



De Anza College - The Founding and Early Years

**A History on the Occasion
of Its 35th Anniversary**

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De Anza College came to life on the cusp of great change in America. An entering freshman in 1967 could have written a "What did you do last summer?" essay on the Summer of Love, just concluded. A prophet would have found portents in the opening day of classes, September 11. That same freshman, one of the 3,000 students that first semester, would have seen news about the Six Day War over the Suez Canal between Israel and Egypt, call-ups of more troops for Vietnam, race riots in Detroit, Spanish Harlem, and Birmingham, Alabama, the deaths of astronauts Grissom, White, and Chaffee in a space launch test fire, and the swearing in of Thurgood Marshall as the first black U. S. Supreme Court Justice. American physicists discovered the quark, English astronomers discovered pulsars, and a South African physician performed the first heart transplant.

Top movies were "The Graduate," "Guess Who's Coming to Dinner?" "In the Heat of the Night," and "Bonnie and Clyde." The music charts were led by The Monkees' "Daydream Believer," Aretha Franklin's "Respect," The Doors' "Light My Fire", The Supremes' "The Happening," and the Beatles' "Penny Lane," yet the Grammy for record of the year went to Frank Sinatra for "Strangers in the Night."

World population was 3.485 billion. The unemployment rate in the United States was 3.8%. An average house cost \$40,000, a new car \$2,425, and the average income was \$6,120 a year. Milk was \$1.15 a gallon; a loaf of bread 22 cents; a gallon of gas 28 cents; and a first-class stamp cost a nickel. St. Louis defeated Boston in seven games in the World Series. The Packers defeated the Chiefs in the first ever Super Bowl. The Pulitzer Prize in fiction went to Bernard Malamud for *The Fixer*, Marianne Moore published her *Complete Poems*, and Richard Brautigan sold a lot of copies of *Trout Fishing in America*. The Nobel Prize for literature went to Miguel Angel Asturias of Guatemala. Spencer Tracy, Upton Sinclair, and Ernesto "Che" Guevara died that year.

Many of the new currents running through American life became intertwined with the college's programs, its students, its faculty, and its staff: the burgeoning civil rights movements; a growing consciousness about the roles of women; a deepening political divide over America's role in the world, especially in Vietnam; the dawn of the personal computer and the technological revolution we now call the Information Age; a sharpened environmental awareness; and a variety of cultural and social changes that have reshaped our notions of family.

While the history of De Anza College lies primarily in the learning experiences of the 657,800 people who have enrolled here over the past 35 years, the college's curriculum and its programs have responded to the aspirations of all those students in times of rapid, dynamic change, one version of which has become known as Silicon Valley. We may learn a little bit about who we are as a college and as a community by recalling who we were and how we got here. That's what this brief history will attempt.

THE LAND BEFORE THE COLLEGE

History begins with writing, but geologists, archaeologists, and anthropologists have found methods to give us glimpses of pre-history. From such sources, we know something of what this place called De Anza has been like for thousands of years. For the most part, the Santa Clara Valley consists of alluvial flood plain soils, particularly at the elevations below 2,000 feet. Evidences of what was once, in all probability, a complete limestone belt, are found at various places, from the summit of Black Mountain, back of Mountain View, to as far south as the New Almaden Mines. Providing a backdrop to this valley plain, one sees several ridges and small ranges that have rugged terrain and steep slopes. The Santa Cruz Mountain range has an average height that ranges from 2,000 to 3,000 feet, a protection from the coast for the grasslands and oak woodland that make up the land area between the sloughs of the Bay and the foothills. The five species of oak found

in the Santa Clara Valley—Valley Oak, Coast Live Oak, Blue Oak, Black Oak, Interior Live Oak—have defined the natural look of the area. In winter and spring, grasses predominate, while in the late spring, summer and fall, trees, shrubs, and wildflowers go into full bloom.

The grasslands—later cleared for grazing and agriculture—provided a valuable resource for the Ohlone, the loosely organized groups of people who lived between San Francisco Bay and Monterey. Grasslands were used industrially for baskets, tule boats, and mats. Material included willow, rush, tule, and the roots of “cut grass.”

When people appeared in the valley remains speculative. Among the few archaeological sites in the Santa Clara Valley, several show signs of habitation dating roughly 4,000-10,000 years ago. The earliest good evidence for human life in Tamien, one of many names attributed to the area, comes from the Alamitos Creek site in the Almaden Valley, which appears to have been inhabited from about 4500 B. C. all the way up to the 20th century. A charcoal sample has been dated at 4640 B. C. The shoreline area of the central California coast was occupied 3,000 - 3,500 years back. Linguistic evidence suggests that the ancestors of the Ohlones moved into the San Francisco and Monterey Bay areas around 500 A. D. First Spanish contact with the Ohlone came in 1602 when Sebastian Vizcaino arrived in Monterey. The next Ohlone contact with Spaniards came from Gaspar de Portola in expeditions from 1769-1776, though with the southern-most tribelets.

The Stevens Creek foothills were controlled by a smaller tribelet called San Jose Cupertino, which may have been about one quarter of the size of the San Bernadino group, with a main village called Ritocsi.

Shellfish, deer, grizzly bear, tule elk, geese, fish, and other food remains from the site demonstrate that at certain times of the year its semi-nomadic inhabitants visited or lived near the marshes of the Bay, the rivers of the valley floor and the surrounding

hills. Each tribelet moved about its area, but carefully observed the boundaries of other tribelets.

THE HISTORY BEHIND THE LAND AND THE NAME

Numerous accounts of the college’s namesake and the history of the land the college occupies have been written over the years. Most of them draw on the numerous diaries kept by Juan Anza, Padre Pedro Font, and Padre Junipero Serra. Those expeditions led to the founding of Santa Clara Mission on January 2, 1777, which became the site of the first college in California by the mid-19th century. The January 21, 1972, edition of *La Voz* published one of the best histories, by staff writer Howard Van Zandt. Rather than try to improve on his account, I include his original article here:

“A very real and touching link with the early history of California, De Anza College, and Cupertino stands crumbling behind De Anza’s Library, forgotten by most save the pigeons and an occasional stray cat that seeks shelter there. This once stately mansion, Le Petit Trianon, is the subject of an effort at restoration to the eventual status of an early California museum. But all efforts at restoration have stalled due to the substantial funding necessary for such a project.

“The early history of California itself has ties in the area surrounding Le Petit Trianon and Cupertino. In 1776, an extraordinary and resourceful explorer, Colonel Don Juan Bautista de Anza, undertook the second expedition for Spain in an effort to find an overland supply route from Sonora, Mexico, to the California settlements in the north.

“Col. de Anza moved 250 settlers and soldiers into a territory that had not been mapped or explored before. Taking seventeen soldiers and vaqueros with him on a mapping expedition from Monterey, Col. de Anza made camp near a stream now called Stevens Creek. He halted at what he described as Arroyo de San Joseph Cupertino and noted, not quite prophetically, ‘This place of San Joseph Cupertino has good water and much

firewood, but nothing suitable for settlement because it is among the hills very near the range of cedars I mentioned yesterday and lacks level lands.' It is believed that he was standing on the plateau of land on the present western boundary of Monta Vista High School overlooking the western foothills of Monta Vista.

"A plaque reportedly to have had the name and date of De Anza's expedition on it was found by a girl close to the old John T. Doyle winery after the 1906 earthquake, but it has since disappeared. Col. de Anza continued his expedition and largely through his efforts the settlement of San Francisco was founded, and the opening of northern California to settlers.

