

## VI. ERA OF CHANGE

Chabot College's dedication of the new campus in May, 1967 was the fulfillment of a goal that enhanced the position of the institution among the people of the community. Hopes were high and optimism for the future was strong. The long-past World War II era of unprecedented growth and prosperity, however, had begun to level off, and as the tide of the times began to change, a new factor had entered into the picture: problems arose in the national experience as a result of imbalance in the political economy. The college was experiencing the effects of the so-called Social Revolution of the 1960s.

The Social Revolution began a long period of change that has continued to our day. It began with the protest of racial minorities - Blacks, Hispanics, Asians and Indians - women and poverty groups. Each in its own way sought a share of government representation in public policies affecting them, especially in job opportunities free from bias and discrimination. The 1960s saw many comprehensive programs undertaken by the federal and state governments to remedy socio-economic problems and redress grievances of disenchanted youth and adults striving for better education, jobs, and living standards.

The 1970s was a time of reckoning. The decade reflected the trials and tribulations of federal, state and local leaders in their efforts to cope with the rising inflation and increasing unemployment that led to recession and cut deeply into the well-being of people. It was compounded by the Vietnam War and the Watergate scandals, which



DEMONSTRATION. Students march in a circle outside the Administration Building during a Chicano Student Union demonstration.

further increased public discontent and unhappiness with the government. Finally, in the mid-1970s widespread public reaction took the form of a general tax revolt. California adopted Proposition 13, which reduced property tax revenues for community colleges, and forced painful adjustments by these colleges and other local institutions dependent on the tax.

There were many other challenges as well which faced Chabot College in these times. They came from within - from students and faculty - and from outside the institution as well, more particularly, from state government. The challenges from within produced controversy and conflict that divided students, faculty and administrators. The challenges from without tended to do the opposite: to bring together these three segments of the college, uniting them with colleagues and supporters among the general public in a remarkable show of effort and united action.

It was a decade of change that shook up traditional ways of the college community and had a traumatic effect upon people both in and out of the college community. Like other institutions facing the same challenges, it was a time that tested the character of Chabot and its ability to cope realistically with changes in the college community in particular and the society in general. A decisive factor in how the college did this was the leadership role played by the superintendent-president.

With Dr. Buffington's leadership, the college responded to the situation, making major adjustments to new conditions and dealing effectively with the changing times, departing from some traditional ways, moving in new directions, sometimes seeking accommodation and at other times striving for innovation. Relationships between and among the board, administration, faculty, staff, and students were influenced by these times. Mutual problems that involved policy and priorities occasionally led to confrontations and altered relationships.

The educational process also experienced fundamental changes.

Curriculum and instruction were augmented and revised during these years to accommodate new and non-traditional students who sought a more meaningful existence through individual self-realization, new job careers, cultural or recreational activities. Courses and programs were implemented to meet the particular needs of each student group. As a result of these developments, Chabot has created a comprehensive and flexible educational program that is geared to the diverse interests of the many people who make up the college community.

Chabot College, in short, has evolved through these years of change as an exceedingly complex institution. It set its aims high - to serve the educational needs and desires of the community, whatever they might be.

It pursued its objectives with relentless consistency - overcoming difficulties and obstacles that stood in the way. It maintained high standards for conduct and performance - striving for educational excellence in its programs and activities. In the course of pursuing its goals, it has demonstrated uncommon dedication and strong commitment to the interests of the community it serves. The college has become so deeply involved in its task that it has become more than ever before a true community institution.

