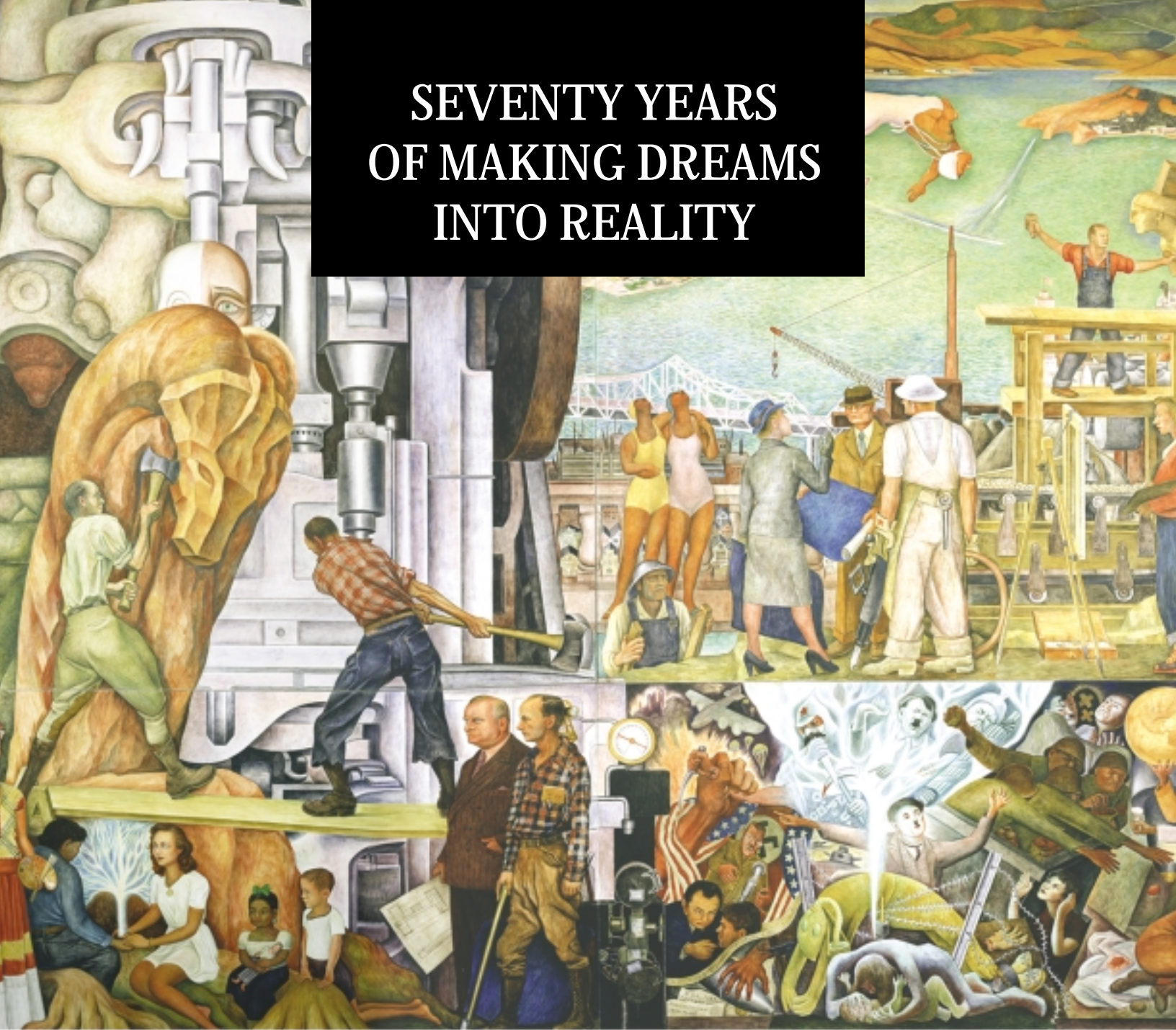
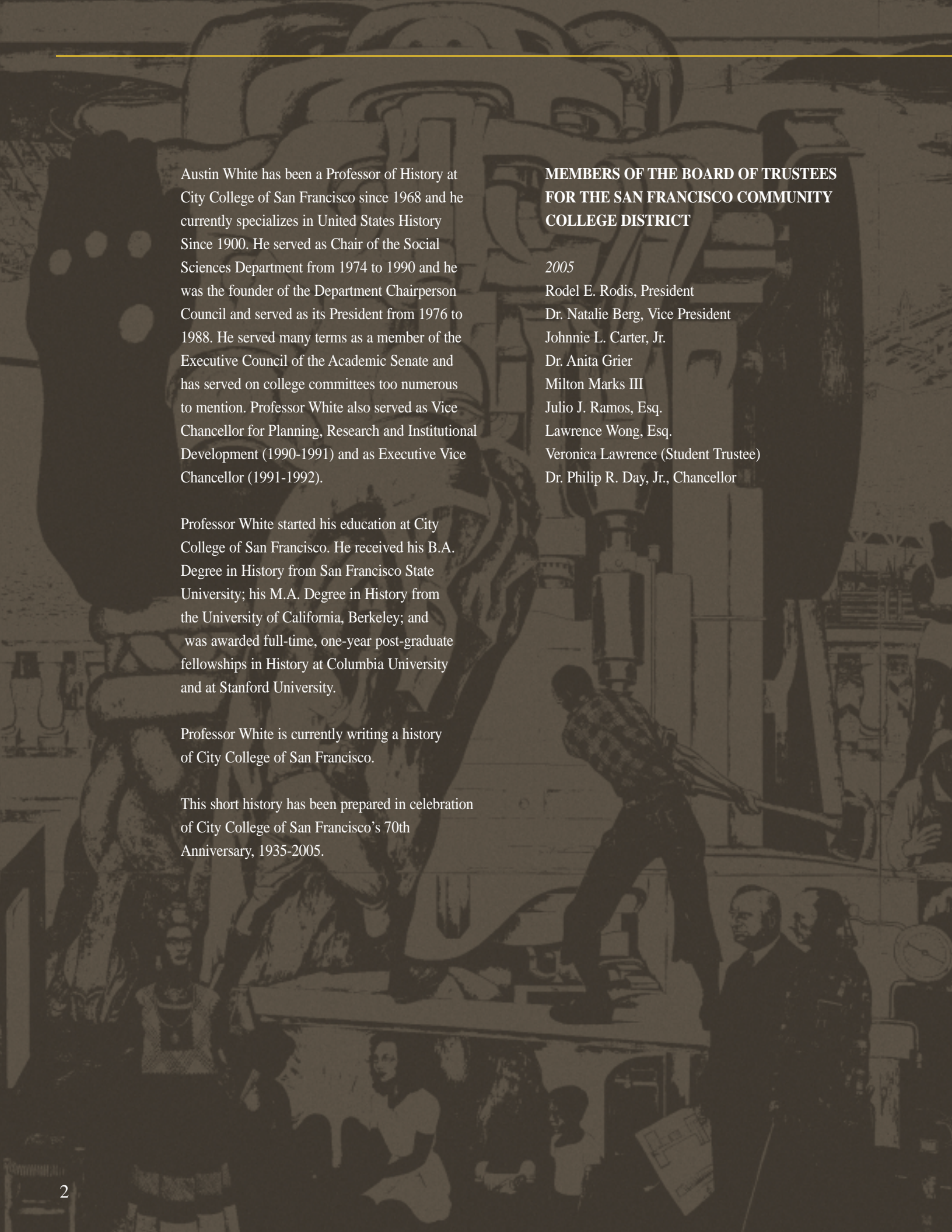


