

VIII. CHANGING PERSPECTIVES

In our review of Chabot College's evolution up to this point, we have attempted, from several perspectives, to bring out the highlights of the Chabot experience as reflected in the character, personality, and dedication of those who created and sustained it - the people of the district, the Board, Dr. Buffington and his administrative team, the faculty, students, and staff. In the preceding section we have taken an initial look at "new students" and activism related to them. Let us now look back over these same years from the perspectives of faculty activism and organization, and student characteristics and activities, which should shed further light on the evolution of Chabot College over these two decades.

Faculty Activism

Historically, the determination of college policy in academic and professional matters at the community college level have been the province of boards of trustees as the governing bodies with decision-making powers, and superintendent-presidents as chief executives for implementing decisions and making policy. Faculty would influence educational policies on a formal or informal basis depending on local circumstances. California, more than other parts of the nation, tended to favor the "strong president" at the community college level. So prevalent was this trend that among community colleges, instructors generally accepted the presidential prerogatives in educational matters.

During the 1960's, faculty disenchantment with the prevailing system in the community colleges was manifested in the growing movement among instructors to assert a more prominent role in determining academic policy and professional conditions. The movement grew out of the decline in their economic status, this in turn being attributed to the general practice of college boards of paying instructors low salaries to sustain a low tax rate for their constituency. It gained momentum as instructors accelerated efforts to secure from their boards and from the state a greater voice in educational and employment matters. With the profound changes in the state's educational system brought about by the Master Plan for Higher Education and educational reforms prompted by student and faculty pressure at the University of California, concerned instructors in the community colleges saw the time was ripe to press for their goals.

At issue here was the question: Who should determine academic policy and professional standards for each community college? The Board of Trustees and administration held to the legal view that state

law delegated authority to the Board in exercising the "trust of the people." The Superintendent-President was agent of the Board in implementing decisions and administering policy as dictated by the Board. The faculty, on the other hand, cited the collegiate ideal derived from the European university model that professors and instructors should be the primary authority in educational matters. They took the view that by virtue of their academic knowledge of subject matter and professional training for masters and doctoral degrees they were in the best position to determine curricular and instructional policy that would ensure the best education for students. They felt also that they should have a voice in determining employment conditions, such as the number of courses and weekly hours of class, to ensure their capacity to teach to the best of their ability. They also expected salary compensation worthy of their professional status. Now that the community college was designated as an institution of higher learning, the faculty expected the same rights and privileges enjoyed by the faculty bodies of the University of California and the state colleges.

Perhaps spurred by state adoption of the Master Plan for Higher Education, a growing number of faculty organizations (such as academic senates, faculty councils, and faculty senates) were formed in colleges across the state. In the California Junior College Association, a professional organization of educators then dominated largely by administrators, faculty representatives pressed for a greater voice in organizational affairs.

Meanwhile, faculty-oriented state organizations were making headway. The two leading teachers' organizations which had been operating at the primary, elementary, and secondary school levels now moved into the community college sphere. Focusing on organizing teacher groups on school and college campuses, their purpose was to improve employment conditions while utilizing different approaches than had been the case in the elementary and secondary schools. The more conservative California Teachers Association (CTA) emphasized the principle of negotiation by a professional association while the liberal-radical California Federation of Teachers (CFT) stressed the union idea of collective bargaining. The California Junior College Faculty Association (CJCF A) initiated by a Long Beach faculty group in 1958, advocated state legislation to improve educational policies. This organization took the initiative to press for state sanction of academic senate-faculty councils that were meeting resistance from college boards and administrators.

An historic turning of the tide in faculty relations with the board and administration came with two landmark measures. With impetus from both the CJCF A and CFT, the 1963 legislature adopted ACR 48, which sanctioned the establishment of academic senates or councils of faculty

members free from administration domination. The author of the measure was Assemblyman Charles Garrigus, himself a community college teacher. As the law was implemented, the faculty body had the right to make recommendations on academic and professional matters, including employment conditions. Pressed in another direction by CTA, the 1965 legislature adopted AB 1640, sponsored by Gordon Winton, which re-wrote provisions for employee organizations of public schools, initially referring to primary and secondary schools but later including community colleges. The measure provided for negotiating councils representing faculty organizations in proportion to members on campus to "meet and confer" with the board on employment matters. It was to take several years for these laws to develop into workable forms. But a significant step had been made toward giving faculty a voice in formulating educational policy.

At Chabot College during these years (between 1961 and 1965) the faculty gradually came to a reckoning with its status in the college picture. A number of faculty were strong adherents of the idea that they should have a prominent voice in determining educational policy by virtue of their academic knowledge and professional training. Through the faculty association, they secured positions on college committees that enabled them to participate in the formulation of policies and programs on curriculum and student matters. They were unsuccessful, however, in efforts to influence college policy on teaching workloads and faculty salaries at a level which they believed was commensurate with their professional status. In light of Chabot's high educational standards, faculty members believed they should receive salary compensation that was competitive with their peers in other community colleges of the Bay Area. They also believed that division chairmen should be selected by the appropriate faculty group rather than by the Superintendent - President.



OLD LIBRARY. This building held 16,000 volumes when the campus was ready to move to Hesperian Boulevard.