"In the late nineteenth century an unusual number of retired sea captains and admirals made their final anchorage in the western Santa Clara Valley and planted the first vineyards here. One such retired seafarer was Rear Admiral Charles Baldwin who in 1890 purchased the land that now encompasses the site of De Anza College. He built the Beaulieu winery that now houses the present bookstore and lounge. In 1892 Baldwin also built for his bride a close replica of the Le Petit Trianon of Versailles, France, constructed for Marie Antoinette by Louis XIV. This is the original building constructed by Baldwin that presently stands its lonely watch behind the library.

"In 1938, Mrs. Frances Carolan bought the estate from different owners and built a large swimming pool in the area now known as the sunken garden.

"The estate changed hands several times until it was purchased in 1940 by E. F. Euphrat. Mr. Euphrat sold the estate to Foothill Junior College District with the understanding that Le Petit Trianon and other structures on the estate would be restored. But after the building was moved from its original site to allow for the construction of the library, it was determined that renovation costs for Le Petit Trianon would amount to almost \$250,000 by estimates of 1968.

"A dramatic series of destruction notices and reprieves followed until the building was finally allowed to remain until funds could be raised by 'The Committee for the Preservation and Restoration of Le Petit Trianon.'"

Since part of this history was researched in the fully restored Trianon, home to the California History Center, Van Zandt's story has a well-known happy ending.

CREATING DE ANZA COLLEGE

First, the land; then the name; and finally the people. Not long after construction began on the Los Altos Hills site for Foothill College, District Superintendent Calvin C. Flint and the Board of Trustees turned their attention to purchasing land for the second campus. The choice came down to two parcels of land, on either side of Stevens Creek Boulevard in Cupertino: the Euphrat property (131 acres with 13 acres committed to a freeway right of way) and the Fisher-Parrish property (93.3 acres with 8.8 acres committed to freeway right of way). The district wanted a 100-acre site for the new campus. The Fisher-Parrish site would work only if augmented by the Saich property, which was offered for a minimum of \$14,000 an acre. During the October 20, 1959, board meeting, Mr. E. F. Euphrat lowered his asking price to \$13,000 an acre. Shortly after 9 that evening, the trustees voted unanimously to purchase the Euphrat parcel for a net expenditure of just over \$1.1 million.

Referred to simply as the "second campus," the college remained nameless until 1963. In December 1962, a board committee comprised of Dr. Robert Smithwick and Mrs. Mary Lou Zoglin gained board approval for naming criteria: 1) separate and distinct from present campus names, but easily associated with the district; 2) a prestige name, free of controversy; 3) avoid identification with local cities and school districts and any American college; 4) easy to pronounce and spell; 5) famous historical persons, local place names, descriptive Spanish or other foreign names were encouraged. More than

200 names were submitted. The board committee reduced that group to 12, then to two finalists. On April 1, 1963, the board voted unanimously to name the new campus “DeAnza College.” [The board minutes provided no space between “De” and “Anza”, a typographical oversight soon corrected.]

Dr. Smithwick reported that the name “De Anza” was submitted by several citizens, although the first suggestion was received from the Cupertino Chamber of Commerce in a letter that cited the historical relevance of the name.

Among the names not chosen were Trianon (the runner up) and Beaulieu, associated with buildings on the Euphrat property. Le Petit Trianon, originally a summer home, now houses the California History Center. The Beaulieu Winery became the Bookstore. Cupervale, Cuphill, French Plain, Lafayette, Lupin, Piedmont, Saroyan, Valley View, Noah Webster, Utopia, Elysian, Footino, and Cot were also rejected. Some submissions appeared less serious: Footsmell, Salsipuedes, Sweathill, Speedtrap, and Traffic Jam (though the last proved prophetic).

The street names bordering the campus, Stelling, McClellan, and Bubb Road, all reflect the names of large property owners who had maintained orchards in the surrounding area.

In April 1966, a student committee solicited names from the Cupertino community for the college nickname. Recommended in a *Cupertino Courier* editorial, “Dons” was chosen over “Gauchos,” “Vaqueros,” and “Fritos.” In other competitions, Pat Osborne, a senior at Homestead High School, had his design for the college seal selected from 22 entries. Jan Abicht, a Foothill College student from Los Altos, submitted the winning drawing of Don, the mascot, an image long since abandoned by the college.

PLANNING THE CAMPUS

On September 18, 1963, the architectural firms of Kump Associates in Palo Alto, and Masten and Hurd in San Francisco, working in association,

presented an “Architectural Planning Requirement for a Master Site Development Plan for the De Anza College.” The college project director was Dr. A. Robert DeHart.

Perhaps the most interesting part of this planning document lies in the section titled “The Educational Environment Sought.” With hindsight, current members of the De Anza community can make some judgments about how well the plan has been carried out. Here are the key points made by the architects, drawing on their experience with seeing the Foothill campus just completed a year earlier.

1. “In an ‘open door’ college students have widely varying abilities, aptitudes, and interests that require a maximum contact between students and staff if real educational opportunity is to be achieved.” The cardinal principle in developing De Anza is to create “the atmosphere of friendly informality between faculty and students that has been a key factor in realizing the objectives of the educational program” at Foothill.
2. “Neither a super high school nor a junior university is sought, but rather an educational program, and a physical plant to house it, that will help to accomplish its unique goals. De Anza, along with its friendly informality, should also have the quiet dignity and the ‘feel’ of higher learning.”
3. “...At De Anza the best—and this does not necessarily mean the most expensive—of proven teaching, learning, and counseling facilities should be developed.... But technological developments, both in society at large and in teaching materials themselves, can dictate new programs and different facilities within a few short years. Therefore, if De Anza is to keep pace it is extremely important that there be provided flexibility within a building without destroying its architectural integrity, and flexibility between buildings that will allow for changes in communication and mechanical services networks.”

4. "...De Anza should be planned to accommodate 4,000 full-time equivalent day students. However, because it is impossible to foresee new developments within the next few decades that will place unusual demands on a particular subject field or activity, the architects are directed to design a master plan which will allow for the possible orderly expansion of any particular building group by about 40 to 50 percent without violating the architectural unity of the total campus."
5. "...De Anza should be built to operate equally well during the day and evening, Monday through Saturday. By the time De Anza opens, full year-round operation will probably be in effect. Therefore climate control for all buildings must be carefully studied."
6. "The District is firmly committed to the idea that each campus serve as a center of cultural life for its immediate area and cooperate with the other campus in offering a full range of cultural events for Northern Santa Clara County. This includes student and professional theater, art exhibits, student and professional music programs, amateur athletics, and recreation. This not only greatly increases the demands on the physical plant but also requires that it be attractive to older persons as well as the teen-age freshman or sophomore."
7. "...De Anza may well be the most important institution in that part of Santa Clara County and it is hoped that the scale of the buildings and the landscaping will still make it possible for the student to relate to green grass, trees, and to quiet naturalness."
8. "...The library should occupy a dominant position to the academic area. The administration building with its student personnel functions should be located at the center of student traffic as well as be easily accessible to the public. The campus center and the auditorium need to work together for many important events on the campus."

Physical education facilities may be placed in any location that is convenient to students, public access, and parking. And finally, some vocational education facilities may require sound isolation but this does not mean that they should be moved 'across the tracks' or receive shabby architectural treatment."

9. "An effort should be made to utilize as extensively as possible all existing buildings. The surrounding area has historic traditions that would undoubtedly lend themselves to a pleasing architectural style."