SEVENTY YEARS
OF MAKING DREAMS
INTO REALITY



CITY COLLEGE OF SAN FRANCISCO



Austin White has been a Professor of History at City College of San Francisco since 1968 and he currently specializes in United States History Since 1900. He served as Chair of the Social Sciences Department from 1974 to 1990 and he was the founder of the Department Chairperson Council and served as its President from 1976 to 1988. He served many terms as a member of the Executive Council of the Academic Senate and has served on college committees too numerous to mention. Professor White also served as Vice Chancellor for Planning, Research and Institutional Development (1990-1991) and as Executive Vice Chancellor (1991-1992).

Professor White started his education at City College of San Francisco. He received his B.A. Degree in History from San Francisco State University; his M.A. Degree in History from the University of California, Berkeley; and was awarded full-time, one-year post-graduate fellowships in History at Columbia University and at Stanford University.

Professor White is currently writing a history of City College of San Francisco.

This short history has been prepared in celebration of City College of San Francisco's 70th Anniversary, 1935-2005.

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FROM DREAM TO REALITY

CITY COLLEGE OF SAN FRANCISCO:

A SHORT HISTORY

AUSTIN WHITE



A Dream Fulfilled

Archibald Cloud, the Chief Deputy Superintendent of the San Francisco Unified School District, began in 1930 to vigorously articulate a long held educational dream: that the “premier” county in the State—San Francisco—must have the same educational “jewel” as did 38 of the State’s 58 counties. That is, it must have a junior college!

Cloud was convinced, because of the serious social and fiscal problems created by the 1929 Economic Depression, that the time was right for the establishment of this junior college, since three key clienteles in the City increasingly needed to be educationally served: students without adequate monetary resources who wanted to obtain a college education; students who had to make up academic deficiencies in order to gain access to a college education; and students who wanted to enroll in semi-professional training programs so that they could enter vocational fields.

Still Cloud had to wait five more years before his dream became a reality. The members of the City’s Board of Education simply could not be convinced that the District could, no matter how desirable, afford a college in lean economic times. It was only after Cloud showed in the Fall of 1934, through a series of detailed fiscal studies, that there were new Federal and State funds available for such a junior college, and only after Cloud had simultaneously obtained the enthusiastic support for the project from strategic education related groups and businesses in the City that the Board finally voted approval on February 15, 1935.

As a consequence, on Monday morning, August 26, 1935, in a ceremony held at the City’s recently constructed magisterial Opera House, Cloud, the newly appointed College President, officially opened the College. Distinguished guests as well as the College’s 7 administrators, 73 faculty members, and approximately 907 men and 564 women freshmen and sophomore students witnessed the impressive proceedings. And, with the completion of student advising and registration activities, the College commenced its instructional program on Wednesday, September 4, 1935.

Most of the College’s instruction occurred at two widely separated sites, one Downtown and one in the Marina District. At the time of the Board’s approval, Cloud knew that no facility within the Unified School District was available for the College’s morning classes. He had largely solved the College’s afternoon classroom needs by arranging that on Mondays through Fridays, between 2:30 p.m. and 5:30 p.m., when high school classes were not in session, the College would utilize Galileo High School cost free. However, it was not until three weeks before the Fall Semester was to commence that Cloud finally worked out an arrangement with his close friend, the President of the University of California, regarding the College’s morning classes. They agreed that between 8:30 a.m. and 2:00 p.m., the College would use cost free most of the facilities at the University of California Extension Division Building on Powell Street near Union Square. This arrangement was possible since almost all of the Extension’s students attended late afternoon and evening classes. As the enrollment at the College rapidly increased over the next several years, additional class space was obtained by Cloud, basically on a donation basis, at twenty-three nearby business and public recreational sites.

Because of the significant distances between the College’s two main campuses as well as between many of its satellite sites, students and faculty mostly used public transportation at least four times a day. As a consequence, the institution rapidly became known as the “Trolley Car College.”