View from the Board room

The Board's view of the matter was quite different. The trustees believed they exercised a public trust granted to them when the district was formed; further, that as the governing body of the institution they had a primary obligation to the electorate which had voted them into office. In this light, the Board gave priority to its financial accountability, and particularly that it hold college spending within the limits of the 35-cent tax rate approved by the voters in the district's formation election.

The Board, however, did in fact have a position on faculty salaries that coincided with the views of the faculty but for quite a different reason. In June 1961, while setting up the college system the Board adopted a motion which in effect supported the Superintendent-President's recommendation to establish competitive salaries that would give the faculty "eminently fair pay for experience." At the time, the Board was under pressure to recruit qualified instructors in the few months before the college opened in September.

Faculty concerns regarding professional status evolved out of salary negotiations with the Board between 1961 and 1965. In the first year, no salary negotiations had taken place, and the faculty ranked third among the six Bay Area colleges in salaries. Faculty recognized that it was inappropriate at that time to press for a salary increase. The Board at the same time was absorbed in resolving difficulties in college operations, especially with the defeat of the first college bond issue in April 1962.

The second year saw better prospects for a salary increase. However, the faculty association established a salary committee which requested salaries at the top level of Bay Area colleges, and passage of the second bond issue in April 1963 seemed to insure available funds. The Superintendent-President lent his support to the faculty proposal, pointing out to the Board that neighboring colleges had raised their salary levels so much that the Chabot faculty had been put at a disadvantage. And the San Leandro *Morning News* came out in favor of a faculty increase that would keep pace with private industry; otherwise, the newspaper said, "We face the ludicrous and tragic possibility of an empty, superficial monument to higher education." The Board, however, approved a three percent cost-of-living increase only, on grounds the college district was in financial straits. The faculty association expressed its unhappiness by sending its president back to the Board to reiterate its request, but the governing body again turned them down. That year, the Chabot faculty ranked last on the list of Bay Area colleges in salaries.

Change of Tactics

In 1963-1964, the faculty association changed its tactics. Its salary committee conducted research to compile statistics and met with the administration to secure support. It went to the Board with a well-prepared report to back up its request for a 10-percent salary increase. Reed Buffington wrote a cover letter to the report, commending the salary committee for its "dignity and forthrightness." The Board granted the salary increase and praised the faculty for competence and thoroughness. Faculty elation, however, was premature. As it turned out, other colleges had also raised their faculty salary levels, placing Chabot seventh among nine colleges, instead of in second place as sought by the faculty.

By 1964-65, however, the Chabot situation had undergone change. The faculty took advantage of ACR 48 provisions to form the Faculty Senate in place of the original Faculty Association in the belief it would strengthen their representation in college affairs. The new faculty body assumed responsibility for salary negotiations and utilized the same format as the year before, in line with the adage that "success breeds success." The Senate salary committee prepared another well-researched document, which included the telling statistic that where Chabot faculty salaries had increased at a rate of one percent a year, or three percent over the past three years, the average increase for the other Bay Area colleges had gone up four percent a year and thirteen percent over three years.

This time the Board took a more aggressive stance on the salary matter. It expressed its displeasure with the "leap-frogging" tactics of the colleges and opened consideration of the salary schedule steps and other detailed aspects of faculty compensation. Trustee Robert Coate proposed that faculty salaries be based on merit pay, a system used in business and industry to establish salary levels according to ability. In the lengthy discussions which ensued, the salary issue was enmeshed in controversial debate as Trustee Edward Martins sought approval of the faculty proposal.

Awakening

In the end, the board granted the faculty what was described as a "politically safe four percent" increase based on the cost-of-living index. It attempted to mollify faculty disappointment by expressing appreciation of their fine work, but felt it had to maintain fiscal integrity.

By this time faculty disenchantment with their subordinate role in college policy matters was manifest. The CFT campus newsletter expressed the issue bluntly: The Board "wants a salary scale that is as cheap as possible ... and the faculty is still more interested in being nice and cooperative."

Board-faculty relations on salary matters had the effect of awakening the faculty to the realities of college governance. While the faculty protest was in low profile at Chabot College in these years, it nurtured the strain of faculty activism that was to erupt in the years to come.

Changing Complexion

The faculty experienced steady growth over these years, a phenomenon which eventually altered its basic complexion. Full-time faculty members increased from 90 in the last year on Old Campus (1965-66) to 148 in the first year of full operation on the new campus (1967-68), then stabilized at around 275 instructors by the mid-1970's. A significant feature in faculty population growth during these years was the increasing number of instructors from the various ethnic minorities: Blacks, Mexican-Americans and Asians. Another significant feature was the growing prominence of part-time faculty, which rose from 382 in 1969-70 to 1,105 in the peak year of 1977-78, then declining sharply by 1980-81 due to the college retrenchment. A conscious effort was made in the early 1970's to employ more women instructors to achieve a better balance in the faculty population.

