of the people who conceived and gave form to the institution, and the programs for learning which had become the college itself. Let us look briefly now at another dimension of Chabot College, the community services program.

The District's Community Services program grew out of the commitment that the Board and Superintendent-President shared with the people of the district that a college should provide not only a formal educational program, but also an informal program of cultural and intellectual activities that would be of benefit to the community. This purpose was

fulfilled to some extent on 'old campus,' and in full after the move to the permanent site on Hesperian Boulevard, and later with the addition of the Valley Campus. Today, with the leadership of Associate Dean Santiago Garza, the Community Services program functions as a district-wide operation, providing events in the performing arts, lectures, special interest programs, tours and alumni services on both campuses.

From the beginning, the Community Services program has been a dynamic one. During the first year, for example, a lecture series presented prominent public figures, including author-journalist Allen Drury, sociologist Bruno Bettelheim, and scholar-commentator Hans Morgenthau.

A film series was also offered featuring outstanding productions: La



PHILIPPINE CULTURE. Mrs. Rebecca Maquilan of Castro Valley, and Santiago Garza, Coordinator of Community Activities, examine some of the exhibits used in an informal series of workshops on Philippines culture and traditions, August 17, 19, 24 and 26, 1971, in the Student Center. The program was sponsored by the college Office of Community Services.



AUDITORIUM. The College-Community Auditorium makes an imposing building in this photograph, which shows part of the campus amphitheatre in the left foreground. The auditorium completed the design of the campus inner court, complementing the Library at the court's north end. Note the homecoming poster on the grand stage entrance outside the theatre, announcing a bonfire to highlight the event.

Strada, Forbidden Games and Citizen Kane. An art series presented shows of such artists as Marc Chagall and lectures by such critics as Alfred Neumeyer. With the completion of the campus auditorium, financed in part through the Hayward Area Recreation District (HARD), which provided \$420,000, and its Little Theatre, the college in 1968 launched its still continuing performing arts series with productions of the Oakland ballet, Western Opera Company and the American Conservatory Theatre. The college library inaugurated a series of exhibits. Over the years, these have expanded in scope and increased in number, largely under the guidance of Librarian Margaret "Meg" Boubel.

From the very beginning, the college facilities were extensively used by community groups. In the first year alone over 40 organizations, including local schools, business firms, governmental agencies, various associations and clubs, made use of the auditorium, classrooms and other facilities for meetings, sessions and workshops.



Billy A. Smith

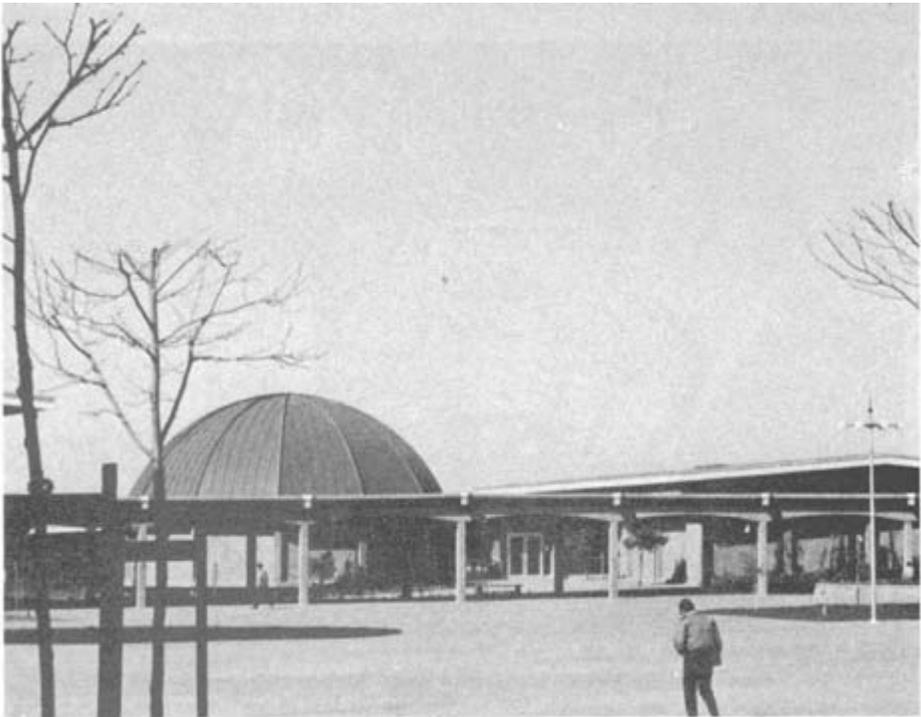
The Planetarium building, originally used for college courses and community programs on astronomy presented by Billy Smith, was later utilized for school and special interest programs. Dr. Smith continues even today, with his colleague, Dr. Larry Toy, to attract large audiences to the planetarium.