Yet, in spite of the College’s geographic dispersion, Cloud quickly welded the students into a cohesive unit. Within a month into the semester he was working closely with the newly elected student representatives to develop unifying symbols for the College. And by the end of the following month, after a formal vote by the College’s students, the name *The Guardsman* was selected for the newspaper; red and white were chosen as the school’s colors; the “Ram” was picked as the College’s mascot/ nickname; and, “ut adolescentes vitae educantur” (“that youth may



Archibald Cloud, the Chief Deputy Superintendent of the San Francisco Unified School District, was the individual whose efforts successfully led to the establishment of City College.

be educated to life”) was chosen as the inscription for the College’s official seal, a motto that lasted until 1948 when the inscription “The Truth Shall Make You Free” was adopted.

Because of the growth in enrollment from 1,471 students in 1935 to 2,606 in the Spring Semester of 1940, the number and variety of courses offered at the College grew correspondingly. The expanding number of transfer courses continued to receive the highest accolades from the University of California. In addition, because of strong support from private and public agencies, significant growth also occurred in the semi-professional programs, an educational area ignored at the time by many California junior colleges. By 1940, twenty-five percent of the College’s full-time students were enrolled in programs such as Civil Service, Criminology, Fire Science, Flight Training, Floriculture (gardening and plant propagation), and Hotel and Restaurant.

Meanwhile, President Cloud was vigorously searching for a permanent site for the College. District officials eventually provided him with twelve possible locations. Cloud quickly selected a 41-acre site located at Ocean and Phelan Avenues because of its size and architectural possibilities. His choice was also influenced by the fact that the site had under-utilized City land adjacent to it, which he hoped he could obtain later through negotiation. Interestingly, by 1946 he had acquired an additional 15 acres.

Between 1859 and 1892 this site had a large correctional institution for wayward boys and between 1874 and 1934 had also functioned as the “County Sheriff’s House of Correction Number Three.” The location was available because City officials had decided by 1934, after inmate escapes as well as after a number of negative Grand Jury reports, to move all of the prisoners there to a remote location in San Mateo County. On February 10, 1936, the Board of Education voted its approval of this site for the College.

An official ground breaking ceremony took place at the Ocean and Phelan Avenues site on the afternoon of April 15, 1937, but it was not until August 27, 1940, that the College’s classes opened there.

The delay was basically caused because the federal government abruptly changed its funding regulations. The District was informed in the fall of 1937 that there would be no funds at all for the construction of the College’s classroom building, Science Hall, because it was too expensive, and that the two planned gymnasiums would receive construction money only if the District provided 55% of the funding.

The District’s officials were totally shocked. Their initial reaction was to abandon the College construction project until new funding was found. Cloud, however, refused to accept this alternative.

San Francisco must have the same educational “jewel” as did 38 of the State’s 58 counties. That is, it must have a junior college!

He speedily moved to persuade the School Board that it was still fiscally possible to construct Science Hall and the two gymnasiums without using existing District funds. After working closely with the Superintendent of Schools, Cloud proposed in the Spring of 1938 that the Board put before the City voters in the coming September election a \$2 million building bond proposal.

Most Board members balked upon being formally presented with this proposal. However, with all eyes focused on him, Cloud carefully set forth his arguments. He pointed out that, since the federal government funded 45% of the costs of approved construction projects, the proposed \$2,000,000 bond issue could, if utilized properly, really amount to \$2,900,000 ($\$2,000,000 \times 45\% = \$900,000$). Given this circumstance, Cloud then showed that by subtracting from this \$2,900,000 the \$1,500,000 for approved projects specified in the bond proposal for the District and the \$500,000 for the College's gymnasiums, \$900,000 was still left, which would cover almost all of the estimated \$948,698 construction costs for Science Hall. Cloud's presentation was skillful and the Board members soon agreed to place this bond proposal on the ballot.

College's students to distribute to every residence in San Francisco just before the election a special school bond issue of *The Guardsman* (he had had 110,000 copies of the newspaper printed for this purpose); to write over 2000 letters in support of the proposal; to obtain as many pledge cards from voters as possible prior to the election; to make over 1000 last minute telephone calls in support of the measure; to participate for publicity purpose in a large, highly decorated, and very noisy car and truck caravan up Market Street to the new site of the College (all classes were cancelled at 11:00 a.m. so that students could participate); and on election day to have students present for 9 to 10 hours outside each of the City's 1105 polling places to hand out campaign material on the bond proposal and to point out whenever possible the merits of the proposal.

On the day of the election the voters approved only one of the eight bond proposals on the ballot: the \$2,000,000 school district construction proposal. The voter approval level was 70%.

With money in hand, Cloud and the College's world prominent architect, Timothy Pflueger, rapidly moved ahead with the design and the construction of the gymnasiums as well as Science Hall, a building they were determined to make into "a showplace of monumental architecture."

To achieve this objective, they placed the five story classically designed Science Hall on the crest of the highest hill on the site (112 feet on the Ocean side and 760 feet on the Bay side). They purposely made the structure longer than San Francisco's City Hall—489 feet vs. 400 feet in length—and claimed that they had made it more decorative by covering it with a special limestone concrete obtained from Indiana. They further asserted that Science Hall was taller than City Hall—431 feet and 10 inches vs. 431 feet—but this claim was, of course, actually facetious since they started their measurements at sea level rather than at the crest of the hill. Science Hall was, in actuality, only 90 feet in height. Nevertheless, because of the placement of the building on a hill, they certainly did insure that, unlike City Hall, it offered magnificent vistas—in this instance of the Pacific Ocean and of the Bay.