## **The "New" Students**

What had come to be called the "new" students, those who had not matriculated directly from high schools as had been the case in the more traditional pattern, came to the college in great numbers in the 1960s, as they did to institutions of higher education elsewhere in the Bay Area and across the country. They came for different reasons than had their "traditional" forebears, and in many instances, with different motivations, values and experiences. They were the ethnic minorities, women, financially needy, physically disabled, war veterans, elderly, and foreign students, including refugees, many of them pursuing special courses and programs tailored to their specific needs. Others among them emerged from the environment of student protest and campus unrest which swept the nation from the mid-1960s into the early part of the next decade. In the Bay Area, the so-called Free Speech Movement at the University of California at Berkeley, which took place about the time of the transition from Old Campus in San Leandro to the new site in Hayward, and the San Francisco State College student strike at the turn of the decade (which made Sam Hayakawa a household name) are notable examples of what was going on in those turbulent times. Among these "new" students there were many who pressed for educational improvements that led to major revisions in class, course and program formats, to new opportunities for ethnic groups, and to changes in administrative-faculty-student relationships. They joined civil rights and other movements to press for political rights, equal employment, and social justice. By the 1970s these various movements became enveloped into public reaction against the Vietnam War.

At the same time the Federal government had launched measures to redress a variety of grievances which the preceding decade had dramatized, and the impact of these measures, such as the Civil Rights and Economic Opportunity Acts, was being felt. Affirmative action was becoming more evident in the national policy and conscience. California's state government followed up with supplementary measures and new laws that extended the rights and benefits of the disadvantaged in society.

Educational and financial aid programs, funded from both State and Federal sources, became available on college campuses. Buttressed by programs of local government agencies and college districts, these Federal and State programs had also reached out to embrace the physically disabled, senior citizens, and Vietnam veterans. Then came the economic recession of the mid-1970s, public reaction (Proposition 13 in California), and a general retrenchment in public education.



**MINORITY SCHOLARS.** On Friday, March 26, 1971, nine Chabot College students were named winners in a new Ford Foundation national scholarship program to help minority group members transfer from two-year colleges to four-year institutions. The scholarship winners are pictured above with three members of the college staff. They are, from left to right, Irving Batz, Director of Special Student Services; Armand M. Acuna, Jonathan Overby, Flavio Robles, Jr., John B. Coleman, and Dr. Reed L. Buffington, President-Superintendent; Julia M. Lara, Joseph M. Ponce, Mrs. Bertha D. Chavez, Abel A. Colo, Christine Cuevas, Teaching Assistant in Psychology and Counseling, and Joel R. Varela:

## **The Chabot Scene**

Against this backdrop of the national experience, Chabot College had its own history of involvement with the student protest movement. Geographically removed from the Berkeley-Oakland-San Francisco area, the campus community was preoccupied with building the foundations of the college, its physical plans, and its programs. Not isolated, however, college people, and especially instructors and students were active observers, and sometimes participants on the scenes of demonstrations in those cities. It was a time when conscience seemed to dictate to many that they take a stand on principles and issues. The Faculty Association, in fact, on Old Campus, and later the Faculty Senate at Hayward, adopted resolutions in the mid-1960s taking positions in support of various civil rights and anti-discrimination measures, notably the Rumford Fair Housing Act (Proposition 9, 1965).

When the student movement reached the Chabot campus in the late 1960s and early 1970s, it took on the character of student activism rather than student protest. Students on other campuses had initially protested existing academic and professional policies and procedures, while student groups at Chabot College demanded specialized educational opportunities that were not there. Minority groups, first Black, then Hispanic, pressed for courses and programs geared to their special interests and a campus center to serve their needs. Then the initiative of the movement shifted to the faculty and the administration who developed courses and programs to attract students from among these new populations. Some of these activities were financed by the district, others by federal or state agencies. It is the contrast between how such programs were initiated at Chabot College, and where the impetus came from on most other college campuses, that makes the Chabot experience notable. At Chabot, the pressure came largely from the institution itself, and was generated by a growing awareness of the need to reach out and respond to such needs. At the same time, however, the "new" students were making themselves heard, and keeping the issues of the decade at the forefront of campus awareness.

## **Minority Students**

Chabot College has had a sprinkling of Black, Hispanic and other ethnic minority students on its campus since its inception. They had, however, been enrolled in regular programs of studies and relatively inconspicuous among their peers in the academic programs and student activities until the late 1960s, coming into focus between 1967 and 1971. Indeed, the faculty of the college had included minorities since 1964.