A turning point came in the college's community services program in the 1970s. On its own initiative, the college developed clinics, symposia and workshops to serve non-traditional students and other community groups. By 1973-74 a travel film and tours series had been launched. The following year saw summer theatre on the auditorium stage and in the Valley in cooperation with the Hayward and Pleasanton recreation districts, and appearances of the Chabot College Community Choir, conducted by Eugene Graves of the faculty. By 1976 the college was offering Community Services programs in ragtime music and western folk dancing, and Community Services was administering the use of college facilities on both campuses. Presented at no cost to the public until the passage of Proposition 13, these programs continue to this day with minimum fees, leases, and rentals helping to cover costs.

The community services program for 1979-80 reflected the impact of these changing economic and social trends. Of the original series of lectures, films, shows, exhibits and performing arts, only the latter has survived. But the programs were many and varied, including productions of the American Folk Ballet, Roger Wagner Chorale, Oakland

Symphony, Jubilee Singers, Gilbert and Sullivan and Little Red Riding Hood. Travel documentary films took viewers to far-off places like Korea, Sweden and Turkey. On-campus individual and group tours were conducted for many schools and for the Headstart program.

The most startling development was the nature and scope of these special interest programs offered by Community Services. In 1980-81 they included, for example, International Folk Dancing, Bay Area History by Bus, a Hearst Castle trip, Holistic Health Symposium, Financial Planning Symposium, MACE Program, and a baseball clinic. Offerings were made in many areas: **Art** - Flower Arranging for the Holidays, and a Toy Workshop; **Behavior** - Motorcycle Safety, and Outwitting the Con Artist and the Mugger; Building Self-confidence in Children, and Growth in Adult Life; **Critical Issues** - Television as the Electronic Fireplace; **Business** - The Customer and Public Relations; **Food** - the Versatility of the Tortilla; **Music** - Pickin' and Strummin' Banjo; **Sports** - track and wheelchair meets. Travel tours are offered in everything from visits to London and Mexico to whale watching and cultural arts. Appropriately, Community Services had a special once-in-a-lifetime offering in EXPO 81: a gala celebration to commemorate Chabot College's 20th anniversary.



The Planetarium



BOND ISSUE. James P. Riley (left), First Savings and Loan Association executive, served as general chairman for the Chabot College Bond Campaign in 1963. Samuel T. Cohen, Hayward Insurance executive (right), was co-chairman. The successful campaign assured construction of the first permanent campus and purchase of sites for two future campuses - one to serve San Leandro-Castro Valley and the other the Livermore-Pleasanton area. The bond issue was approved 18,827 to 6,579.



VOTE YES. Eugene Weldon, former manager of Sears Store in Hayward, has a "Vote Yes" pin placed on his lapel by Cheryl Dutchler, Chabot College Student as part of the campaign for votes in support of the bond issue. Standing by is Mrs. Marie Pedersen of Hayward, one of the key workers in the successful campaign.



LOT FULL. The sign, "Lot Full," appeared every morning at the entrance to student parking lot "B" around 8:30. The numbers of students placed a severe strain on campus parking facilities.



CROWDING. Typical of the crowded conditions on the campus were those prevailing in the Automotive Technology laboratory. The above picture shows students crowded together at the work benches.



LAST MINUTE MAILING. Students, residents of the district, faculty and staff turned out on a Saturday morning in April, 1963, to get out a last minute mailing of materials on the bond issue. The college library was the scene as these volunteers addressed and tied brochures to be sent to all registered voters in the district.



VALLEY SITE. Chabot College student Pat Alexander of Livermore perches beside a sign erected at the Livermore campus site.



PRETTY MAIDS. Maids of Dublin, Pleasanton and Livermore joined with officials at the Valley campus ground-breaking ceremonies.



NEARING COMPLETION. Valley Campus was the scene of many visits by college, community, and neighboring friends of the district. In this photo the first cluster of buildings nears completion.