The faculty retained its characteristic trait of diversity. However, faculty involvement in the selection of new instructors had grown over the years, but the Superintendent-President continued to make the final choice. Sources of faculty recruitment also evidenced a change. Originally, most faculty had been drawn from two sources: teachers from high schools with master's degrees, and from the colleges and universities with master's and doctoral degrees. Since the college moved to the new campus, faculty members have been recruited from such diverse areas as business, industry, the professions, the military, FBI and other governmental agencies. Another element was added in the mid-1970's when Chabot began recruiting young college graduates to improve the balance with older instructors. The new faculty, like the old, represented a broad spectrum of differences in personality, individual background, professional experience, and philosophical persuasion ranging from reactionary to radical and from conservative to liberal. Whether by design or coincidence, however, the faculty in these years have nonetheless manifested a conservative preponderance that corresponded with the conservative character of the people in the college district.

Commitment to Excellence

The distinctive features of the Chabot faculty are the instructors' dedication to student needs, their striving for professional improvement,

and their penchant for innovation within the context of academic excellence. A reading of the annual report issued by the Office of Instruction reveals a long list of contributions made each year by instructors in developing innovative courses, instituting new programs, studying for advanced degrees or professional certificates at nearby universities, teaching courses at local universities, giving lectures before public groups, and conceiving ways to further extend educational opportunities to citizen groups in the community. Many faculty members have prepared manuals and texts for their courses and written books for the commercial market. A recent survey issued in Sacramento ranked Chabot College fifth among the community colleges in the state for book publications by faculty. To be sure, the instructors vary in the degree of their commitment to the college and some treat their employment as an ordinary occupation. The Chabot record, however, attests to the generally strong commitment of its faculty to educational excellence.

The high point of the college experience is the instructor's meetings with students in the classroom or laboratory. The instructor has prepared the course according to college procedures that conform to state requirements. He or she has designed the course according to a division outline, usually distributed a class schedule, and sometimes included suggestions on supplementary materials required or recommended. Within this framework the instructor has considerable freedom in shaping the course to fit his or her style and ideas.

The character of the class is set by the personality of the instructor and the type of students. Instructors may vary in their classroom methods; some deliver lectures from the podium, while others make their presentations in a class circle to facilitate discussion. Students vary from the casual to serious in interest, from immature to mature in development, from the naive to the sophisticated in experience, and from low to high achievers in life. Each class and laboratory, then, is unpredictable by the day, week, month, quarter and year.

The excitement of the classroom or laboratory is in the interaction between instructor and student. The relationship is usually established by the first week of the quarter in a way that reflects the instructor's style and personality and the student's response or reaction. As the instructor develops the subject matter of the course, interested students may raise questions and offer ideas that lead to stimulating discussions. Sometimes the class engages in a "hot session" that has an impact on the ideas, opinions and attitudes of both instructor and students. On other occasions, students and instructors will carry on discussions after class in the corridor, elsewhere on campus, or in the instructors' offices.

These are the moments of enlightenment and revelation that come with the insights that accompany the sharing of information, and the wisdom of knowledge that follows. Herein, too, lies the pleasure that comes with teaching and learning - the essence of the educational experience.



OFFICE OF INSTRUCTION. Dr. Richard D. Yeo, Dean of Instruction (kneeling, second from left), is shown with a portion of his staff. Kneeling, from left, are Dr. Donald S. Mayo, Assistant Dean of Instruction for Learning Resources; Dean Yeo; Dr. Shanon Christiansen, Associate Dean of Instruction for Social and Applied Sciences; Dr. Clyde Allen, Assistant Dean of Instruction for Creative and Applied Arts. Standing, left to right, are: Dennis Steele, Manager, Media Operations; Robert Hunter, Associate Dean for Natural and Applied Sciences; Robert Wood, Chairman, Public Services Division; John Wagoner, Chairman, Physical Education Division; Warren B. Hicks, Associate Dean of Instruction for Learning Resources; Dr. Gabriela Pisano, Assistant Dean of Instruction for Natural and Applied Sciences; Dr. Leland Kent, Chairman, Division of Language Arts; Kaye Kennett, Chairman, Division of Health Sciences; Robert Brown, Chairman, Division of Technology and Engineering; Debra Wilkerson, Assistant Dean of Instruction for Social and Applied Sciences; Dr. Ira Lee Hinckley, Associate Dean of Instruction for Creative and Applied Arts; Elliott Charnow, Chairman, Division of Humanities; and Dr. Albert Lewis, Chairman, Division of Social Sciences. Not shown: Charles Brydon, Assistant Dean, General Services, Valley Campus; Juliette Bryson, Chairman, Division of Science and Mathematics; Harold Fraser, Chairman, Division of Business; Wilhelm Dickhuth, Director of Counseling and Guidance; Linda Lucas, Assistant Dean of Instruction for Learning Resources, Valley Campus; Don Milanese, Director of Instruction, Valley Campus, and Dr. Barbara Mertes, Dean of Instruction, Valley Campus.

The Faculty Senate

In earlier discussions we have looked at the role of the Faculty Senate, particularly during the formative years as successor to the original Faculty Association. In this section we propose to examine the body from a broader point of view, and with some focus on its leadership and the issues it has dealt with.

The Faculty Senate evolved through the years without much change in basic organizational structure. However, a constitutional revision in 1967 broadened the basis of its membership by doubling the number of division representatives in relation to at-large representatives, thus providing a body of 12 division senators and six at-large senators. Issues were generally debated in a congenial atmosphere, although on occasion controversial issues provoked heated exchanges. The Faculty Senate was an effective forum for the interchange of ideas, information and opinion ranging from conservative to liberal philosophies and broad to narrow perspectives reflecting the different interpretations of matters before the body by its members.