During the 1967-1968 academic year, Black and Hispanic students emerged as minority groups, conscious of their identity and determined to pursue issues of the decade with which they felt identified. Both groups were active in recruiting friends and peers to enroll at Chabot. Charles Claiborne organized the Black Students Union (BSU) and later Rudy Triviso formed the Chicano Students Union (CSU) to rally fellow students on the campus. Radical-minded representatives of the Students for a Democratic Society (SDS) from the University of California, Berkeley, and California State College, Hayward, appeared on campus to lend support to these activities and promote the common cause. During the same year many programs and activities generated from the academic divisions and other institutional areas underscored the shared concerns of the college community to deal with the issues of the times. Highlights of the year included a Social Science Division Symposium featuring East Bay Black leaders, among them the controversial Harry Edwards, and the Chabot celebration of Negro History Week

organized by the Black students on campus. It was a year of encounter in which the administration, faculty and majority students increased their awareness and sensitivity to the minority students and their concerns.



BLACK STUDENT UNION. Another view of the Black Student Union Lounge which was taken in October, 1968. This room was later to become the Tutorials Center.

## **Confrontation**

The 1968-1969 academic year was one of confrontation. The BSU assumed a militant posture in provoking incidents, particularly by disrupting campus classes and meetings, in a move to dramatize their cause and to pressure the Administration and Board into accepting a number of demands, among them the introduction of an Afro-American history course, a Black Readiness program for teaching basic skills, a campus center for Black students, and the firing of several college staff members for alleged discrimination.

The college response was quick and took place in an eventful October month. The Board approved a Readiness Instructional Program, which included student tutors organized by Susan McElroy of the Language Arts Division. A Black Thursday Program featured outstanding films and speakers, including Black authors Alex Haley and Louis Lomax, and Black Panther leader Bobby Seale. At one point, the BSU staged an informational picket outside the Administration Building.

During the same period the Hispanic students (CSU) led by Rudy Triviso met with the Superintendent-President to discuss the lack of Hispanic courses and programs and urge the employment of Hispanics on the college staff, but no steps were immediately forthcoming. Then, in January 1969, the CSU again took action, disrupting a meeting of the Board to bring attention to its cause, presenting a 6-point program to the Board which later approved a compromise plan developed by the administration and interested faculty members. An important item in this plan was the employment of an Hispanic counselor to assist Fred Sims, a Black counselor, in operation of the College Readiness Center.

During the winter quarter of that year campus attention focused on the Associated Student Body election, unique because it was the first and only time student political parties had been active. The spark was struck when SDS and BSU students formed a radical-oriented SLATE party, which in turn prompted the organization of the conservative Chabot Student Party. A third group of athletes and other students of the Physical Education Division also emerged, although they were neither organized nor officially recognized as a party. The student athlete's block nonetheless won both the presidency for Jon Bautista and captured the ASCC offices for their candidates. At no other time in Chabot's history had students manifested so great an interest in their campus elections.

The year of crisis tapered off in relative calm. The BSU presented, in February, a second set of demands, including the hiring of Black instructors and consultants and the establishment of an intercultural center. The year was rounded off by a seven-page report to the Board of Trustees which summed up the institution's progress in addressing these various issues in the areas of curriculum and instruction, personnel, community services and communications. The report, however, was rebutted by the BSU and CSU as misleading. It remained for the college administration and faculty to prove up on their efforts.

### **Minority Faculty**

The proof was forthcoming in the 1969-1970 academic year. The college employed some 25 new instructors, including a large number of new minority faculty. Among the Blacks were Frank West in history, Charles Matthews in English, Pamela Edwards in mathematics, and Marvin Thompson in psychology and counseling. Among the Hispanics were Jaime Flores in History and Economics and Milton Ortega as Coordinator of Community Services. These instructors, joined by colleagues, pioneered a series of Black and Hispanic-oriented courses in several areas, many of which are still in the college catalogue. Laverne Richardson, a BSU leader was appointed in November of 1969 to the statewide advisory committee on Educational Opportunity Programs convened by the Chancellor of the California Community Colleges.