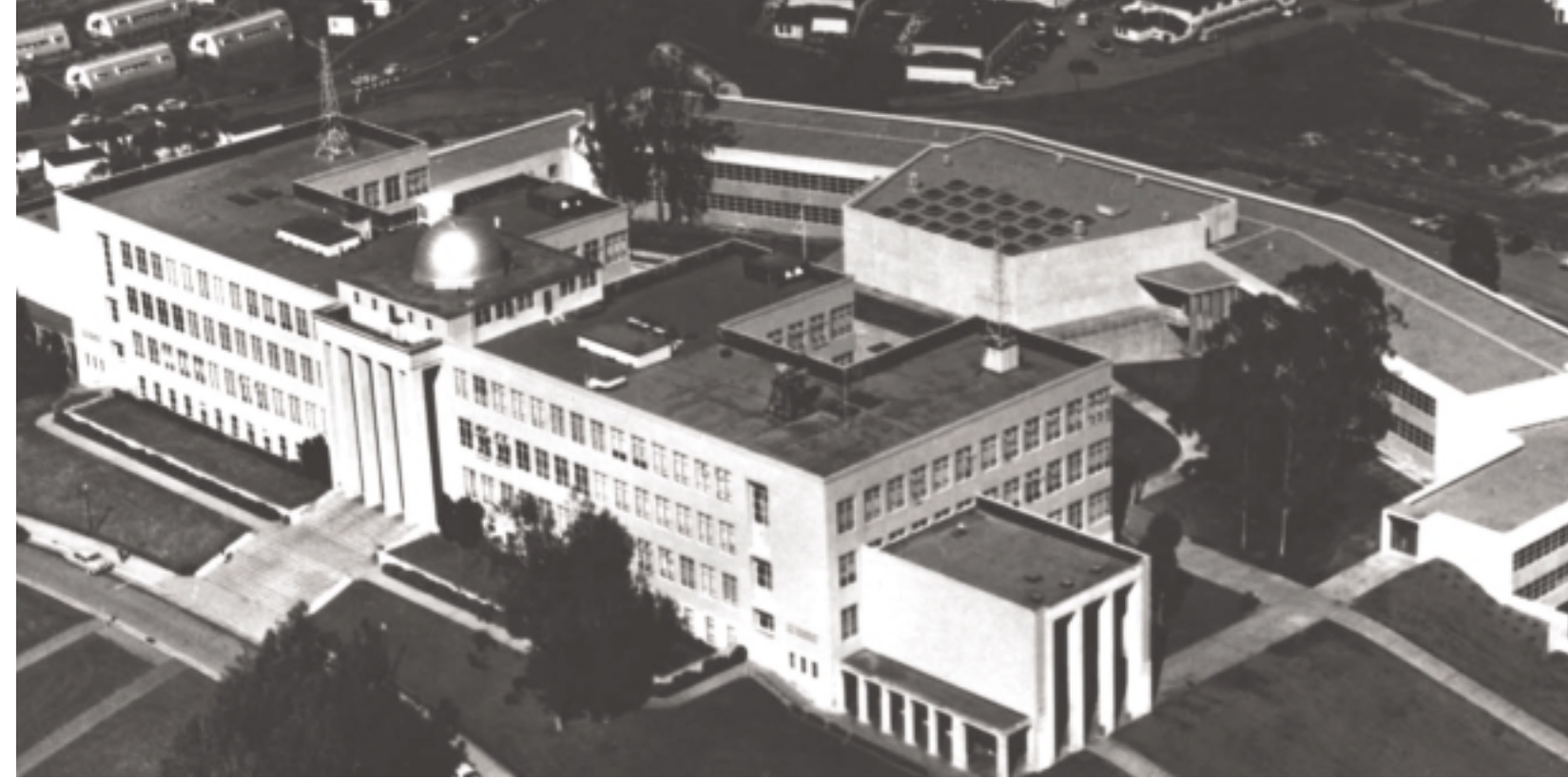
Due to lower construction costs, it was

With the Board having given its approval, the crucial issue now was whether the public would approve the proposal. Several Board members held no hope at all that a sufficient number would do so inasmuch as a two-third voter approval level was needed and the times were fiscally harsh. Furthermore, seven other significant revenue measures, relating to a variety of needed municipal projects, were also to be on the same September ballot.

Cloud skillfully mobilized his forces. While he contacted the City's newspapers as well as his numerous political and educational friends for support, he also immediately put Louis Conlan, a popular basketball and football coach at the College, in charge of the bond campaign. Conlan developed a very carefully thought-out strategy which included a campaign song (written by the Dean of Men), which was sung by the College's choir and students on every possible occasion. Conlan mobilized an estimated 2000 of the



Charles Cooper, President Cloud, and Angelo Rossi at ground breaking ceremony for Science Hall-1937.



Science Hall and Cloud Hall, 1956

decided to locate the two gymnasiums in a flat area approximately 760 feet down the eastern slope behind Science Hall. In placing them there, \$100,000 was saved on the projected \$500,000 cost, thus providing funds for building a baseball diamond and a track field.

Because Pflueger was absolutely dedicated to the integration of art with architecture, he ensured that the College would have significant works of art available for some of its buildings.

As Vice Chairman of Fine Arts at the 1939-1940 Golden Gate International Exposition on Treasure Island, Pflueger was able to have transferred to the College at no cost several of the culturally significant projects created by artists during the Fair—the 75 by 22 foot Diego Rivera mural entitled *Pan American Unity*; two sculptures carved by Fredrick Olmsted—the 7 foot high, 4 foot square, 9 ton granite heads of Thomas Edison and Leonardo Da Vinci; two 42 feet by 55 foot exterior mosaics by Hermann Volz entitled, respectively, *The Interaction of Science* and *The Interaction of Mechanism*; and a nine foot eight inch high *Big Horn Mountain Redwood Ram* carved by Dudley Carter with a double bladed axe and several chisels.

In addition, Pflueger arranged separate

federal and private financing for two artistic projects to be directly incorporated into the College's first three buildings. African-American sculptor Sargent Johnson carved three large bas relief panels depicting athletes engaged in various forms of physical activity, which were placed above the main entrances to the two gymnasiums. On the inside entry walls of Science Hall the sculptor-muralist Frederick Olmstead painted two sizeable murals related to the general theme of *Theory and Sciences*.