As leaders of the Faculty Senate, the presidents were more the spokesmen of faculty consensus than managers shaping the faculty viewpoint. Each president lent personal traits and style to his or her leadership; the affable authoritarian, William Hopper (1967-69), the suave Glenn Leuning (1969-71); the mercurial Jack Healey (1971-72); the dynamic Audrey Weills, the first woman president (1972-73), the tenacious James Coovelis (1973-75); the amiable Ray Edwards (1975-77); the assertive Eleanor Meyer



Victoria Morrow

(1977-79); and the incisive Victoria Morrow (1979-81). In resolving the occasional faculty-management conflicting positions on issues, they varied in pressing the faculty viewpoint, in seeking compromise or in going along with the Superintendent-President's view.

The Faculty Senate's relations with the Superintendent-President were generally amiable and open. Dr. Buffington encouraged the flow of information and exchange of ideas between his office and the faculty. The Senate met periodically with the Superintendent-President and his council for frank exchanges of opinions on their working relationships and issues of the moment. Buffington made clear his position as a staunch supporter of the Faculty Senate as an integral unit of the college structure and a major component of the institution in formulating policy within its sphere of academic matters.

where the Faculty Senate role remains in limbo. Generally speaking, the three faculty bodies enjoy a congenial working relationship.

Still the Faculty Senate does more than follow a business-as-usual routine. It has tackled major issues of the day. In recent years it has become involved with major issues pending before the statewide Academic Senate, the Board of Governors for the California Community Colleges and the State Legislature. What effectiveness the Faculty Senate has owes much to the relatively few instructors who are committed to the idea and have been willing to serve on it to implement faculty involvement with college policies and programs.

The Students

The student body underwent a dramatic transformation following the college move from the old to the new campus. Over the years student registration rose steadily, increasing from 9,488 in 1967 to 18,896 in 1980. The rising trend was interrupted in 1970 (12,064 from 12,159 in 1969). It has fluctuated in recent years, from an all-time high of 19,307 students in 1975 to a low of 17,102 students in 1978. Significantly, a comparison of autumn quarter registrations show that students who dropped out after two weeks (the census week) declined from 9.4 percent in 1968 to 2 percent in 1979. This trend may be attributed to stricter college regulations on student withdrawals and a more serious student attitude toward college education.



SPECIAL STUDENT SERVICES STAFF. In this 1976 photo, the staff informally posed for an outside picture. Shown from left (front row) are Joanne Marizetti, Melinda Matsuda, Barbara Lawson, Esther Tedders, Kathy Hamilton, Victoria Moreau and Darlene Hornsley, Ilack (from left): Larry Sizar, Marion Sanchez, Fred Sims, Diane Norris, Ruben Hernandez and Rick Moore.

The ratio between day and evening student registration also varied a little. Between 1967 and 1980, day students declined from 57 percent to 53 percent while evening students rose from 43 percent to 47 percent. A remarkable development occurred in the mid-1970's when evening students were as numerous as day students (in 1973, 50 percent) then outnumbered them in 1974 (56 percent) and 1975 (54 percent). This exceptional development was attributed to the temporary surge of returning war veterans.

The changing complexion of the student body was more apparent in the type of students attending the college. In 1967 full-time students exceeded the part-time students by a ratio of 60 to 40 percent, but in 1980 the ratio had dramatically reversed to 80 percent part-time and 20 percent full-time students. In 1967, men students outnumbered women by a 65 to 35 percent ratio, but the ratio was reversed in 1980 with 45 percent men to 55 percent women. The marital figures varied slightly between 1967 and 1980 with single persons down from 64 to 56 percent and married persons up from 36 to 44 percent. Age distribution figures between 1962 and 1980 show another big shift. Between 1962 and 1980, age groups declined for the 17 -year-olds and under from 20 to 12 percent; for 18-year-olds from 25 to 11 percent and for 19-year-olds from 13 to 10 percent. For older age groups age distribution figures increased as follows: for the 20-24 year-old age bracket, from 20 to 24 percent; for the 25-35 bracket from 11 to 23 percent and for the 35-year-olds and over, from 13 to 24 percent. What emerges from these comparative figures is the profile of a different type of Chabot College student in 1980.

The Typical Student

Here is a statistical profile of the Chabot student characteristics for 1980. Women students (57 percent) outnumbered the men (42 percent). Part-time students (80 percent) exceeded the full-time students (20 percent). Single students (56 percent) were more numerous than marrieds (44 percent). Average age was 24 years. Freshmen (67 percent) were more numerous than sophomores (17 percent). Caucasians constituted 75 percent, followed by Hispanics (8 percent), Blacks (6.6 percent) and Asians (4.7 percent). Evening students (46 percent) led day students (13 percent). Students from Hayward (30 percent) outnumbered those from San Leandro (16 percent), Livermore (13 percent), Castro Valley (9 percent) and Union City (7 percent). Most students were undeclared majors (45 percent) but the remainder were pursuing Associate degrees (31 percent), were preparing for advanced education (20 percent) or were preparing for a certificate (4 percent). The composite student at

Chabot, then. was a single, 24-year-old woman Caucasian from Hayward attending Chabot as a part-time student in the evening program with an undeclared major and grade point average of 2.80 (C-plus).