Black History Week that same year featured a fashion show enhanced with dances and poetry reading based on African motifs. As the academic year rounded out, BSU and CSU activities tapered off. In June when ASCC elections were held, the radical Family Circle won top positions in student body government - not one of them a minority student.

### **Year of the Hispanics**



**Santiago Garza**

In the 1970-1971 academic year, the college appointed Santiago Garza to replace Milton Ortega as Coordinator of Community Services. In October, the CSU revived its campaign for a campus Hispanic Cultural Center, pitching tents near the entrance to the campus to dramatize the issue. After a confrontation in which an Administration attempt to dislodge the CSU tents failed, the Superintendent-President discreetly ignored the Hispanic showplace. Meantime, however, the CSU had reached out into the community to persuade Hispanic groups to appear before the Board on its behalf, enlisting the aid of such well-known groups as La Raza Unida, MAPA, MECHA and United Latinos for Justice.

Position papers were written and presented to the Board of Trustees by Hispanic students Armando Acuna and Joe Dorado, as well as counselor David Guzman and Dean of Students Art Larson. These papers served to inform and sensitize the Board to the social, cultural and psychological needs of the Hispanic community.

Shortly afterwards, the Board approved a plan by which an information center would be set up in the rotunda of Building 100 and manned in large part by Hispanic students. Originally designated by the cumbersome name of Students Information, Liaison and Assistance Center, it is known today by Hispanic students simply as EI Centro. The college had resolved a sticky dilemma with an adroit compromise.

The CSU came of age in the winter and spring quarters of 1971. In the student elections that year, the CSU successfully organized a minority coalition composed of Black, Asian and foreign students to win several offices in the ASCC. It also restructured the CSU organization, replacing the president with a Tri-Council; broadening its proposals for ethnic-oriented campus programs, and formalizing its liaison with Hispanic groups in the community. A high point of the year was the colorful Cinco de Mayo Festival, celebrating the Mexican national holiday. A continuing measure of the Hispanic presence at Chabot College is the annual celebration of the Cinco de Mayo on campus.





**El Centro**

## **The Women**

The "new" women at Chabot College evolved out of the Women's Liberation Movement of the late 1960s, a multifaceted movement striving for equality between the sexes. Typical among them were the independent-minded women who sought personal liberation either through individual experience or group participation in such activities as rap sessions or encounter groups for consciousness-raising. They sought better understanding of their lives and problems in contemporary society. In realizing their potentials as individuals, these women had been reassessing their traditional roles. Many, breaking away from the strictures of home and job, turned to the local school or college as a first step in finding themselves and preparing for a new life. Many of them came to Chabot College.

The college emerged as an arena for women's consciousness after 1972. Barbara Garfinkle led the way with a women's encounter course that was introduced in the Spring of 1972 to attract non-traditional adult women who might or might not



**Barbara Garfinkle**

have had previous college experience. Now entitled *College and the Mature Woman*, the course explores educational opportunities, vocational possibilities and personal goals in relation to the mature woman student, her family responsibilities and relationships.



**Dee Roshong**

Following this, a Women's Study group was organized among faculty women to develop programs that would provide more meaningful educational experiences for such women. The first of these programs was the highly-touted symposium entitled "I, a Woman," designed by counselor Dee Roshong with workshops on "I Look at Me" and "I Look at Chabot" to follow. Presented in January 1974, the offering attracted over 500 participants. In subsequent years similar programs and additional courses oriented to women's concerns were incorporated into the Chabot curriculum..