Because Pflueger was absolutely dedicated to the integration of art with architecture, he ensured that the College would have significant works of art available for some of its buildings.



A Temporary But Critical Diversion



While traditional instruction continued, a significant number of war related courses were also offered.



Welding was one of the wartime skills being taught.

At its permanent site the College's enrollment grew and its academic programs continued to diversify through Fall 1941. Then near the end of the Fall Semester—December 7, 1941—the United States was drawn into World War II. Cloud, with his usual acumen, kept the College functioning in spite of an eventual 62% reduction in students caused by service in the military and by work in defense industries, and in spite of a 40% overall reduction in education staff because of military and federal government service. While traditional instruction continued, a significant number of war related courses were also offered. Among such courses were those in the Floriculture Department that developed and maintained on campus three very large Victory Gardens for the growing of vegetables as well as ones that specifically grew plants for military camouflage. In addition, the Hotel and Restaurant Department shifted its program entirely to the training of men to be cooks and bakers aboard Merchant Marine vessels. One crucial contribution of the war years was that the College for the first time welcomed part-time students and henceforth, for their benefit, offered extensive day, evening, and summer classes.



Portion of the famous Diego Rivera Mural on the CCSF Campus.

Veterans Come Home



“GI Bill of Rights.” This law provided all World War II veterans with significant financial support for their education.

Shortly after the end of World War II in August 1945, President Cloud was confronted with a two-fold challenge.

The end of the war created tremendous public pressure on federal officials to swiftly return military personnel to civilian life. For example, soldiers swamped office-holders with postcards labeled: “No boats, no votes.” Under such intense pressure, Congress quickly caved in. It brought the boys home. And many of these returning veterans wanted, after a short period of rest and recuperation, to enroll in college.

And they were able to do so because of a generous Federal law, popularly known as the “GI Bill of Rights.” This law provided all World War II veterans with significant financial support for their education.

While clearly enthusiastic about having these veterans as students, Cloud faced two immediate challenges before their arrival for the 1946 Fall Semester. First, where were the classes for these veterans to be held, since there was no way that the projected 5000+ enrollment for the Fall could be handled by the College’s existing facilities?

Second, where was housing to be found for many of the veterans who wanted to attend the College inasmuch as San Francisco was in the midst of a massive housing shortage?

Satisfactory answers to these two challenges emerged just in time.

The Navy Department, at the earnest behest of Cloud, agreed, since its function as a separation center was no longer needed, to give the College the thirty acre WAVES (“Women’s Appointed Voluntary Emergency Service”) facility it had constructed in 1945 on the west side of Phelan Avenue directly across from campus. The College occupied the site on September 13, 1946. In the meantime, seven of its fifteen buildings were converted to classrooms, three became dormitories for veterans, one was utilized as housing for fifty married veterans, and four were remodeled into offices. In addition, the 1000 seat auditorium and spacious cafeteria on the site were immediately put to use.

Meanwhile, the Federal Housing Authority agreed, based on negotiations initiated by Cloud, to erect housing for married veterans and their families at the northern end of the campus. By May 1947, the College had 217 housing units located there. The site was formally dedicated as “Hurley Village” in honor of Major John J. Hurley, the College’s only faculty member killed in the war.

The operations of the College were, of course, dramatically impacted by the presence of so many veterans. They clearly influenced the variety of courses offered as well as the types of activities made available by the Associated Students. Moreover, they were primarily the ones who successfully got the name of the College changed in February 1948 from San Francisco Junior College to City College of San Francisco because they viewed the word “junior” both as a “near synonym for adolescent” and as disparaging of the quality of the classes the College provided.

West Campus occupied between 1946 and 1956.



New Buildings

When President Cloud retired on June 30, 1949, his successor, Louis Conlan, inherited a well functioning as well as a nationally recognized academic institution. Conlan, who had started with the College in 1935 and had held positions both as an instructor and administrator, was, during his over two decades as President, continuously faced with significant challenges.

drafted for the Vietnam War. As a result of these circumstances, City College's enrollment jumped to 8,400 in Fall 1962, to 9,776 in Fall 1964, to 11,481 in Fall 1966, to 13,508 in Fall 1968, to 14,089 in Spring 1969, and to 17,763 in Spring 1971. This represents a 363% increase in enrollment between 1960 and 1971!

Unfortunately, President Conlan was precluded from using the West Campus as the location to permanently house these students. According to the West Campus lease that the College had negotiated in 1946 with the Public Utilities Commission (the land on which the Navy had constructed its base legally belonged to the City's Public Utilities Commission and in 1946 it would only agree to a ten year non-renewable lease with the College), the West Campus had to be totally evacuated and all of the buildings on it demolished by the College by the summer of 1956.

As a consequence, Conlan obviously had no choice but to focus on the Main Campus as the only feasible location for additional facilities. However, in doing so, he had to first resolve the issue as to what was to be the College's architectural design philosophy.

Former President Cloud and the College's original architect, Timothy Pflueger, had drawn up by 1940 a completely integrated building plan for the College. In addition to the existing two gymnasiums, there was to be a library, a student union building, an administrative office structure, and an auditorium, all placed in proper proportion to the five-story center-piece Science Hall. Unfortunately, the shortage of construction materials during World War II and in the first two postwar years prevented these design plans from being implemented.

Finally, in October 1949, with the passage of a bond issue, which included a \$2 million construction allotment for the College, the Board of Education approved the erection of two of Cloud's four buildings. There was to be a two-story classroom structure, which was to be located east of and parallel to the existing Science Hall

Three of these challenges were closely interconnected, since they dealt with a continuous student enrollment growth, new buildings to house these students, and the economic wherewithal to pay for both.