Valley Campus

The master plan for Chabot College originally contemplated college sites in the Castro Valley and Livermore areas as well as in Hayward. The bond issue approved in April 1963 provided funds for the two branch sites (\$1.2 million) in addition to the amount for the site purchase and campus construction at Hayward (\$16 million). In October 1964, a 147-acre tract was purchased for the Livermore campus. Surveys of the county's population growth indicated a need for a college in the Amador-Livermore Valley by 1970. For a variety of reasons, however, measures for raising funds were not placed on the ballot earlier. In November 1970, a tax override measure (Proposition C) for a 7-cent rate increase for financing the Livermore campus construction was defeated. In June 1972, tax override measures for a 21-cent increase that would provide money for expanded facilities at Hayward (Proposition M) as well as for campus construction at Livermore (Proposition N) also failed passage. In both instances, local interests in the college district were split with the Hayward-Castro Valley-San Leandro area voting against and Livermore-Pleasanton area voting for the measures.

Meanwhile, the college pressure continued to build up. The increasing number of students from the Amador-Livermore Valley resulted in larger classes on the Hayward campus and additional night classes given at the local high schools in Livermore and Pleasanton. In August 1973, the Chabot College Board of Trustees approved the recommendation of the Superintendent-President to allocate \$950,000 from the college budget for the initial construction of facilities on the Livermore campus. Architectural revisions, site surveys, environmental impact reports and increased construction costs due to inflation necessitated additional funding when the campus actually got underway.



Barbara Mertes

This photo was taken while Dr. Mertes was a Speech Instructor on the Hayward Campus.

Groundbreaking ceremonies took place June 7, 1974. By opening day, March 31, 1975, the campus was ready for operation with the first increment of four buildings completed. The campus began operations with four administrators and a faculty of 19 instructors under the direction of Dr. Barbara Mertes, Dean, and Don Milanese, long time Valley campus representative, as Director of Instruction. The campus enrolled 606 students for its 70 classes in 22 subject areas. The evening program, which operated out of the local high schools as well as on the campus, enrolled 1,524 students for 138 classes. That autumn, the "Valley campus" got underway with full-scale operations and the addition of classrooms in a fifth building.

Valley Students

Student registration at the Chabot College Valley Campus has grown at a steady rate, except for a dip in 1978, increasing from 2,929 students in 1975 to over 3,600 in 1981. Daytime students went up from 1,037 in 1975 to 1,925 in 1981, while evening students made little change over the same period. The Saturday program, which started off well enough, was discontinued in 1978-79 because of low enrollment and costs.

Student characteristics at the Valley campus vary in particulars with the Hayward campus, according to 1980 figures. Most students at the Valley are Livermore residents (58 percent), followed by Pleasanton (36 percent), Dublin (7 percent), and Sunol and other communities of the college district (each with less than one percent). Of the ethnic groups, Hispanics make up over 8.5 percent, Blacks over 5.5 percent and Asians over 5 percent. Women students exceed men students in numbers by a 65 to 35 percent ratio.

The Task Force Model

Valley Campus has an organizational structure that is unique in higher education. Here is how the college staff describes its origins and rationale:

Early in the development of Valley Campus, the faculty and management staff wished to create a programmatic model that would abandon the



Donald Milanese

traditional arrangement of clustering faculty around academic disciplines; rather, the staff's decision to organize the faculty and management staff into five interdisciplinary Task Forces - which would include voting student membership - would hopefully insure that the campus would focus on student learning processes rather than upon subject matter. The faculty and staff believe that the first consideration should be given to the practice of how one learns and that second consideration be given to what one learns.

The Task Force model was designed to carry out three inter-related and yet distinct functions. The first is to encourage professional growth among faculty and administrative staff members. Individual members must prepare themselves to be open to new ideas and to accept the challenges of changes in planning and delivering the college courses and programs.

Second is to provide a process for course and program development.

Faculty, students and administrators at the Valley Campus are organized to work with six Task Forces in the following areas:

1. Business, Industry and Public Sector for the occupational, career and liberal arts program.
2. College-Without-Walls for individual students utilizing college materials for higher education or job-improvement.
3. Community Sector for courses, lectures and symposia meeting the particular needs of special interest groups.
4. Interdisciplinary Sector for course clusters around a specific theme taught by a team of instructors.
5. Learning Sector for courses in learning basic skills in English, mathematics and business methods.
6. Student Activities Sector for coordinating student activities, college projects and special programs for Valley students and community residents.

The third function is to evaluate the process, including open discussion and critical studies for the improvement of the learning environment for students. In this way, the Chabot College Valley Campus has sought to carry out its commitment to provide comprehensive educational opportunities for its diverse student population.