In conceiving the architectural character of the campus, the report recognizes "the dynamic nature of this institution, and planning should provide the optimum of flexibility and adaptability to meet new conditions and evolving educational patterns and methods. De Anza should first bespeak its nature: the community college, a vigorous and distinctive force in higher education."

In these early years of the 21st century, De Anza has engaged in major campus additions and renovations financed through Measure E, ones that will test and prove the soundness of the planners in 1963.

IT'S THE PEOPLE: CHOOSING ADMINISTRATORS AND FACULTY

Just as the choice of where De Anza was built occurred many years before the opening of classes, the values and processes for hiring faculty and administrators had been established with the founding of Foothill College. Officially established on January 15, 1957, the Foothill Junior College District Board of Trustees appointed a screening committee headed by Dr. Henry Gunn, superintendent of Palo Alto Unified School District, to conduct a national search for a superintendent-president. After extensive review and interviewing, the board named Dr. Calvin C. Flint as superintendent-president on March 1, 1958. Flint had founded Monterey Peninsula

College shortly after returning from service in the Air Force in World War II. Before the war, Flint had worked at Santa Ana College in Orange County. Flint's dissertation at Stanford was a needs study for a community college in Santa Cruz County. He brought both experience and strong ideas to the development of the colleges. One condition he placed on his hiring was that the board would provide the budget for a national recruiting effort, so that faculty recruiting would occur throughout the United States. Flint's first decision was to hire Hubert Semans as dean of instruction, whose experience in helping formulate the California Master Plan for Higher Education in the late 1950s proved invaluable to the district. Flint also hired, as dean of students, A. Robert DeHart, a young colleague from Monterey Peninsula College.

By September 1958, the *Mountain View Register* reported, "Foothill College is being served by one of the best junior college faculties in the state, according to Dr. Calvin C. Flint, president and district superintendent. He attributes this to a high salary schedule and a 'pioneering spirit' on the part of the 34 full-time faculty members." In March 1962, *Time* reported the Foothill district's high standards were attracting "a first-rate faculty: 22% of Foothill's 92 teachers have doctorates. To get even better teachers, Flint typically spent last month scouring the East, a new departure for California junior-college presidents.... To fill 42 new teaching jobs next fall, Flint can now choose from 6,000 applicants, 10% of them with Ph.D.'s."

In fact, every winter, Flint, Semans, and later DeHart would travel to the major cities of the United States, as well as a number of noted universities. They would interview prospective faculty using a four-star rating system. Candidates who received four stars almost always were later offered jobs. While the interviews were short by today's standards (often just 30 minutes long), the recruiters asked probing questions trying to assess the character of the candidate as well as the person's commitment to teaching. From the start, the Board of Trustees through Flint, Semans, and DeHart were

committed to hiring the best faculty to create the best junior colleges in the country.

Since they knew they would be opening a second campus within 10 years of the opening of Foothill, the hiring of faculty for Foothill always had an eye on how to staff the second campus. In 1965 and 1966, Foothill hired more than 50 faculty members each year to respond to the wave of baby boomers who had begun to enroll, but also to provide a core faculty for staffing the second campus. The initial De Anza faculty included 100 members who had first taught at Foothill: 7 hired in 1958, 4 hired in 1959, 4 hired in 1960, 6 hired in 1961, 18 hired in 1962, 10 hired in 1963, 17 hired in 1964, 19 hired in 1965, and 15 hired in 1966. Three of those faculty members are still active as full-time teachers: Pat Bresnan, Jim Linthicum, and Carole Greene. Tom Vician and Les Schwoob (1967), and Mark Molander (1968) remain active from the faculty first hired directly at De Anza.

The first hire for De Anza would be the president. Flint had groomed Bob DeHart for this position, first by making him director of research and then by appointing him to coordinate the planning for the development of the new campus. No one was surprised when Bob DeHart was named the first president of De Anza College. Flint established the autonomy of the presidents from the outset, as he explained in a letter to a newly-selected administrator: "You are well aware that I did not involve myself in the interviews for administrative positions, but this cannot be interpreted as a lack of interest. I truly want each campus to function as a unit—though a unit with a common District interest—and I do not believe this can be achieved unless the President of each campus can select his own administrative assistants. I think the Presidents have chosen well..."

DeHart then selected his key administrative staff: George Willey, who had been chair of the Mass Communications Division at Foothill, was named dean of instruction; Thomas Clements, who had succeeded DeHart as director of research at Foothill,

was named dean of students. Murray Shipnuck served as assistant dean of students. Richard Wright, assistant dean of the Evening College at Foothill, became dean at De Anza. His assistant dean, Florin Caldwell, was the only new administrator hired directly to De Anza. Carmelita Geraci, the feisty and very effective registrar at Foothill, moved to De Anza to set up admission and registration procedures. Donald Fraser, chair of the Language Arts Division at Foothill, was appointed assistant dean of instruction (and later replaced Willey as dean). DeHart brought his secretary, Edythe Gramaglia, to De Anza with him.

With this team of administrators in place, DeHart (working with Semans and the new instructional deans) next selected the chairs for each of the academic divisions. The process involved a balancing act, since they wanted to bring experienced people to De Anza without gutting what had already become one of the strongest junior colleges in the state at Foothill. Applications were invited, interviews conducted, and then once selections were made, campus assignments were worked out. In Physical Science and Mathematics, Foothill Chair Robert Fellman preferred to stay at that campus. The prior year, Fellman took sabbatical, and Edward (Sandy) Hay replaced him as acting chair. With that experience, Hay was selected as the first chair in Physical Science and Mathematics at De Anza. In the Language Arts Division, both the chair and assistant chair had been appointed deans. So new chairs would be appointed at both campuses. Jack Wright was named chair at De Anza with Diane Appleby (Day) appointed as assistant chair. The other division chairmen [sic] were Chuck Crampton, Physical Education and Athletics; Marian Roberts, Biological and Health Sciences; Royal Stanton, Fine Arts; Walt Travis, Social Science; Paul Trejo, Engineering and Technology; and the only chairman hired directly to De Anza, Carl Grame, Business.

The first faculty members were selected in much the same way. At Foothill, every faculty member was asked to express a preference: move to De Anza or stay at Foothill. Every effort was made to honor

that preference, short of leaving a department totally drained of experienced faculty. In Language Arts, the faculty preferences divided almost equally, so just about everyone who wanted to participate in the “start-up” did. Royal Stanton, the chorale director, brought Herb Patnoe, who had established the Foothill Jazz Band, with him to De Anza. In contrast, the theater faculty stayed at Foothill, and all new hires were made at De Anza. In the brand new program in Automotive Technology, there was no qualified faculty at Foothill. Les Schwoob was hired in 1967 to develop that important technical program. Four chemists—Dick Kent, Jim McDonald, Dorothy Bernard, and George Kewish—left Foothill for De Anza.

P.E. Chair Charles Crampton (basketball) brought Shirlene Bunnell, Elmer Gates (trainer), Art Lambert (water polo), Jim Linthicum (cross-country), Tony Nunes (basketball), Bob Pifferini (football), Barbara Phillips, Don Vick, Bill Walker, and Helen Windham (recreation) to De Anza, leaving the Foothill division to hire mostly new staff. Ingrid Keller in German, Mireille Keplinger in French and Jose Coleman in Spanish all transferred to De Anza. Warren Mack, who created the journalism program at Foothill, (as well as the student newspaper, *The Sentinel*) did it all over again at De Anza, establishing both a journalism program and *La Voz*, which now serves as an important source for the early history of the college. Tom Clements brought counselors Nancy Cozzens, Martha McDougle, and Don Perata from Foothill to join new hires Lynn Prendergast, Garry Ressa, Dallas Smith, and Phyllis Weidman. Marjorie Hinson, the first dean of student activities, came from Foothill as did her assistant, Joaquin Herrera. In all, 100 faculty members left Foothill for De Anza. There were 67 men and 33 women, all of them white. Two of the males had Mexican-American heritage. Another 26 faculty (18 men and 8 women) were hired directly to De Anza in 1967—one Asian, the others white. In 1968, 29 more faculty members were added—25 men and 4 women—including the first Black faculty member.