In 1949 some College officials had expressed concern that a significant enrollment decline might occur as the last of the World War II veterans left the campus. Their worry was unwarranted. Instead, in the 1950's, because of a rapidly emerging economic prosperity throughout most of the country, an increasing number of parents were able to send their children to college. Furthermore, because of this prosperity other students were, through access to abundant part-time jobs, also able to attend college. Moreover, there was the added stimulus of young people in general recognizing the future economic importance of having a college education and of young men in particular recognizing the vital role of colleges in enabling them to delay being drafted. However, because they were basically replacing the veterans, the College's full-time enrollment during this period did not change significantly. In 1946, with veterans predominating at 53% of the students, there was a full-time enrollment of 5,022. In Fall 1960, with few veterans remaining, the College's full-time enrollment was 4,878.

But then in 1962 the 77 million "Baby Boomer Generation" began graduating from high school. Many in this immense group immediately enrolled in college. In addition, starting in 1965 there was a growing number of male students who entered college as a way to avoid, at least for a while, being



President
Lewis G. Conlan



Cloud Hall-1954

and which was to have only the top floor slightly above the crest of the hill so as not to block the view of Science Hall from the east side of the hill. The two-story library building was to be located at the South end of the campus just off Phelan Avenue.

However, this building plan was never implemented. Conlan concluded that Cloud's integrated design plan could in no way satisfy the current as well as the future enrollment needs of the College. As a consequence, he convinced the Board of Education in August 1950 to approve instead the construction of a four-story combination library and classroom building directly behind Science Hall. In addition, he got its approval to erect a one-story classroom/services building near the Cloud Hall Circle entrance to the campus on Ocean Avenue.

It was noted at this Board meeting that these buildings had their own distinctive architectural styles and that, moreover, they did not blend in architecturally with the existing three structures on the Main Campus. In response, Conlan made it absolutely clear that, primarily for economic reasons, none of the buildings on the Main Campus would ever be a duplicate architecturally of any other. Rather, as each was constructed, it would represent whatever architectural design happened to be in vogue at the time. And this circumstance is why the buildings constructed during Conlan's presidency – Cloud Hall (1954), Smith Hall (1955), Creative Arts Building (1961), Statler Wing (1964), Horticulture Center (1965), Visual Arts Building (1970), and Student Union Building (1970) – and subsequently – Arts

Extension Building (1972), Conlan Hall (1974), Batmale Hall (1978), and the Library (1996) – are all architecturally different.

What was not different was the long established tradition of the College to acquire unique works of art such as the *Saint Francis of the Guns* by internationally acclaimed sculptor, Beniamimo Bufano. The statue was commissioned by San Francisco Mayor Joseph L. Alioto, who, after the deaths of Dr. Martin Luther King, Jr. and Robert F. Kennedy, invited San Franciscans to turn in their handguns which were then melted down to create the statue.

In spite of Conlan's best efforts, however, student enrollment in the late 1950's and during the 1960's far outpaced the classroom capacity of the campus' permanent buildings. As a consequence, in the fall of 1955 the first six temporary classroom bungalows arrived on campus, each with the capacity to seat 45 students. By 1970 there were 40 of these "temporary" bungalows. Because of very large student enrollments, most still remain in use.

To finance his buildings, Conlan had to rely on funding obtained from voter-approved local bond issues, since State funding was almost non-existent and federal funding, which was often difficult to obtain, only began to become available in the latter part of the 1960's. The funding for these bond issues was derived from either sales taxes or from property taxes.

In spite of Conlan's best efforts, however, student enrollment in the late 1950's and during the 1960's far outpaced the classroom capacity of the campus' permanent buildings.



College officials at
ground breaking ceremony
for Arts Building, 1961.

A New College District

In addition to dealing with student enrollment, building construction, and financing, President Conlan was faced, commencing in 1965, with the fact that by July 1, 1970, the College would have to be legally separated from the San Francisco Unified School District and would have to be operating as an independent district. The law requiring this separation had come into being because a number of higher education leaders throughout the State had concluded by the early 1960's that it was academically indefensible that any community college be under the supervision of a unified school district, since the educational missions of these two levels of instruction were too divergent.



Louis Batmale was appointed by the Board of Education to the newly created position of College Vice President in 1968.

While almost all of the College's staff assumed that this separation would only involve the Main Campus facilities, an intense behind-the-scenes administrative discussion was occurring over what the future educational direction of the College should be. Two opposing proposals emerged from this debate: keep the College as solely a degree granting institution located basically on the Main Campus or set up a number of centers throughout the City where non-credit and credit courses would be tailored to the new categories of students beginning to appear in the City as a result of significant demographic shifts—"Senior Citizens," individuals wanting quick skill upgrades, and ethnic groups (Latinos, Chinese, Filipinos, Cambodians, Laotians, and Vietnamese) desperately in need of English as a Second Language classes.

This disagreement was resolved by President Conlan in March 1968 when the administrator calling for numerous sites throughout the city, Louis Batmale, was appointed by the Board of Education to the newly created position of College Vice President, with the primary responsibility of having this new centers program ready to function by the Fall of 1970.

Batmale came to this administrative position after having been with the College since 1947. He had begun his service as a counselor and had subsequently held a variety of College administrative positions.

On July 1, 1970, the San Francisco Community College District was formed. Conlan served as Chancellor until September 1, 1970, when Batmale succeeded him. In forming this new entity, the staff, programs, and buildings of the Adult and Occupational Division of the San Francisco Unified School District were simultaneously transferred to the new College District.

In 1971, at Batmale's direction, credit classes were offered for the first time at the Alemany, John Adams, Galileo, Mission, and Pacific Heights neighborhood centers. In 1974 two separate educational divisions were established under the umbrella of the San Francisco Community College District—one for credit classes located on the Ocean Avenue Campus and one for non-credit classes offered at eight neighborhood Centers.

When Chancellor Batmale retired on June 30, 1977, the San Francisco Community College District had a total of 61,298 students enrolled: 25,349 students at the College and 35,949 at the Centers.