The new women's consciousness at Chabot had an impact on the young college-age women as well as the middle-aged and elderly women of the community. They included married women and women who were widowed, divorced, or separated from husbands. They sought more enriching or meaningful life experiences through self-analysis, broader educational and cultural activities, and advanced or new occupational careers. In the early 1970s a conspicuous group of women, including Carol Hewitt, Peggy Hora, Marcia Hartman, and Pam MacDonald, found opportunity to develop their talents in campus activities. They played prominent roles as editorial writers on *The Spectator* staff and as officers in the Associated Students and later went on to successful careers. From their Chabot College base, several of these women formed a Northern California branch of the NOW organization. In recent years women in the student body had so increased in numbers that by 1980 they outnumbered men students on the Hayward campus.



**SPORTS EDITOR.** Tara Hudson served as Sports Editor of the *Spectator*, Chabot College Student newspaper, during the 1973 Winter Quarter—first woman sports editor in the paper's history. Ms. Hudson later became Community Affairs Director at KLOK Radio, a powerful 50,000-watt station in San Jose, where she was also an on-the-air personality, and worked with Channel 54-TV in that city.

## The Financially Needy

In the mid-1960s, Congress enacted the landmark Economic Opportunity Act, a long-needed legislative platform which recognized the plight of the poor and initiated programs to provide training in occupational skills for this segment of the American population - almost a fourth of our people. An extension of this program was the Economic Opportunity Program (EOP), which provided, at Federal and State levels, for financial assistance to low income persons for school or college training and study. During the 1970s, EOP, supplemented by other programs, made a wide range of student financial aids available - a vast array of grants, loans, and scholarships designed to meet the needs of different students.

Chabot College's program for student financial aid evolved from modest beginnings to a very elaborate one in recent years. During the 1960s, the program was limited to district loans for student textbooks and later Federal and State EOP loans for the few qualified students. The picture changed after 1970, however, with the appointment of Melinda Matsuda to manage the program. Referred to as the "grandmother" of Chabot's EOP, this youthful administrator developed the broad basis that characterizes the college's present Extended Opportunity Programs and Services. The basis of the present program is EOPS - the "S" added to the original program to emphasize "Services" as well as financial



**Melinda Matsuda**

aid. It is designed to extend college education to all who may profit from it without regard to the student's economic, social, educational or language background. The college services range from recruiting potential EOPS students from local high schools and the community to providing ongoing assistance and follow-through attention for individual students, tutoring support and financial aid programs comprised of Federal and State grants, loans and scholarships as well as campus employment financed primarily by district funds. The program has reached out to a sizeable number of needy, low income students (500 in 1980)



## The Disabled

Persons with physical disabilities have generally had the sympathetic regard of people. But not until 1968 did disabled persons receive recognition as a minority group deserving of public assistance. A pioneer in the effort to change public attitudes was one Ed Roberts, a young quadriplegic from Berkeley, who spearheaded the first campaign for curbs to accommodate people in wheelchairs. Roberts presently heads the State Department of Rehabilitation. Programs for helping disabled persons achieve occupational and educational goals were extended by federal (1968 Vocational Education Act) and state excess cost funds. Disabled persons have made progress in asserting their rights as individuals, in coping with various forms of personal handicaps and in educating the public to the realities of their situation. They have become an equal opportunity minority.



Greg Lopez, President of the Disables of Chabot, abbreviated "DOC," is shown receiving honors at an Awards Recognition Night on campus.

At Chabot, campus attention was drawn to disabled students through Greg Lopez, a paraplegic student who had been inspired by Ed Roberts. When Lopez enrolled in 1969, he organized the Disables of Chabot (DOC) and initiated activities that made it for a time the most active club on campus. Among DOC's ambitious projects were a \$5,000 fund campaign for Oak Knoll Naval Hospital, a Christmas party for a local orphanage, a rock concert for club funds while counseling handicapped students at local high schools as well as at Chabot. Lopez, with Dean of Students, Dr. Arthur Larson, lobbied for legislation to extend state apportionment to disabled students at community colleges.