The college experience for the student is a selective choice of multifarious offerings. Chabot offers an enormous range of programs and activities, curricula and extra-curricula. Although this is fairly standard for a community college, Chabot is notable for the broad scope and extended development of its curriculum. marked by specialization and sophistication in its operations. Students have the opportunity to pick from a wide offering of activities; to pursue special interests, ranging from academic education for general knowledge to professional or vocational training for job careers; to participate in a variety of campus clubs, in student government or the campus newspaper. Such programs and activities greatly enhance the richness of the Chabot College experience.

Actually student involvement in campus affairs is irregular and uneven. Many are limited in their commitment because of jobs, family responsibilities or other outside activities. Student leaders occasionally bemoan the apparent apathy, limited interest and low attendance of fellow students in campus affairs without fully appreciating the pull of outside interests and responsibilities. Students vary widely according to individual aspirations and desires, degree of commitment, extent of plans, scope of programs and motives for attending Chabot.

For a number of students the Chabot experience has had a major impact on their lives. Most acquired a basic education that shaped their individual development and broadened their perspectives on life. They secured professional training and sometimes job experience that prepared them for occupational careers. The lives of students, young or old, who have been active in particular areas of campus activities, have been transformed through participation in extra-curricular activities that have added new dimensions to their lives. For them. the Chabot experience has opened the door to different ways of life and offered opportunities to fulfill their aspirations and realize their potential.

The experiences of students at Chabot have varied as much as the differences among them. Most of them have achieved their educational goals, whether to broaden their academic knowledge and cultural horizons or to prepare for a career. Some of them have taken a particular program or course to satisfy a personal desire. For a number of students, however, the Chabot experience has had a major impact in shaping their personal ideas and individual development. Richard Galbraith, class of 1969, reports that attending Chabot laid foundations for a successful business career. Eugene Esquierdo, attended 1966-1971,



Eugene Esquiendo

says the art faculty saw "my potential as an artist. They gave me the extra push I needed." Mark Loeb, class of 1973, claims Chabot was a real starting point for gaining self-confidence. Rebecca Piche, class of 1976, says Chabot helped her make the transition from student to a working person and that it was "an enjoyable learning and growing experience" as well. Perhaps Gene Redens, class of 1970, said it best: A career is only a way of making a living, but continuing to learn - that makes

living worthwhile. Chabot provided both

the academic excellence and creative stimulus that supported my needs and wants." There are many more, literally thousands of them. These few will serve as examples.

The significant development of the period was the entry of different student types into the student body, what we have called the "new" students.

These groups ethnic minorities, women, the low income, the physically disabled, senior citizens, veterans and foreigners - had been attending Chabot in the early years but had increased in conspicuous numbers during the late 1960's and the decade of the 1970's. They were products of the Social Revolution of the 1960's which had expanded the educational horizons of youthful and later elderly people in society. Their presence spurred the efforts of the state and federal government to develop programs to meet their needs. Some students came to Chabot on their own. Many were attracted by the expanded programs buttressed by the government aid programs and the active recruitment efforts of the college.



Gene Redens

Management and faculty members initially sensitive to the specialized needs of such groups and later concerned about the leveling off of the student population, took the initiative in developing programs for these students. Indeed, Dr. Buffington and the Board both sensitized them to this need and backed such efforts all the way. The addition of the new student constituencies had profound consequences for Chabot, adding a broader dimension to the college. These student groups deserve special attention and we have given them extended treatment in paragraphs to follow. Let us begin by looking at what they did here, and in this context, look at who they were.

Student Activities

Student activities have experienced the vicissitudes of apathy and activism. Over the years, the majority of students who have come to Chabot College have demonstrated little interest in extra-curricular activities, whether it was their government, the campus newspaper or athletics. Even more than students on the old campus, students on the new campus were oriented to other commitments, such as job, family or special interests off campus, a not uncommon condition at commuter colleges. Activist students were a small but conspicuous minority who stood out in the crowd as individuals or as well-organized groups who had a keen interest in student activities and made their presence felt in campus affairs. Described in a superficial way as hippie and radical, they were actually students who were conscious of their individual potential and had a concern for people and the environment, coupled with a desire to be directly involved in the affairs of society. They took their politics seriously, taking to heart the notion that politics affects the rights of the individual and the welfare of society. They were generally white students from middle class backgrounds, who shared an empathy for the underprivileged.

Student activists became a visible element on campus in the late 1960's, emerging by 1968 as a local voice of the general student protest movement against the Vietnam War which had spread through the Bay area from other locations. Their campus vehicle was the Students for a Democratic Society (SDS) , a local branch of the national organization. In campus politics, the SDS worked closely with the Black Students' Union (BSU) and the Chicano Students' Union (CSU), more as a coalition since the minority groups chose to go their own way. The involvement of these student activists in Chabot affairs reached high tide in the early 1970's when they assumed leadership positions in the Associated Students and on the Spectator staff. To combat student apathy in campus politics, they spurred candidates for local, state and national office to appear at Chabot and promoted a course (Political Science 24) on college operations and student politics. Their participation greatly stimulated student interest in campus affairs down to the mid-1970's. At no time in Chabot's history was student interest and involvement so great. Student government itself may have felt the impact of this surge of activism at the college.