Aerial view of Ocean Avenue Campus, 1965.

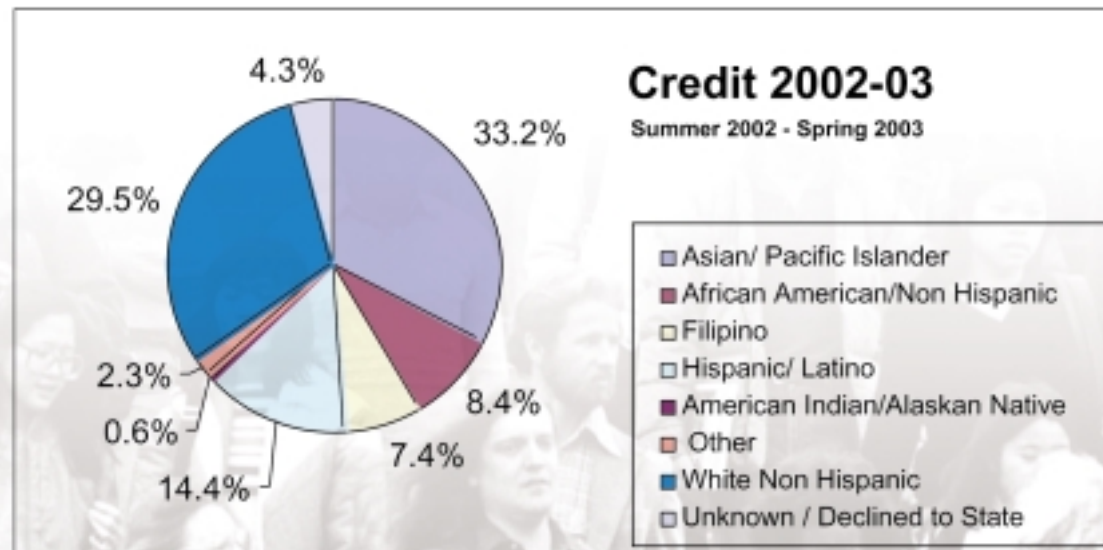


Credit classes were offered for the first time at the Alemany, John Adams, Galileo, Mission, and Pacific Heights neighborhood centers.

The Educational Mission of the College

VS. Cuts In State Funding, Increases In Student Tuition and Economic Cycles

Starting in the 1970's the College's student population became increasingly diverse in terms of age, gender, physical abilities, sexual orientation, and ethnicity. For example, as of the 2002-2003 academic year, the College had the following ethnic groups enrolled in its credit classes:



Because of the diversity of its student population, the College added instructional and service programs specifically for these groups in order to insure educational equity for all students. In addition, because of the diverse nature of its students, the College also created courses with the specific intention of providing them with information needed to understand and to value multi-cultural perspectives.

But, unfortunately, during this same period a stable source of public funding increasingly became of concern with regard to the maintenance and to the quality of all of the College's instructional and service programs.

In 1978 California voters, angry because the State Legislature was unable to solve the continuous upward spiral of property taxes, approved Proposition 13. This measure, among many other

features, stripped all K-14 educational institutions, including the College, of the right to obtain operating funds through property taxes. Up to this time these taxes had provided the bulk of the yearly income for the schools. However, henceforth the State was to be the collector and disperser of these taxes. But, since Proposition 13 also cut by 60% the amount of money obtained from property taxes, the State soon had to reluctantly face the fact that it would have to tap its own financial resources to cover the new fiscal responsibilities that Proposition 13 had transferred to it.

Initially, the State managed to cover these additional fiscal costs by utilizing its \$5 billion surplus as well as by drawing on the large amounts of money that it was deriving from income and sales taxes. But then the 1981 economic recession arrived and with it a dramatic reduction in State revenues.

The State's funding process, even though now unstable and chaotic, still managed until Fall 1983 to generally fulfill its educational fiscal responsibilities by using such desperate expedients as bailout legislation, marginal funding, and differential debt. But then, because of a lack of money, the State began to cut in a rather haphazard manner the funds that it provided to schools. The 1983-1984 College Budget was, for example, 14.3% less than the one for the previous academic year.

In addition, in the Fall 1984 Semester, the State also imposed for the first time tuition fees on students attending the State's community colleges. The State then began a process of periodically raising these fee levels whenever its fiscal resources faltered. For example, the Spring 2005 Semester fees jumped to \$26.00 a credit unit—a 137 percent increase over the fees charged during the Fall 2003 semester! While there is no way of accurately measuring the impact of fee increases on access, there can be no doubt that working-class students were deterred from enrolling at the College because of financial factors. This circumstance is, of course, in direct contradiction to the State's official policy since

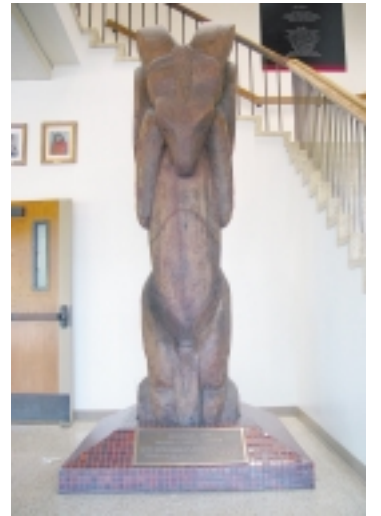
1945 of providing all students with universal access to higher education at little or no cost because of the economic and social benefits California would continually derive from a well educated citizenry.

In response to this chaotic funding system, educational leaders throughout the State proposed and subsequently obtained in 1988 the approval of California voters for Proposition 98 which was intended to stabilize State funding. It provided that at least forty percent of the State's General Fund had to go each year to the public schools and community colleges.

The added funds provided by Proposition 98 did stabilize to a degree the fiscal situation for several years. But then came the 1990 national economic recession, which, in significantly reducing the funds the State received from income and sales taxes, again negatively impacted educational funding.