**DISABLED STUDENT CENTER.** A Physically Limited Student Resources Center, later redesignated the Disabled Student Center, was opened during the 1972-1973 academic year. The facility was first located in the Student Center Building, then moved into new quarters. Shown outside the original center entrance are Sheryl Hanestad, physically limited student and (then) clerk-typist at the college, now a member of the staff; Lance Davis, instructional aide, and Gilbert Ribera, Business instructor and enabler for the physically limited student program. Sheryl Hanestad is also a Wheelchair Olympics athlete and winner of several Gold Medals.

## **The Disabled Student Resource Center**

From its early beginning under a staircase in the Student Center, Programs and Services for Disabled Students has expanded each year to serve a continually widening spectrum of disabled students. To services for the physically disabled were added instructional programs for the speech impaired and learning disabled as well.

Today, the Disabled Student Resource Center is housed in a modern facility (Building 3100) and serves as a home away from home for many disabled students on the Hayward campus. Administratively headed by Assistant Dean Richard Moore and conducted by Counselor Cathy Noble, this facility provides a wide array of specialized services and activities. These include a newsletter entitled "Barriers and Bridges" to educate the campus community about disabled students and their needs.

During the 1979-1980 academic year, the center served 459 students representing a wide range of physical, communications and learning disabilities. On the Center staff is alumna, Sheryl Hanestad, a wheelchair Olympian who has won 49 gold medals in state and national competition, who now serves as a counselor aide. Other alumni include Tanya Temporal, who was named Miss California Chair in 1978, and Ken Kennedy, a paraplegic who was first to complete (in 1979) a numerical control machine tool technology program which had been especially adapted for the disabled through the use of a vertical elevating wheelchair.

In 1980, the Center established an award to be given to the outstanding disabled student at Chabot college each year. Called the Greg Lopez Award, it honors, following his death, the student who did so much to pioneer the cause of the disabled student at Chabot College, as well as others everywhere.

## **The Veterans**

The war veteran has always been given special consideration by a grateful federal and state government for military services rendered in wartime. After World War II, the famous "GI Bill" was set up as the basic program for extending grants and loans to veterans for financing their general education, vocational training, business enterprises and homes. The Veterans' Administration still supervises the vast array of assistance programs, which now include college courses, tutorial assistance, counseling services and job placement.

Chabot has had veteran students since its inception. They increased from relatively small numbers in the 1960s to become a particularly large group in the mid-1970s. They became a conspicuous group during



VETERANS PROGRAMS. Veteran's Representative Donald Tyson stands outside the mobile unit used in reaching out for veterans during the heyday of GJ. enrollments.

the 1969-1970 academic year when student opposition to the Vietnam War accelerated on campus. A Veterans Club was organized by Michael Flynn to rally anti-war veterans but it was countered by the Associated Veterans, an informal but large group of veterans who overwhelmed the Vets Club by sheer numbers. Following the incident, the original Veterans Club folded up, and the Associated Veterans continued for a time as a service group, although it was never developed into a recognized ASCC approved club.

The veteran situation took a sudden turn in 1972. The Veterans' Administration issued a general notice reminding veterans of the Vietnam War that the legal 15-year limit for use of educational benefits was nearing an end, and that interested vets should therefore enroll if they wanted to use the benefits. Spurred by federal and state funds, the college appointed Ruben Hernandez to manage the program, utilizing a mobile unit to recruit potential veteran students. The response was astounding. Around 3,500 veterans enrolled at Chabot between 1973 and 1976. College facilities were expanded to provide counseling, tutorial and career planning services for them. For many, the Chabot experience transformed their lives. Willie Campbell, a Black veteran who retired after 20 years of service, came to Chabot as a "stranger among the young students," but "got hooked on education." He took a variety of courses and acquired a realtor's license that did much to help his transition from what he himself termed "a sheltered life to real society."



OLDER AND GROWING. The newspaper course "Older and Growing" attracted about 150 students in Autumn Quarter, 1979. Seated at top left is Trustee L. Arthur Van Etten who took the course for credit. At right is Katie Richardson of Livermore, "over 70," a retired practical nurse who has also taken course work in music, nutrition, and the paralegal field.