By now, thousands of faculty members have taught at De Anza, but the original commitment remains: hire the best faculty available committed to the community college ideal and the original district motto—"Educational Opportunity for All."

HIGHLIGHTS OF THE FIRST YEAR: 1967-68

Faculty, staff, and students made every effort to establish tradition and create a unique campus environment during De Anza's first year, 1967-68. The student newspaper, in its Monday, September 11, 1967 issue conveyed this sense of the first week on campus:

"A frantic first week of making it to classes, attempting course changes, getting lost, reading instructions and listening to orientation advice culminates this Friday night with De Anza's first Welcome Dance." Tickets cost 50 cents for the "stag and drag affair," and dancers went barefoot to avoid damage to the basketball floor of the Main Gym.

That same issue solicited student suggestions for "one groovy name" for the student newspaper. Among the names suggested ("The Vintage Press," "The Cabellero," "El Bandito," "The De Anza Dispatch," and "Marijuana Press"), the offering of photography student Derek Scott was chosen: "*La Vož* de De Anza College." That second issue reported a victory of the De Anza Dons over the Foothill Owls, 13-0, in their first meeting ever, though the sports pages already called Foothill "arch-rival." That spirit of competition could be seen in the comments of Marshall Mitzman, elected first president of the De Anza Student Body. Mitzman had been active at Foothill before transferring to De Anza. At Foothill, Mitzman claimed, it was "dog eat dog. But here, people are so friendly." The very first letter to the editor came from a losing candidate who bemoaned that "yes people from Foothill" would be running student government. The turnout for the runoff election had 654 voters, 22% of the student body.

The excitement of a new campus comes through in this *La Vož* editorial: "Barely a month old, De Anza is growing up... 'De Anza' has taken on a familiar ring. Landscaping is coming in as soon as

possible. Traffic signals and another parking lot will soon become a reality. A new literary magazine is in the works, promising a platform for the creative and the concerned. The Campus Center and The Bookstore-Coffee Shop are scheduled for completion in February." That projection proved optimistic.

Billiards seemed a popular recreation, since both Tiffany Billiards "The Most Elegant" (on Stevens Creek near Wolfe Road) and De Anza Billiards "The Valley's Finest" (on Stevens Creek in Monta Vista) promoted themselves in advertisements. The latter offered a deal: "Bring your girl—women play Free with escort. Two play, one pays." The student dress code (no shorts, no slacks for women, no sandals) had student groups trying to regain control of the code from the district administration. By November 1967, the code was changed—immediately, men in shorts and women in pants appeared on campus. [Not until spring 1969 was the faculty dress code dropped. This code required "attire appropriate to faculty positions as professionals. Men wear coats and neckties, although coats may be removed on uncomfortably warm days...."]

Other aspects of student life included mandatory flag salute in 8:30 a.m. classes; a hayride at Skyview Ranch (near Prospect and Stelling Roads); Fiesta Week, which included electing a Queen (Mary Willis) and a Professor Quixote (music professor Herbert Patnoe), as well as a Friday night Ball and a Saturday afternoon parade; a Winter Carnival ski trip to Squaw Valley; a spring trip to Disneyland; and a hootenanny. Professor Douglas Cheeseman's Health 21 class conducted a poll of student attitudes regarding sexual behavior. The findings included these responses to the question "Do you believe in premarital relations?" Men over 20: 60% yes, 20% no, 20% undecided; women over 20: 50% yes, 42% no, and 8% undecided.

After numerous delays, the Campus Center opened to a crush of students on Monday morning, March 25, 1968. Students ogled the new amber glasses, the salt and pepper shakers, and the ashtrays.

They delighted in the conveyor belt that carried off dirty trays and dishes. And some wag switched the “Señors” and “Señoritas” signs on the restrooms. The new Bookstore, which included The Cellar, a café in the basement, opened on April 15, 1968. Both the Campus Center and the Bookstore occupied temporary quarters in the auxiliary gym until the new facilities opened. The new landscaping took the entire first year to be completed, with gardeners working around some very wet weather. The project included 3,000 trees, 40,000 shrubs, and 25 acres of turf, with the baseball field the first of the athletic facilities to be seeded. A few oaks remained from Ohlone times, but the grasslands were long gone.

While the routine of campus life settled in, currents of change dominated De Anza’s first year. The faculty and administration, working through the Curriculum Committee, converted the entire college curriculum from a semester to a quarter format, which was inaugurated in fall 1968. Every department had to revise the course outline for every course it offered, then secure college-wide approval. To illustrate some of the decisions made, Language Arts faculty converted English 1A and English 1B (3 semester units each) into English 1A (4 quarter units) and English 1B (5 quarter units). The Social Science faculty converted Economics 1A and 1B (3 semester units each) into Economics 1A (5 quarter units) and Economics 1B (4 quarter units). In the Physical Science and Math Division, the calculus-based general physics courses (Physics 4A, 4B, 4C—3 semester units each) became Physics 4A (3 quarter units), 4B, 4C, 4D, 4E, (4 quarter units each). The faculty and deans who participated have never forgotten the experience. Sandy Hay, then chair of Physical Science and Math, cherishes the note he received from President Bob DeHart observing, “I’m sure you’ll never want to go through that again.” Plans for a third campus in the district were discussed during the year, as well as proposals to initiate tuition in California community colleges. By late May, Cal Flint suggested that the unexpectedly high costs of operating two campuses put the idea of a third campus into doubt.

Growing disenchantment with the U. S. government’s war in Vietnam led to campus discussions of civil disobedience and draft resistance. Conservative State Sen. Clark Bradley spoke in the new Campus Center on Henry David Thoreau’s essay “Civil Disobedience.” To prepare for the senator’s appearance on March 8, 1968, English faculty members Bob Bernasconi and Jim Luotto led discussions in the Humanities Seminar offered through the Experimental College, another innovation at De Anza. Student questions for the senator focused on lowering the voting age to 18, the government’s Vietnam policy and this student question: “It’s been 103 years now and the Negro is still being held down in the U. S. What are those in the ghettos supposed to be saying to their starving children, ‘Don’t worry, it’ll come in time.’?” Sen. Bradley’s reply: “Considering the size of the welfare check, I’m sure no one is going to be starving.”

A month later, the Rev. Martin Luther King, Jr., was assassinated in Memphis, Tennessee. This national tragedy had local impact. On April 5, 1968, a hastily organized memorial took place in “Hyde Park,” the free speech area in front of the library. *La Voz* reported: “A white college paid tribute to the late Dr. Martin Luther King when hundreds of De Anza students attended a Hyde Park gathering in honor of the slain civil rights leader.” The tenor of the day was reflected in the remarks of Gary Giarretto, a student leader who helped organize the meeting: “Martin Luther King is dead, but racism still exists. This is a white college; we live in a white community.... I want to know what you people intend to do about it. Do we have to go through another Civil War?”