STUDENT ACTIVITIES. Gerald P. Six, first Director of Student Activities, outlines functions of the ASCC during an orientation program. Seated behind Mr. Six are student officers.

The Associated Students

Soon after the college opened on Old Campus in San Leandro, the Associated Students of Chabot College (ASCC) was formed. It expanded its organization and operations after the move to Hayward in 1966, in time taking on a hierarchical form with a president, two vice-presidents, a treasurer and commissioners for social and cultural activities, publicity and public relations. Voted to office in biannual elections, each officer had responsibility for supervising an area of the many student

programs and services. An Interclub Council oversaw the host of student clubs on campus while a Program Board coordinated the various social and cultural activities. The ASCC also acquired a permanent secretary in Norma Kearnes, who maintained the central office. Overseeing the ASCC was the Director of Student Activities: Gerald Six (1967-70), Fred Sims (1970-75) and E.J.Simpson, 1975 to the date of this writing. With the completion of the large, attractive Student Center in the Autumn 1967 term, the ASCC had a permanent facility for its headquarters and activities with spacious accommodations for its offices, lounges, cafeteria-dance floor and newspaper operations. As Reed Buffington reminded students at the time of its opening, the Student Center was not just to be a "hangout," but a place that would allow for the fullest development of student activities.

The small group of students who were involved in ASCC affairs, however, generally had a difficult experience that resulted in mixed feelings. Some took office to enjoy the honorific benefits. Most assumed office with high hopes of accomplishing big aims, and among them were talented students who did remarkably well under the circumstances. They had to deal with the general apathy of the student body and sometimes contend with petty or substantive student criticisms, including occasional barbs from the *Spectator*. Despite frustrations, however, many dedicated student leaders derived satisfaction from their involvement and achievement and from their friendships with colleagues. Throughout the years, ASCC politics reflected the shifting interests of the changing times in campus life. From 1965 to 1968, student interest focused primarily on campus social activities as before, such as Homecoming, big dance affairs and team rallies for football games. Issues of the time included the dress code and Student

Center. ASCC presidents in these early years were Frank Morris (1965), Heidy Haughey (1966) Terry Kish (1966), Thomas Carroll (1966-67), Donald Blandin (1967) and Peter Vigil (1968).

Student involvement in campus affairs reached a higher level between 1968 and 1974. Students in these years became more aware and personally concerned about public issues raised by the Vietnam war and racial issues in society.

Student clubs like the SDS, BSU, CSU, DOC, Sisters United and other student activist organizations pressed for their respective objectives. That in turn provoked opposing groups to organize supporters, and the issues at hand became hotly debated

platforms in ASCC elections. After the moderate presidencies of David Souza (1968) and Steven Kinsey (1969) came the election showdown in which the students' own political parties first appeared. The SDS and BSU students formed a radically-oriented SLATE party,



GLADIATOR OF THE YEAR. Larry Lacy, former President of the Associated Students, displays the Gladiator of the Year award which he received as the highest honor given by the ASCC.



TWO PRESIDENTS. Peter Vigil, Jr. (right), President of the Associated Students (1968) and chosen Gladiator of the Year, receives a plaque from David Souza, President-elect.

which prompted the formation of the conservative Chabot Student Party and an informal group of athletes and other students from the Physical Education Division. The athletic group won most of the ASCC offices, putting in Jon Bautista as president (1969). After another round of moderate presidents, Elizabeth Sirginson and Dennis Rankin (both 1970), SD Soriented students, formed the Family Circle, which made a clean sweep of ASCC offices including the election of Michael Frunkin as president (1970). In the years that followed, the conservative-moderate and liberal-radical candidates traded off the presidency

and divided other ASCC offices. The presidents included Lee Spencer (1971), Lerry Lacey (1971), Jay Mahler (1971-72), Steven Rowley (1972), Joseph Kundert (1972-73) and Susan Stubblefield (1973-1974). On several occasions in these years, opposing student groups had confrontations over election irregularities and presidential misconduct.

From 1975 to 1980, student interest in campus affairs declined considerably. The ASCC elections focused on the personal campaigns of individual candidates. The presidents who served in these years included Duane Larsen (1975), Mimi Duncan (1975), Geoffrey Thatcher (1975-76), Patricia Laws (1976-77), James Crosby (1977-78), Cynthia Cadua (1978-79), Michael Asher (1980) and Pamela Fetsch (1980-81). Testimony to the declining interest in student government was reflected in the elections of 1972, when over 1200 votes were cast, and 1979 when 68 votes went to seven unopposed candidates for office. Momentary excitement was raised in the 1975-76 campaigns when a liberal-radical minority coalition (Crosby-Munoz alliance) failed to recall inactive members of the Student Affairs Council, but went on to win council seats in the next election. That election, however, polled only 46 votes. Indicative of a new trend was the 1980 election in which Pamela Fetsch campaigned on a platform advocating the use of ASCC Funds to do things for needy people. Ironically, student government gained in stature although not in numbers, when student representation was invited on the Faculty Senate in 1978, and a non-voting seat on the Board of Trustees was created in 1979. Two areas in which student interest and participation has maintained a reasonably high level, however, are the newspaper and the athletic program.