## The Elderly

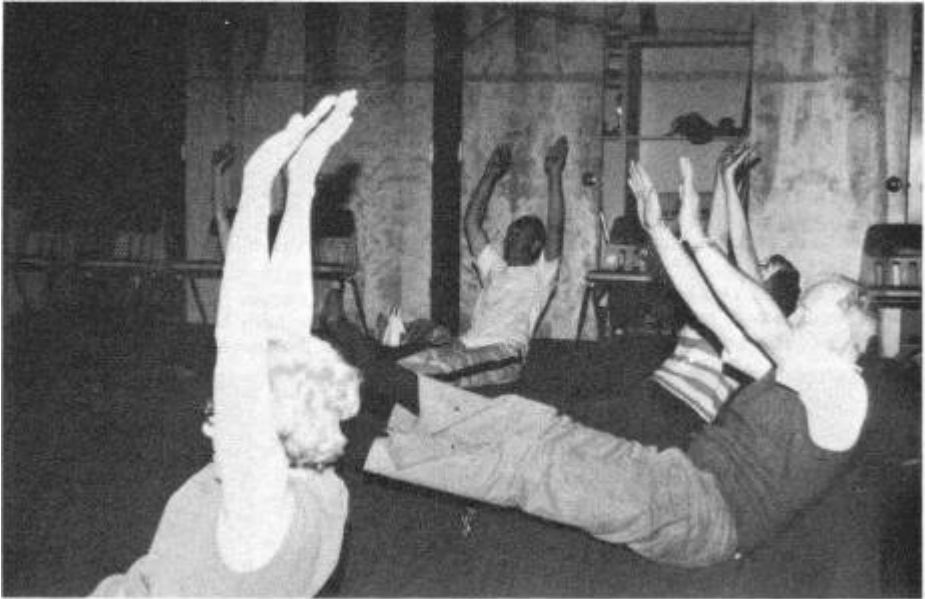
Elderly people came into the spotlight of national attention with the White House Conference on Aging in 1961 and 1971. The well publicized 1971 report mentioned the growing number of older people, 40 million over 55 years, due to increased life expectancy and improved medical care and health conditions. A great number of them, however, were denied the rich educational, cultural and recreational experiences that they were capable of because of inadequate public facilities and services. The report called for the creation of opportunities for senior citizens to become involved in lifelong development, and emphasized the role which senior centers and local colleges ought to play toward that end. The American Association of Community and Junior Colleges made a valuable contribution in this direction by developing a set of guidelines for implementing such a program (Andrew Dorim, Guide for Program Implementation, 1970).

At Chabot College, the impulse for setting up a college program for the elderly came from the Dean of Instruction, Dr. Richard Yeo, and then Gwen Deardorff of the Social Science Division, now Gwen Yeo. Deardorff designed the program that was implemented in Winter 1975 with 5 classes at four off-campus sites. By 1980, it had evolved into a comprehensive program which offered 50 classes in diverse areas for the elderly in 25 off-campus locations. Designated as "Quest - Expanding Education for Elders," the ambitious curriculum includes such courses as autobiographical writing, physical fitness,



chamber music ensemble, folk dancing, nutrition, community choir, swimming, preretirement planning and retirement workshops. The college also offered on-campus courses for educating students about aging and training them to work with older adults. Chabot offers a certificate and an Associate degree program in gerontology.

Several students have cut niches that have inspired elderly people in the community. Two examples are Ray Opper, who has been active in choir and folk dancing and recently testified before a congressional committee. Ray is 92 years of age and blind. Ada Kellogg is an 84-year arthritic who has successfully coped with her condition through three years of physical fitness classes.



YOGA. Seniors enrolled in a QUEST program class at the Hayward Senior Center are shown doing exercise. During Spring Quarter 1979 the college-sponsored courses at this center included badminton, "Fitness After 50," tennis, folk dancing and dance exercise.