The combination of racial ferment and growing anti-war sentiment led to a call for a nationwide student strike. As an alternative, De Anza faculty and students organized the Faculty Forum in the Campus Center cafeteria. All classes from 10 a.m. to 2 p.m. on April 26 were cancelled so students and faculty could participate. As it turned out, only 200 students attended what was called a “legalized teach-in.” A week later, Harry Edwards, a San Jose

State professor and Olympic boycott organizer, filled Forum 1. Edwards challenged the status quo with this vivid image: "White young people must begin to realize that the great luxury liner is on the rocks. It's full of holes with a madman at the helm." The next day a mock Democratic convention was held on campus, keyed by first-term Assemblyman John Vasconcellos. On a second ballot, Robert F. Kennedy outpolled Hubert Humphrey as the De Anza student choice for president. No one knew, of course, that Sen. Kennedy would be assassinated in southern California less than 30 days later.

In the wake of this national turmoil, De Anza held Dedication Week, from May 19-25, starting with an open house for the public, a precursor of later De Anza Days. The week featured a series of meetings, including foreign language educators, a law enforcement conference, a lunch sponsored by the California Junior College Association, and performances by the De Anza Chorale, Vintage Singers, and the De Anza Evening College Jazz Band.

Because De Anza opened with a comprehensive curriculum and a full faculty, 102 students qualified for graduation and received degrees on Saturday afternoon, June 8. The commencement ceremony, held in the paved area in front of the campus center, featured President A. Robert DeHart speaking on "A Place of Learning." Degrees were conferred by Board of Trustees President Hugh Jackson. Five student awards (two for GPA, two for service and a trustees' award for outstanding contributions) were established. June also saw the start of construction of De Anza's 2,600-seat theater (later known as Flint Center). The Pistol Range also was under construction.

While the new theater started up, the Board of Trustees saved Le Petit Trianon from the wrecking ball. Local preservationists, led by Cupertino historian Louis Stockmeir, pleaded for the building's survival. The board agreed and cancelled the \$1,400 low bid for the demolition. Efforts to save the building later included a benefit concert by

pianist Philippe Entremont, arranged by the French consulate in San Francisco.

In many ways the excitement and turmoil of this first year imprinted on the college and shaped its future development.

REJECTING RACISM AND DEVELOPING DIVERSITY

By October 1968, De Anza already had programmatic responses to the national concern about neglected members of the community, especially Mexican-Americans and Blacks. Based on a needs study conducted by Jose Coleman of De Anza and John Lovas of Foothill, the ABC (Anglo-Black-Chicano) Project was born, focusing on a study skills program and greater financial assistance. Richard Rios helped organize Black and Chicano student unions to increase support for students of color and to raise awareness of other students on campus. Operation Share, a countywide tutoring program for minority children, enlisted De Anza students. A group of student activists formed De Anza Students For Action (DASFA), with the topic of its first meeting being "Institutional Racism." The Faculty Senate chose to meet on campus for a faculty-wide discussion of multicultural programs rather than hold their annual retreat at Asilomar.

Lively discussion of political controversies developed in fall 1968. Comedian Pat Paulsen campaigned for president at Foothill, and Spiro Agnew, Republican vice-presidential candidate, spoke on campus as well. Eldridge Cleaver of the Black Panthers and Stokely Carmichael, chairman of the Student Non-Violent Coordinating Committee, both addressed issues of racism. The same week, Reid Buckley, younger brother of William F. Buckley, Jr., addressed the topic "Can Conservatives be Progressive?" Jose Coleman coordinated a short course, "Crisis in Brown and White," which helped raise awareness of issues related to Mexican-Americans.

The first celebration of Black History Week came February 8-14, 1969, with the theme "Visions of Blackness." In addition to poetry readings and films, the celebration included displays of Afro-American art and Afro-American music. Sociologist Louis Lomax spoke on "Black Power: Meaning and Misuse." Participants in the week's activities included counselor Ida Robinson and historian George Dabney, the first De Anza African-American faculty. At the same time, the Black Student Union initiated the De Anza Tutorial Program, coordinated by Adrienne Chang.

By February's end, President Bob DeHart presented a proposal for creating an Ethnic Studies Division, to open in fall 1969. The proposal included this statement as part of the purpose for the new division and curriculum: "The mainstream culture also needs a program that will help them understand, appreciate and accept the contributions minority cultures have made in this country." DeHart noted the new division would have an integrative effect on campus because it was built into the structure of the college. Faculty would probably be "black, brown or oriental," though plans anticipated that 80% of students enrolling in courses would be white.

This new emphasis did not go unremarked. Student Sandy Mallory asked, in a letter to *La Voz*, "With only 41 black students on campus, why was 95 per cent of last week's *La Voz* devoted to minority groups and their opinions? There are many other clubs and organizations on campus and *La Voz* should fairly represent them all."

Newly adopted accreditation standards called for community colleges to assess their local minority population and check percentages against students enrolled. Where there were significant discrepancies, colleges would be obligated to address the problem. Cal Flint observed that Foothill-De Anza had already done that with the "Brown-Black-White Project" report (September 1968) and had initiated multicultural programs to increase minority enrollment, provide better support for minority students and increase awareness of

majority students about the needs of minority students.

On May 5, 1969, Leonard Olguin, noted Chicano educator, spoke in the Campus Center on the values of bilingualism. A Cinco de Mayo dance was held on May 10 in the Campus Center, featuring a performance by Teatro Urbano. That same week counselor Ida Robinson was named chair of the new Ethnic Studies Division, making her the first African-American administrator at the college.

Partly as an accident of history and partly as a reflection of the concern and commitment of the founding staff, De Anza College has always engaged issues of access and success for students of all backgrounds, including the repressed and the oppressed among us. This heritage remains vividly apparent in the rich diversity of the current student body.

INNOVATING WITH TECHNOLOGY

De Anza initiated a computerized registration system in 1968, replacing the "tub file system" that required students to obtain punch cards for each class. While Registrar Carmelita Geraci saw advantages in the new system, some students expressed concern about how the computer selected sections. In early 1969, the computer registration process was temporarily "retired" while programmers tried to improve the way it set priorities for classes. The return to manual registration did not go over well, one student observing, "I got took by the computer, and now I'm being taken again." In February 1971, registration by mail began, significantly reducing the line wait for many students.

Technology comes in many forms. The automobile has been a dominant influence in America and on the De Anza campus, since so many students arrive in cars. [In the first two years, campus security issued 4, 246 parking tickets.] The Automobile Technology A. A. Program, created at De Anza in 1967, trained students in maintenance

and repair techniques for automobiles. The De Anza Auto Tech Club has promoted its technology by holding an annual Auto Cross, the first one on Sunday, April 13, 1969, featuring 142 entrants, from a dune buggy to a Formula 4 racecar. Ken Snarr in a Lotus with a Volvo engine turned in the fastest time of the day. Some of the car clubs participating in the day were Continentals, Associated Corvettes of America, Porsche Club of America, Nunyet Touring Club, Speed Under Gloss, and Ratcherfrachers.

Electricity has become a technology taken for granted, but when a main power cable shorted out on November 6, 1969, a banquet was switched to Foothill, and 300 student paychecks were manually processed at Foothill, while three temporary generators were brought in to restore power. The campus operated on limited power for nearly a week. Stopped clocks ran again, but irregularly.