The Spectator

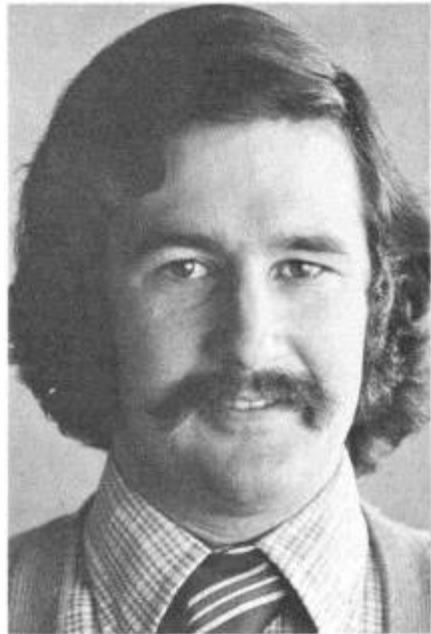
Chabot College's student newspaper operated, as it does to this time, within a statewide and local framework, guided by the Journalism Association of Community Colleges (OACC), which presented statewide annual awards for the best student performances. As JACC stipulated, the *Spectator* gave priority to campus events, then local, regional and national events as they related to the college. Since the Bay Area was a focal point of student activism that was manifested on college and university campuses, the *Spectator* did a fine yeoman job on the Chabot College campus in keeping the student body abreast of current developments. The newspaper staff was recruited from journalistic-minded high school students and college students enrolled in an introductory course in mass media (Mass Communications 5), taught by Thomas Driscoll, who was also faculty advisor for the *Spectator*. Driscoll gave students considerable leeway in managing day-to-day operations in order to get realistic training in running a newspaper - a JACC rule that is not always followed by college faculty advisors. The San Fran-

cisco and Los Angeles regions led the state for quality journalism in student newspapers, among them the Spectator.

The Spectator also gained an envious reputation that owed much to its long line of talented and enterprising editors. They were considered of the same caliber as their colleagues on the *Daily Californian* at the University of California. Their entrepreneurial flair was manifested in the Chabot News Bureau, a local wire service type organization which serviced the Spectator between 1967 and 1974. Among the talented Spectator editors were Linda Bogard, who figured in the Chabot News Bureau and Carol Hewitt, who won the state award for best editorial in 1971. Others who made their mark were Marcia Hartman, Peggy Hora, Nelson Lampe, Pamela McKinstry, Chad Reeser, Jane Roberts, James Rose and Michael Zampa. Student photographers who later won a national reputation were Neil Medeiros and John Ramos. The Spectator staff reached a peak in 1975 when it won the highly coveted state award for general excellence.

Athletics

The most stable of all the student activities over the years has been the athletics program. Chabot College has had a full complement of varsity sports for intercollegiate competition from the beginning. Soccer was added to the list in 1972 and water polo enjoyed a brief presence for



Jim Rose

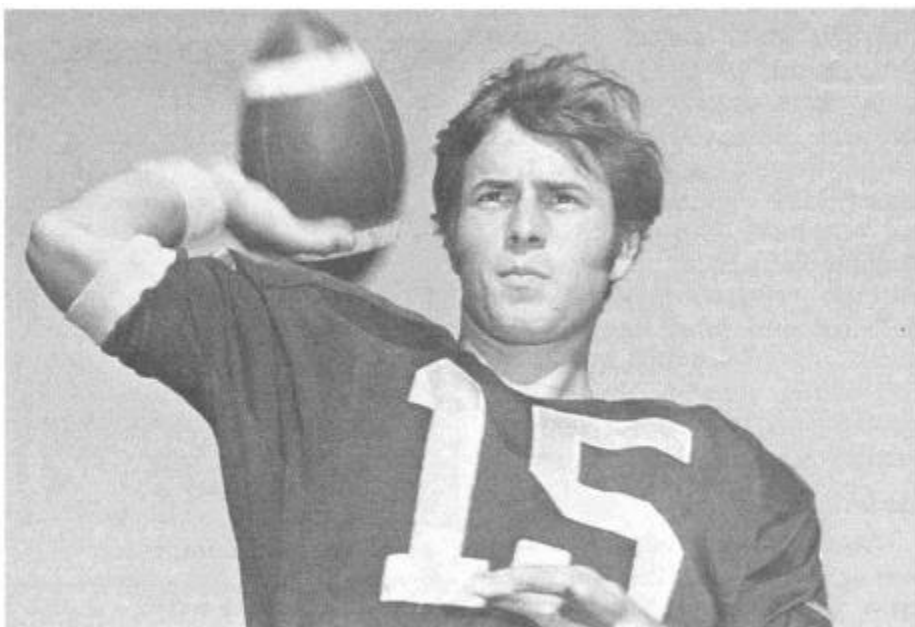


Nelson Lampe

EDITORS-IN-CHIEF. Jim Rose, 1965 Spectator Editor-in-Chief, was later to become an editor at the Hayward Daily Review. At time of publication he was Copy Editor, San Francisco Chronicle. Nelson Lampe, Editor-in-Chief in 1973 is Copy Editor and Layout Editor for the Review, Tri-Valley Herald and Fremont Argus. They are among several highly successful working journalists who began their careers at Chabot College.