## Foreign Students

Foreign students have been enrolled at Chabot since the opening of the college. Nationally, with the influx of immigrants and visitors from the Middle East and Southeast Asia during the 1970s, foreign students became more conspicuous on college campuses. At Chabot, they increased from 15 in 1971 to 49 in 1979. The earliest of them were mostly from the Middle East and included Iranians and Saudis who were supported by their governments or families. The later ones were predominantly Southeast Asians, mostly refugee "boat people" from Cambodia and Laos. Unlike the Middle Easterners, who retained their citizenship, the Southeast Asians have taken permanent residence here and are or intend to become U.S. citizens.



**FOREIGN LANGUAGE CLUB.** From the beginning of the college, foreign languages have been taught at Chabot, and foreign students have been visible on campus. In this 1961 photo, Reed Buffington holds a tree donated for planting on the San Leandro campus by the Foreign Language Club. Mrs. Gladys (Gee) Powers of Hayward holds the shovel.



**FOREIGN STUDENTS.** Pictured with Foreign Student Advisor Marguerite Baray Reyes, second from right, are Rami Faraj (Jordan), Luis Gonzales (Venezuela), Blanca Brito (Venezuela), Paul Hay (Jamaica), Mrs. Reyes, and Mohammed Moksen [Lebenon].

Chabot also has foreign students of other nationalities, including Chinese, Japanese, Latin Americans, and Europeans. A large number of them have signed up for American history courses as part of their studies, in many cases to help prepare them for citizenship. A U.S. History instructor had for his 1980 summer course a class roll that ended with the following names: Tom, Tran, Tseng, Vu, Wu, Yung, Yih and Yoo. The list included the coincidental namesakes of Sandlu Sanjay, the son of India's prime minister, who was killed in an air crash, and Ali Tabaitabai, the pro-Shah Iranian official who was recently assassinated in Washington, D.C. The Chabot College curriculum offers English-as-a-Second-Language (ESL) as well as basic learning skills courses oriented to the needs of limited English speakers (LES).

To summarize the Chabot college version of the new student movement, each group of non-traditional students went through a pattern which may be characterized by comparatively mild encounters and quick response. The first year was a time of planting ideas and proposals. The second saw the harvesting of courses, programs and other activities. Black and Hispanic students did the planting with their demands and recommendations and reaped a harvest in courses and programs oriented to their needs. For the women and senior citizens, college instructors and administrators took the initiative in planting the proposals and saw, and shared, their harvest. For the financially needy, the foreign students and war veterans, it was Federal and State agencies and the college district which nurtured the plant to the harvest. The vintage years of development and maturity of these activities at Chabot were fairly brief.

At a time when the nation was undergoing strain and educational institutions were adjusting to changing conditions, Chabot came through the transition well. The college was fortunate in that student activism reached the campus relatively late and the college had had the benefit of observation and experience in coping with it. After the trial of mild confrontation, the administration demonstrated flexibility, and the faculty showed alertness in meeting new student needs. The students worked for the most part within the college structure to achieve their aims. One thing was certain: the new student groups presented challenges that were good for Chabot and added a new dimension to the college experience.





**THE BOARD OF TRUSTEES.** The Board posed for an official photograph during the 1966-67 School year. The Board included the following: Edward E. Martins of Hayward (seated, left), President of the Board; L. Arthur Van Etten of San Lorenzo (seated, right), Secretary; and (standing, from left) William A. Tenney of Hayward, Charles W. Stone of San Leandro, Robert L. Coate of Castro Valley; Dr. Reed L. Buffington, President-Superintendent; Frederick T. Sullivan of Hayward and E. J. "Jay" Chinn of San Leandro.



June 27, 1967 marked the final meeting of the original Board of Trustees elected April 18, 1961. Members are shown listening to an explanation of proposed campus construction by architect Ted Milhous, as members of the college and community look on.