The two most powerful communication technologies of the 20th century—television and the computer—have been part of De Anza’s curriculum and infrastructure from the beginning. The Data Processing Program in the Business Division quickly became the largest in the South Bay area. Relying then on IBM mainframe computers, registration and accounting functions competed with data processing courses for resources. By the mid-’70s some De Anza faculty participated in the Homebrew Computer Club that met at the Stanford Linear Accelerator Center, where occasional De Anza student Steve Wozniak designed the first Apple computer, a version of which is displayed on campus. Later Wozniak and Steve Jobs, founders of Apple Computer, would develop the revolutionary Macintosh, which was introduced to the world at a press conference held in Flint Center on January 24, 1984. Steven Levy reports on this moment in *Insanely Great*, his 1994 account of the creation of the Macintosh: “...at the annual stockholders’ meeting, every one of the 2,571 seats at the Flint Center at De Anza College (a mere microchip’s throw away from Bandley 3 and the Apple Campus) was filled, and latecomers had to settle for cyberspace

seating, via a specially arranged telecast.... At ten o’clock, in strolled Steve Jobs, wearing a double-breasted jacket and a red bow tie. He recited a verse from Bob Dylan’s ‘The Times They Are A-Changin.’”

After reciting a history of computer development and referencing George Orwell’s apocalyptic novel, 1984, Jobs dimmed the lights, played the famous “1984” commercial that had appeared two days earlier on the Super Bowl broadcast, and then, as the Flint speakers boomed Vangelis’ score from “Chariots of Fire,” Jobs pulled out of a canvas bag what Levy called “the computer that means the future of his company,” and portended something for all our futures.

“I’d like to let the Macintosh speak for itself,” he said. The synthesized sound capabilities of the machine were up to the challenge. “Hello,” it said, “I am Macintosh. It sure is great to get out of that bag.”

De Anza’s first use of computers in instruction came in the computer science classes for programming, the computer-assisted design courses and word-processing classes in what has become known as CAOS, computer-assisted office systems. About the time of the Macintosh introduction, math faculty Chris Avery and Chris Barker had developed a math lab using networked computers. By 1985, Don Barnett and John Lovas had developed the first Macintosh lab for writing courses.

Accounting instructor Barry Smith recalls that the year De Anza opened, no faculty had phones with outside lines. On some occasions, so many faculty members would be waiting for the one phone with an outside line in the Social Science Division Office, that the line extended out the door. Faculty access to technology began with the phone: first, outside lines; then voicemail; and then personal computers connected to phone lines. Finally, the entire campus was wired, and every faculty office had a computer connected to the college’s high-speed fiber optic network.

Similarly, television began with a small studio in L-42b supporting a Language Arts Media curriculum and portable playback systems provided by Audio Visual services. By now, every classroom has its own television, many of them connected for on-air play. The Broadcast Media Center produces programming for instruction and community service, as well as some campus closed-circuit broadcasting. De Anza was one of the first community colleges with a satellite downlink, allowing access to a wide range of educational programming and virtual conferencing.

De Anza has grown up with Silicon Valley and easily earned *Yahoo-Internet Life* magazine's declaration of the "most wired community college in America." We have never been afraid of new tools for learning, and we keep figuring out how to use them well.

HIGHLIGHTS OF THE EARLY YEARS: SOME 'FIRSTS' ON CAMPUS GLEANED FROM THE PAGES OF LA VOZ

1969

May 27-29, 1969: A fund-raiser to benefit an Afghanistan hospital: "While Berkeley burned with the People's Park turmoil and Stanford seethed under the Stanford Research Institute demonstrations last week, De Anza moved ahead of the times by hosting the first spit-in seen on a local college campus." Student leader Joe Sanchez won the event with a 31-foot, 5-inch effort.

May 31, 1969: A "Be-in" on the football field: "Dave McAdams started it out, doing his little folk thing for everyone. In between they played cuts of the latest Beatles albums." Other groups appearing were Weird Herald, No Ostrich Today, Mountain Currant and "possibly" Sons of Champlin.

September 1969: Attendance policy and textbook selection was made part of individual faculty discretion, rather than a uniform policy for the college. The new high in student registration (daytime) of 4,700 students included 1,580 women and 3,120 men.

Fall 1969: The DAC String Orchestra offered its first performances, under the leadership of Nelson Tandoc, De Anza music faculty, and John Mortarotti, Foothill music faculty.

October 1969: The first television courses are offered to students, including Psychology 1, Health 21, and Ethnic Studies 56X, "American from Africa." Dean Florin Caldwell observed, "TV classes are an outstanding community out-reach program, not only for students but also for housewives, senior citizens, and invalids. We're only in the beginning stages, but TV teaching has excellent potential as a teaching tool."

October 1969: Minolta Instrument donated a planetarium projector valued at \$80,000, becoming the first corporation to have its name made part of a college building.

October 1969: Fund raising to restore the Trianon for use as the home of the recently established California History Studies Center was undertaken by the Trianon Foundation and Center Director Dr. Walter Warren.

October 1969: The Los Manteneros Club took on full responsibility for maintaining Don the Burro, the school mascot, in exchange for using him on club pack trips. Don appeared regularly at football games and other student activities and served as the vehicle by which the annual choice for Professor Quixote was introduced during Fiesta.

October 1969: The Associated Students of De Anza College passed a resolution in which "the De Anza Student Council officially oppose U. S. military involvement in Viet Nam and express to all appropriate government officials a demand for immediate peace and withdrawal of all forces from the soil of Viet Nam." Student leaders debating the measure included Reed Sparks, later a mayor of Cupertino. A week later, ASDAC reversed itself and rejected the resolution.

October 15, 1969: A moratorium debating Vietnam policy held in the Campus Center featured powerful appeals by students John Logan and

Chris Cross, both veterans of the war and both opposed to it.

December 1969: The football team's Camino Norte football championship was wiped out when the discovery of an ineligible player caused all games to be forfeited. College officials blamed a misinterpretation of the league minimum unit rule by a registrar's clerk.

1970

January 1970: Former student leaders Robert Gonzales and Adam Escoto secured support from the Inter-Club Council for their effort to establish housing for homeless Chicano high school students. Gonzales and Escoto interrupted their studies to work on the project.

January 1970: The Cupertino Planning Commission approved plans to develop a shopping center, condominiums, and a park on the parcel of land across Stevens Creek Boulevard. The orchard on this land would be cut down, but many of the oak trees would be saved.

January 1970: The Distinguished Faculty Lecture Series was inaugurated with a speech by Royal Stanton of the Fine Arts faculty. Later historian Ken Bruce and speech professor George Willey presented lectures.

February 1970: The newest innovation in instruction, the Minicollege, was approved to provide an alternative, integrated learning community for 150 students. Classes would begin in the fall with these faculty: Bob Bernasconi and Jim Luotto, English; Don Buck, history; Jim Edwards, political science; Gaylord Forbes, art history; Sandy Hay, geology; Bill Sauer, biology; and Phyllis Wiedman, counseling.

February 1970: Growing environmental awareness emerged when 100 De Anza students picketed the nearby Permanente Cement Plant, calling for reductions in toxic pollutants from the plant. This effort was not part of the first Pollution Week, planned for March 2-6. Biological Sciences

Division Chair William Sauer gave the featured talk "What Is Ecology?"

March 1970: Protests of the Mexican-American Student Confederation to a "derogatory" cartoon depicting a character in serape and straw hat astride a burro in Grapevine, a student government newsletter, led to public objections to many aspects of the college motif, including Rosalinda, the school's burro mascot, the pep band (Los Borrachos), and Fiesta Week. Before long, all of these early traditions disappeared from campus.

April 1970: Under the name "Thieves' Carnival", a rock-concert/flea market was held in a campus parking lot to benefit Rotaract Club. The first effort was disrupted by non-student beer drinkers who got into a skirmish with campus police. The rock music disappeared, but the De Anza Flea Market continues to this day.

