

CHABOT COLLEGE: THE FIRST

TWENTY YEARS

An Informal History by

EDWARD F. STANIFORD

Edited and prepared for publication by

Donald S. Mayo



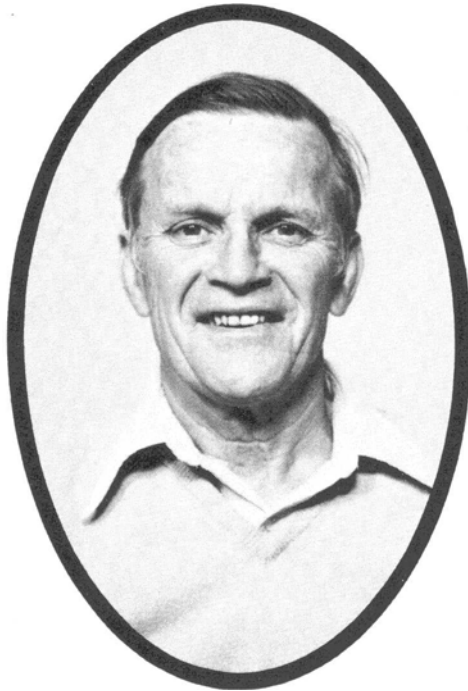
OPENING CEREMONIES. The San Leandro campus was officially opened with a ribbon-cutting ceremony prior to registration on September 10, 1961. Shown wielding a giant pair of scissors are Charles W. Stone, President of the Board of Trustees; Mayor Jack Maltester of San Leandro, and city councilmen Arthur Phillips of Hayward. Joining in the ceremony were Hayward and San Leandro City Officials, members of the Citizens' Committee which was instrumental in forming the district, trustees and officials of the college.

Dedication

This book is dedicated to the memory of Dr. Edward F. "Ted" Staniford, teacher, historian, author and friend of Chabot College. Dr. Staniford completed the rough manuscript of this volume just hours before his untimely death on December 23, 1980.

Ted Staniford will be remembered for his 18 years of service to Chabot College, for his vigorous and scholarly dedication to teaching, and for his considerable human qualities as a friend and colleague.

The story of Chabot College is a story of dedication and human enterprise—happening now, building upon the past, and looking to the future. In telling it, his book becomes not only a monument to the present but a memorial as well to the life of Ted Staniford.



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FOREWORD

More than merely recounting events in the history of an institution, this is the story of the creation and development of Chabot College in tribute to people - their aspirations and their achievements. It is a recognition of the citizens of the community who nurtured an idea and supported the College which grew out of that idea with their talents and their money.

It is an account of thousands of students who were afforded opportunities for higher education in an institution committed to excellence as a standard. These students permeate the reason for the College's being and its thrust to serve them well.

Chabot College, like every other college, is people and not things or a place. A faculty, specially qualified by its commitment, intellectual prowess and know-how, superbly supported by a devoted classified staff and creatively led by dedicated administrators are, when combined, Chabot College.

And, of most importance, the citizens of the community vested the stewardship of its funds and the establishment of educational policies and programs in the hands of an elected Board of Trustees. This lay governing board, whose singular act of public service is quickly identified as the ingredient that welds people together to make a college, is responsible for the prudent growth of services and programs in response to community needs.

For each person named in these pages, at least fifteen others could be added whose contributions have been significant. Whether mentioned by name or not, Chabot College stands as a tribute to all those helpful people and their belief in public higher education and the democratic process.

REED L. BUFFINGTON
Superintendent and President
January 1981

EDITOR'S PREFACE

Ted Staniford had been by my office almost weekly for several months as he worked toward the completion of his informal history of Chabot College. I had had nothing to do with his assignment to write the history, but wanted him to prepare an article for the Chabot College Journal based on the completed manuscript. "I'll let you know," he said, "when it's done. But you do the article, I'm putting all the energy I've got into this book." A few days later, Ted Staniford died, his manuscript finished, his energy spent.

So it was with a sense of privilege that I accepted the task of completing the editorial work required to make Dr. Staniford's book a reality. It had become not only a landmark for the college, but a memorial to its author.

There are many others who joined with us to assist in this task. Dr. Reed L. Buffington, Dr. Richard D. Yeo, and Dean John R. McKinley read the manuscript in its entirety; Dr. Arthur L. Larson, Richard Moore, Linda Lucas and Dr. Barbara Mertes read portions; all made helpful suggestions that contributed to the preparation of the manuscript. Dr. Albert L. Lewis and Associate Dean Warren Hicks acted as an Editorial Advisory Committee; Warren Hicks selected the photographs, based upon Ted Staniford's sparse notes, which could be included from the college albums kept for many years by the late Wayne Williams. Captions in many cases are those written by Mr. Williams. Art Vargas and Edwin Quinnell searched for and assisted with other pictures. Unfortunately all the photos desired were not available, and the book had to go to press with what was available in the albums and a few which could be taken as the type was being set. Ted Staniford's desire to have the pictures and captions tell their own story, right along with the text, is the reason for the photo caption and display technique used in the pictorial format of the chapters.