YELL LEADERS. In this 19~2 photo, Dr. Keith Calkins, head football coach, poses with Autumn Quarter Yell Leaders, including Lynda Temple (foreground), and (from left) Sheilah Metlade, Texas Triggs, Elaine Carter and Arsene Gardere, head yell leader.



ALL-AMERICAN. Tim Ireland, a San Lorenzo High School Graduate, won All-American Junior College recognition for his play during the 1972 season. He led Chabot College to an 11-0 mark, its first perfect season, set six Golden Gate Conference n-cords, and led the nation's junior college players in total offense. His statistics included 166 completions in 269 passing attempts; 2,298 yards gained passing; 2,253 yards in total offense; 25 touchdowns by passing; a two-season career mark of 30 touchdown passes, and least number of interceptions per attempt, 7.

several years in the 1970's. Women's sports gained public attention and in 1975 won GGC sanction that gave the green light to Chabot and other colleges to establish them. Intramural sports evolved into a broad program of competitive activity in diverse areas for administration and faculty groups as well as the students. That Chabot has enjoyed a stable athletic program owes much to the long tenure of the team coaches and

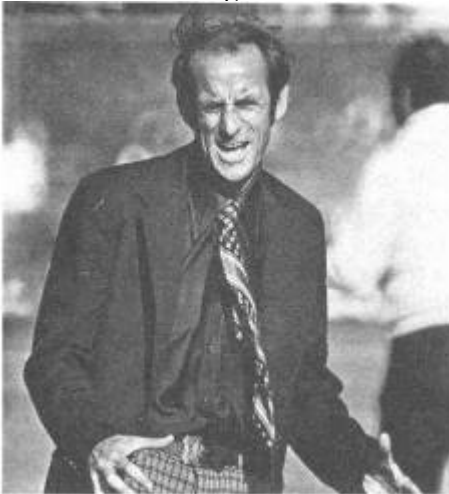
the solid program in each sports area.

Chabot fared quite well in GGC standing for intercollegiate sports. The football teams, which were coached by Keith Calkins in the 1970's and by Terry Cagaanen in 1980, won the conference championships in 1967, 1969, 1970, 1972, 1975, 1978, and 1980. John Wagoner's basketball teams won top place in 1968, 1974 and 1980. His tennis team took the conference title in 1971. Gene Wellman's baseball teams took top conference honors in 1968, and 1974-76. Don Christiansen succeeded Wellman and his team won the conference title in 1980. Jay Yarbrough's



John L. Wagoner

golf teams took the conference championship for every year between 1970 and 1977 except 1973. John Shaw's soccer teams had their turn with the conference championship between 1973 and 1975 and the state championships in 1974 and 1975. The most outstanding record, though, was that of the wrestling team under the tutelage of Robert Thomsen



John Shaw

(1963-1970) and Zack Papachristos (1970-present). Their teams have taken the conference championship every year except for 1966, 1969, and 1971 and the state championships in 1972, 1973 and 1980. The women's sports also did well. Georgie Chivington's tennis team and Lois Machado's softball team each took the conference prize in 1980. Other women's teams made respectable showings in conference competition, including women's basketball (Lawrence Aguilar), diving and swimming (Robert Brown), track and field

(Glenn Malcolm) and women's volleyball (Lois Machado).

The greatest of all conference honors is probably the Iron Man Award, which is given annually to the college scoring the most points for all team sports. Chabot has won the award in all years except 1968-69, 1972-73, and 1975-76. It was given permanent custody of the trophy in 1976 when the award was discontinued with the advent of women's sports.

Epilogue

The future for Chabot College looks bright. As reflected in the Fifth Year Validation (accreditation) Self-Study completed in July, 1980, planning is being done college-wide in the areas of curriculum (new courses, programs, instructional approaches), faculty (development, self-expansion, professional growth), student services (including counseling, student activities, athletics, academic standards and bookstore), and Learning Resources (collections management, facilities and services, and instruction/instructional support activities). Growth and change are anticipated in the areas of community services, physical plant, finance and management.

Over the next three to five years the focus in growth is expected to be on new programs, personnel requirements, equipment needs and facilities. A high point of these years is expected to reflect efforts to meet the needs of an expanding and changing student population, especially for those who are the "new" students of the 1980s. Funding for the development of innovative course materials and the utilization of new learning approaches and delivery systems is expected to expand. The computer is expected to become more a part of every subject and service activity of the college. A wide range of projects on both campuses are in progress to affect cost savings, expand services to the physically limited, conserve energy, and maintain levels of excellence. It is a challenging time. Perhaps the next twenty years will be equally as exciting as the first.

(Editor's note): As this book goes to press in anticipation of the official celebration of the institution's 20th birthday, a new era for the college looms with a major change in its leadership at hand. Reed Buffington announced his intention to retire, effective June 30, 1981, at a meeting of the Board of Trustees on the evening of March 3, 1981. He will be missed. From the very beginning, this has been Reed Buffington's college, dedicated in its every thought, deed and act to the fulfillment of the educational and cultural needs, hopes and desires of the people of South County.