April 1970: The first celebration of Asian Week featured Assemblywoman March K. Fong and San Jose Vice Mayor Norman Mineta as speakers. Other presentations were a slide show, "Tour of the Orient," and judo and karate demonstrations.

May 1970: "Dos Dias en Mayo" became the first celebration of Cinco de Mayo organized by Mexican-American students, featuring a talk by ethnic studies professor David Robles on "The Chicano in the Educational System."

May 8-9, 1970: A 48-hour vigil in response to the killing of four Kent State University students by National Guardsmen led to all classes cancelled but the campus remaining open for discussions and protests. On Monday, May 11, hundreds of students marched through campus protesting the Cambodian invasion. Some of the students and faculty entered the intersection of Stevens Creek Boulevard and Stelling Road, where they sat down blocking traffic. Within 15 minutes, sheriff's deputies called on the group to disperse. Some refused to leave. Twenty-one students and two faculty members were arrested and booked in County Jail with bail set at \$315.

May 22, 1970: The campus turmoil in the wake of Kent State and Jackson State led *La Voz* to abandon its news format, publishing opinion pieces for and against the disruption of classes and what some saw as politicizing the education process. More than 40 faculty, administrators, and students contributed signed pieces, ranging from support for President Nixon's policy to objection to the Faculty Senate's "mixing the academic process and political action" to dispute of the board of trustees' support for canceling classes to faculty encouraging students to participate in a series of "Community Seminars." Everyone struggled with how to handle absences and credits for disrupted classes.

June 1970: The Board of Trustees allocated \$10,000 for "a program of courses aimed at women getting into a second career," marking the first formal effort to address the specific needs of women students.

October 1970: The De Anza Women's Education Program debuted with 29 students and faculty members Beatrice Cossey and Reina Goldseger, including a new course on the "Sociology of Women." Plans also included an English as a Second Language class for mothers in the community. The program later became known as the Women's Re-entry Educational Program (WREP).

November 1970: Movimiento Estudiantil Chicano de Atzlan (MECHA) formed a De Anza Chapter under the leadership of its first chairman, Reggie Acosta.

December 1970: Plans for a Legal Assistance Program to help students facing legal difficulties were developed by the Multi-Cultural Department in cooperation with the Sunnyvale Bar Association.

1971

January 1971: The proposed "third campus" of the Foothill-De Anza district materialized in a wide-spread program of courses offered at off-campus sites, including Lockheed in Sunnyvale, Monta Vista High School, and the Alviso Medical Center.

January 1971: District Superintendent Calvin Flint announced his retirement. Simultaneously, the Board of Trustees named the "new De Anza auditorium" in his honor, the Calvin C. Flint Center for the Performing Arts, or Flint Center.

February 22, 1971: Joe Silva, head of campus police, reported the first college bomb scare, based on a 12:15 p.m. call to receptionist Carol Christmas. An abandoned briefcase was examined by the Bomb Disposal Unit, but it contained only papers, pencils, and an accounting workbook.

April 1971: President Bob DeHart presented Ford Foundation scholarships to Rosemarie Ino, Diane Davis, Bob Snowden, Donn Sanchez, and Ron Gonzales. The latter is currently Mayor of San Jose.

April 22, 1971: A De Anza student complained that the campus had failed to observe the second annual Earth Week, an effort to raise environmental awareness.

May 1971: Evening College students complained about campus lighting, based on expressed fears by women about walking to classes in the dark.

May 1971: A tour of the campus by senior citizens from the Murphy Historical Park in Sunnyvale launched an effort to acquaint older residents with campus programs.

May 30, 1971: Flint Center is officially dedicated before a crowd of 2,000, with a speech by Cal Flint and tours open to the public. The first performances in the new auditorium were the Nova Vista Orchestra (June 4), Negro spiritualist Jester Hairston (June 6), drummer Louis Bellson (June 7), and saxophonist Harvey Pittel (June 13). The San Francisco Symphony launched its annual series of concerts with a special performance on July 6.

June 1971: Vicki McElroy became the first woman elected president of the De Anza Student Body.

June 1, 1971: The Helen Euphrat Art Gallery opens with its first Student Art Show.

June 6, 1971: De Anza Day, an Open House for the community, brings 50,000 local people to enjoy food, recreation, and crafts on a balmy Sunday afternoon, featuring a performance of the Schola Cantorum with Jester Hairston in the new Flint Center. Planners were astounded by the turnout, expecting only about 15,000.

September 1971: P.E. instructor Bill Walker offers “Women’s Defensive Tactics,” an effort to help women students learn the fundamentals of self-defense. Cross-country Coach Jim Linthicum offered a course in bicycle riding, maintenance, and repair.

October 17, 1971: Crosby, Nash and Young headlined a rock concert in Flint Center, among the few that occurred there before Board of Trustees policy banished rock groups from performing at the center. The ban developed in 1973 after a melee erupted at a rock concert in the Campus Center intended to raise funds for muscular dystrophy. The 2,500 spectators included large numbers of “outsiders,” characterized as “bikers, free-swingers, Hell’s Angels and Gypsy Jokers.”

October 26, 1971: The Ecology Club reopens the Recycling Center, closed earlier due to lack of interest. The center, operating Saturdays in Parking Lot C, accepted newspaper, cardboard, tin cans, aluminum cans, and glass. Cupertino Jaycees helped promote the program.

November 1971: Dogs on campus are officially noted as a problem. The problem came from stray dogs looking for food and students bringing their dogs to class on occasion.

November 6, 1971: Saturday College opens with an offering of 20 courses, a first for the Bay Area. All courses offered were UC transferable.

1972

January 1972: After several years of debate on campus and statewide, the F grade was eliminated in favor of a non-punitive NC (no credit) grade. The

concept had been quite controversial and would be reversed by state action about 10 years later.

January 1972: Head Librarian Gary Peterson announced the creation of a smoking lounge on the second floor of the Learning Center, one first that does not look good through the lens of history.

January 1972: Bob Scott’s new film course, “The Art of the Film” (English 82), used “Bonnie and Clyde,” “They Shoot Horses, Don’t They?,” “Five Easy Pieces,” and “2001 – A Space Odyssey” to demonstrate the art and technique of contemporary film.

March 1972: Construction of an “ecological study center” proceeded in the corner of the campus next to the tennis courts. Biology professor Doug Cheeseman explained the center would include examples of plant life from four different climates, including redwoods, Joshua trees, and incense cedars. The pond included a 10-pound Louisiana snapping turtle. Now known as the Environmental Studies Area, the new Environmental Studies Building will soon be constructed next to this now 30-year-old site.

April 1972: A Sunnyvale man shot himself in his car in a De Anza parking lot, the first reported on-campus death.

April 1972: Burnell Mack, a founder of the De Anza Black Student Union, became the first De Anza graduate to enter and graduate from Stanford University, where he earned a B.A. and an M.A. in political science. Mack became one of the first De Anza graduates to return to his alma mater to teach, offering an off-campus course on the sociological development of minorities in America.

September 1972: Feminist studies appeared in the form of “Women’s Literature,” taught by Nell Sullivan, and “Human Rights and Women’s Liberation,” taught by Phyllis Wiedman.

October 1972: KKUP-FM, the Cupertino non-commercial community radio station, went on the air with programming popular among many De Anza students.

1973

Spring 1973: Mini-college initiates a student community garden project behind the California History Center.

March, 1973: An Asilomar retreat provided the occasion for developing a Women's Studies Program, with leadership provided by faculty members Carol Howard, Venice Ostwald, and Rena Frabony, in addition to professors Sullivan and Weidman.