Dennis Steele arranged for the printing and binding and coordinated production aspects of the book. Marion McSweeney assisted with editorial details, and Betty Davis assisted in verifying much information related to Board actions.

Typing of the edited manuscript was done by Agnes Holbrook, with the assistance of Jan Covington, Nancy Hamilton, Mary McClendon, JoAnne Neu, Talahiva "Dolly" Pahula and Cathie Thompson. Nancy Hamilton proofed, with assistance from Agnes Holbrook, Adrienne Abbott and Stephe Macintosh. Many others, too many to mention, helped in other ways. Dozens of friends and colleagues of Dr. Staniford came by as the work was being done to offer any help they might, and to demonstrate interest and caring.

To all of these, a grateful acknowledgement is extended. All share, I am sure, in the sense of privilege which goes along with the opportunity to do something worthwhile. The reader is assured that the substance of this book is the story of Chabot College as Ted Staniford wrote it, and the spirit of his work is reflected faithfully in these pages. It is Ted Staniford's book.

Donald S. Mayo
Chabot College
January, 1981

PREFACE

The Chabot College story is more than just another history of a community college. In some ways it is the story of an educational institution that developed to meet the needs of the community in typical fashion of the California experience. In other ways it is a unique story because of the types of people, the college leadership and the local circumstances that were part of its development. A singular feature of Chabot College's development is its deep commitment to quality education and the ways the institution has endeavored to achieve it.

Our story of Chabot College is told in a distinctive way. Departing from the traditional descriptive-narrative treatment that emphasizes the institution per se, it utilizes a descriptive-analytical approach that focuses on the constituent groups who make up the institution - the board of trustees, administration, faculty and staff, students and citizens of the community for whom and of whom the college is constituted. It tells of their aspirations and achievements, their successes and failures and their relationships with each other. It describes the evolution of the instructional program and the issues that arose from that development. It is the blend of these elements that constitutes the *real* story of our college. By telling it this way we hope to take the mystery out of what makes the college tick, better familiarize the people of the South County Community College District with the institution that serves them so well, and catch the essence of the college's character, the special quality that makes this an outstanding institution.

Chabot College, in 1981, observes its 20th anniversary. It is fitting at this time to record some of the highlights of these two decades of growth and service. It is our privilege to do so in the pages which follow.

EDWARD STANIFORD
Hayward, California
December 1980

INTRODUCTION

In the California experience, the public community college has a special place. On the one hand, it is part and parcel of the state system of higher education. On the other, it is an integral part of the educational system of the local community. Each college is a mirror that reflects the face of its own community and the people who live in it. It is established by vote of the electorate. It evolves, as it serves, the particular interests of the students and citizens who make use of it. As a community institution, the college endeavors to provide an educational program that meets the aspirations of most, if not all, of its constituents, and both leads and supports the cultural and educational experience of that community.

In the course of its growth and development, the college inevitably experiences stresses and strains as it relates to the forces of the community which to some extent shape its destiny. One dimension of this pull of forces is the relationship between the institution itself and state government. College authorities - the board of trustees and superintendent-president - conduct operations in keeping with the needs of their community as they perceive them, often taking exception to state efforts to influence the exercise of local prerogatives. A second dimension of this pull of forces is the relationship between the college and the community. Established by the community electorate to fulfill an educational need, the college is obliged to give an account of its actions to that community. Expectations from many sectors of the community are brought to bear on the college in the form of pressure from special interest groups, in particular, and the taxpayers, in general. The special interest groups often want specific educational programs while local property owners want to maintain a low tax rate.

A third area in which the pull of conflicting forces is felt, is within the college itself: Guided by goals and objectives established at some point for the institution overall, the board of trustees, superintendent and faculty nevertheless each have their perception of the best way in which to achieve these aims. Inevitably, they find themselves involved in cooperative, competitive, and conflicting relationships. The college is in a difficult position at best and an impossible situation at worst in its endeavors to reconcile these complex forces in a way that is satisfactory to all. Proof, however, of California's success is that its public community college system is generally considered to be the best in the nation. The marvel is that it has earned this reputation in light of its excruciating challenges. Chabot College is no exception to this experience.