March 1973: Male students appear for the first time in Nursing Programs and the Physical Therapy Program.

March 1973: The death of Mr. E. F. Euphrat makes the 8.3 acres in the northeast corner of the campus available for college use. For a while, Mr. Euphrat's home became a Staff House, a place for meetings and informal gatherings, including occasional wine tastings for faculty and staff. The main part of this parcel was later developed into the multi-level parking structure at Highway 85 and Stevens Creek Boulevard.

March 7, 1973: The Board of Trustees adopts an Affirmative Action Program for hiring and promotion.

March 12, 1973: Calvin C. Flint, first district employee, died after a long struggle with cancer, aged 66.

September 1973: Seminar Lecture Series 90, coordinated by Vicky Katz of the Short Courses Program, offered students and staff a rich range of films, lectures, and discussions, allowing students to earn a half unit of credit for every six hours of presentation attended. This program proved a great supplement to the required curriculum, but fell victim to the cuts forced by Proposition 13 five years later.

October 1973: What was then called the "handicapped P.E. program" developed under the leadership of Steve Sellitti, who still oversees De Anza's innovative programs for the disabled.

November 1973: The energy crisis leads to lowered classroom temperatures, reduced lighting, and efforts to get students and staff to carpool and ride bicycles. President DeHart asked the faculty to study the possibility of two- and three-day-a-week classes to help students reduce car trips. An experimental schedule was developed for spring quarter. The 90-minute class scheduling ended in fall 1974 after a stream of student complaints.

1974

February 5 and 7, 1974: The first and only Intramural Jacks Contest was held in the Main Quad, involving seven female and three male competitors.

March 1974: First faculty discussions of grade inflation reported.

June 1974: Students, faculty, and administrators debated proposals to replace the orchard with parking spaces. In the usual pattern in the Valley of the Heart's Delight, the orchard lost.

October 1974: An effort to restore rock concerts to Flint Center failed after an appearance by Butch Whacks and the Glass Packs resulted in vandalism to the auditorium, though the crowd behaved well in general.

November 1974: District Affirmative Action Officer Nilo Sarmiento reports an increase in minority faculty from 9.3% to 13%.

December 1974: Le Petit Trianon moved 100 yards to its present site, placed on a new foundation.

December 1974: Economics professor Hugh Thomas claims the one-unit course in chess is the first of its kind in any California college or university.

1975

January 1975: Counselor Ed Collins facilitates a new group, The Male Mystique, a men's consciousness-raising experience. Collins also facilitates a group in gay self-awareness.

March 14, 1975: Sociologist Julie Nash organizes the first Special Orientation Day for women, an activity of the Women's Opportunity Center. Counselors Nancy Cozzens and Rena Frabony participated in the program.

April 1975: First reports of orphans from Vietnam arriving in the Bay Area for adoption. The impact of refugees from Vietnam on local services featured in *La Voz* article.

April 1975: Two mothers with six children each participate in the Women in Transition Program, which provides flexible programming.

May 1975: The De Anza entry in the California Wheelchair games won first place over the Los Angeles Stars and the Colorado Craigs. De Anza hosted the games as well.

May 8, 1975: Cesar Chavez spoke to a crowd of more than 300 in Forum 1 about his efforts to unionize farm workers through the United Farm Workers, which he founded.

May 1975: Former *La Voz* Sports Editor Bob Handa won a scholarship to work for the summer at KNTV, Channel 11. Handa quipped, "There seems to be a shortage of 5'6" Asian-American talk-show hosts in prime time." Handa noted this could be the first step in attaining his career goal in broadcast journalism. Anyone who watches Channel 2 in the Bay Area knows that Robert Handa got what he went after.

A SUMMING UP

While the early years at De Anza College consisted of one "first" after another, some rhythms emerged that also defined the emerging college. A full range of collegiate athletic teams practiced and performed, with championships earned in football, basketball, water polo, soccer, tennis, swimming, golf, and cross country. A program of women's sports emerged. An annual Turkey Trot offered separate races for men and women and in different age ranges. The De Anza pools played host

to numerous regional and national competitions (though a planned contest between the Russian and U. S. national swimming teams had to be cancelled in 1972). Thousands of young people in Santa Clara Valley developed their physical skills and had their characters shaped by an outstanding cadre of coaches.

Artistic performance has been a hallmark of De Anza, right from the start. Herb Patnoe's jazz band and pep band developed hundreds of musicians. Royal Stanton's Schola Cantorum and other choral groups established a strong tradition that continues to this day. The Schola's annual December Messiah sing in Flint Center became the prototype in the Bay Area for this popular, community-participation event. Painting, sculpture, and other plastic arts developed the creativity of hundreds more students.

The Cellar, located in the basement of the bookstore, regularly held rock and folk concerts and regularly struggled to attract a student audience on Saturday nights. Political candidates regularly appeared on campus to debate issues and influence student voters, who had been empowered with the vote. Engineering instructor Anthony Laus adopted the role of campus scold, regularly writing letters to *La Voz* and speaking to the Faculty Senate, protesting dirty words, dirty pictures, and any other public expression he considered immoral. The campus literary magazine, *Inscape*, born in a censorship controversy that began at Foothill College in 1966, appeared regularly from 1968 on. The magazine later became *Bottomfish* and now is known as *The Red Wheelbarrow*, a remarkable history for a community college publication. The Friday Night Film Series brought independent and politically provocative films to campus, often triggering controversies about censorship and DASB funding.

The Santa Clara County Health Fair appeared on campus ever year to inform students on a range of health practices and precautions. Drug use among young people grew and often was discussed in campus forums. Various efforts to legalize marijuana

garnered both supporters and opponents on campus. New forms of intimate relationships emerged both in practice and in campus discussions, some of them triggered by Frances Dressler's "Marriage and Family Life" course (Sociology 40). A local minister announced support of students who "lived together" before marriage.

Instructional field trips, first developed in the Geology Department with a spring break short course in the Grand Canyon, spread to theater when Jack Wright of English adapted Sandy Hay's concept to establish the drama trips to Ashland, Oregon. Later, Jose Coleman of the Spanish Department developed a study-travel program in Mexico. All of these provided precursors to the now popular Campus Abroad programs.

Well, one could go on and on. By now some readers may feel they long ago passed "on and on." Any history is a collection of stories, a selection reflecting the available records and the values and understandings of the writer. This essay reflects that reality, with all the limitations of time, space, and energy. Much that is significant about De Anza has happened since 1975. Certainly the significant impact of President Martha Kanter, Bob DeHart's successor, remains to be told. We can say that DeHart's central vision of "constant, purposeful innovation" continues under President Kanter's leadership. The current staff and faculty are reshaping the campus and responding to a community that differs significantly from the Valley of the 1960s.

Many readers will recall some events reported here differently, and others will bridle at omissions. Should that be your response, please speak up. More specifically, go to the De Anza 35th Anniversary Web page (www.deanza.edu/35anniversary) and contribute your own stories. This essay contributes one installment on a much grander story, one that thousands of students, faculty, and staff have lived and continue to live. Make the De Anza story dynamic by writing your own chapter.

A Note on Sources

The primary sources of the material reported here are the Board of Trustees' minutes housed in the District Archive, every issue of *La Vož* from 1967 to 1975 housed in both the District Archive and the De Anza Library, and the author's memory, based on teaching at Foothill (1965-1977) and De Anza (1977-present). Additionally, these specific sources from the California History Center have been invaluable:

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