If the overall erratic funding of the College by the State in the 1980's, 1990's, and early 2000's was not enough, the national economic recessions in these years also caused temporary jumps in the College's enrollment just at the times when there was less State money available. Interestingly, in the 1982-1983 academic year, a period of recession, the highest annual enrollment thus far reached by the College occurred—approximately 140,000 students. This growth took place because in times of high unemployment many individuals look for ways to educationally upgrade their skills, thus hoping to obtain more economically secure employment.

Throughout more than twenty years of fiscal turmoil, the College never allowed the high quality of its educational offerings to be affected nor did it deny most applicants entry. This success can be attributed in large part to the professionalism and the innovativeness of the College's staff. But the College was also aided fiscally by the residents of San Francisco voting in 1992 to increase the sales tax by one-quarter percent so that the City schools would have additional operating funds.



The Ram, the college mascot

The College was further aided in 1997 when the City voters approved a \$50 million bond issue for modernizing existing College facilities and by a \$195 million bond issue in 2001 for major facility repairs as well as for constructing new buildings to replace deteriorating structures.

Nevertheless, by 2002, again because of another economic recession, the State's fiscal crisis had reached the point where the College had no choice, because of a lack of money, but to slightly reduce the number of classes offered as well as to place a freeze on the hiring of new faculty and staff. To minimize the impact of these class cuts, all segments of the College (administrators, faculty, department chairs, and classified personnel) voluntarily agreed to an eighteen month freeze on salaries.

But by the Fall 2004 Semester even the foregoing actions were not sufficient. The State's fiscal crisis had reached such a level—the State now ranked 45th nationally in the amount of money it allocated annually for each community college student—that the funds received by the College were once again significantly reduced. As a consequence, a number of students were unable to enroll in the classes they needed. City College was not alone in this circumstance, since, due to the lack of adequate State financial support, an estimated 175,000 applicants could not enter the State's 109 community colleges because of a lack of classes.

Yet, despite fiscal and physical (facility) challenges, City College continues to effectively serve the citizens of San Francisco by offering classes at 9 Campuses, 3 Centers, and over 100 neighborhood locations.

Almost one in nine residents of San Francisco (approximately 120,000 students annually) attend the College because of its extensive course and program offerings. In the 2003-2004 school year the College offered over 50 academic programs and over 100 occupational/vocational disciplines. Moreover, free non-credit courses, such as English as a Second Language and Citizenship as well as classes designed for Older Adults, are provided.

In addition, the College still quickly adjusts its curriculum when new educational needs arise. For example, during the 2003-2004 academic year 93 new credit and non-credit courses were approved and offered. At the same time, 20 new on-line courses were also approved, thus bringing to 52 the number of home computer courses available to busy working adults.

Moreover, because of the generosity of the San Francisco public in 2001 in approving a \$195 million facility bond issue, the College has rapidly moved forward to implement its provisions. Soon a Community Health and Wellness Center and a Child Development Center will be available at the Ocean Avenue Campus. In addition, where major renovations to Science Hall and the Balboa Reservoir have already been completed.

State funding for the construction of a new Mission Campus and a new Chinatown campus as well as for extensive renovations at the Downtown Campus and at the John Adams Campus has also been awarded to the College because of the successful passage in 2004 of a school facilities bond issue, Proposition 51.

The College remains proud of the education it provides the citizens of San Francisco and it continues to be thankful for the consistent and generous support that San Franciscans have always given City College.



THE
TRUTH
SHALL
MAKE
YOU
FREE

Featured are students who received grants from City College's Osher Scholars Program through the generosity of the Barnard and Barbro Osher Foundation.

ACKNOWLEDGMENTS

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My gratitude also goes to Darlene F. Alioto, my colleague, wife, and soul-mate, for her insights, assistance, and loving support.

Credits:

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**SAN FRANCISCO COMMUNITY COLLEGE
DISTRICT CAMPUSES**



Ocean Avenue Campus
50 Phelan Avenue



Alemany
750 Eddy Street



Castro-Valencia
1220 Noe Street



Chinatown/North Beach
940 Filbert Street



Downtown
88 Fourth Street



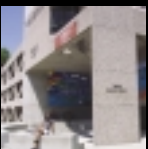
Evans
1400 Evans Avenue



John Adams
1860 Hayes Street



Mission
106 Bartlett Street



Southeast
1800 Oakdale Avenue

Adult Learning and Tutorial Center, 31 Gough Street
Fort Mason Art Center, Lagnua Street and Marina Boulevard
SF International Airport, Building 928

In addition, the San Francisco Community College District offers classes at over 100 neighborhood locations.

PRESIDENTS AND CHANCELLORS

Archibald J. Cloud	President 1935-1949
Louis G. Conlan	President 1949-1970
Lloyd D. Luckman	Acting President 1967
Louis F. Batmale	President 1970
Harry Buttimer	President 1970-1974
Harry Frustuck	Interim President 1974-1975
Kenneth S. Washington	President 1975-1982
Warren R. White	Interim President 1982-1983
Carlos B. Ramirez	President 1983-1988
Willis F. Kirk	President 1988-1990
Jacquelyn W. Green	President 1990-1991

James Dierke	President, Centers Division – 1970-1974
Carolyn Biesadecki	Acting President, Centers Division – 1974-1975
Calvin Dellefield	President, Centers Division – 1975-1978
Laurent Broussal	President, Centers Division – 1978-1984
Nancy Swadesh	President, Centers Division – 1984-1986
Rena Bancroft	President, Centers Division – 1986-1991

Louis G. Conlan	Chancellor 1970
Louis F. Batmale	Chancellor 1970-1977
Herbert M. Sussman	Chancellor 1977-1982
Hilary K. Hsu	Chancellor 1982-1990
Evan S. Dobelle	Chancellor 1990-1995
Del M. Anderson	Chancellor 1995-1998
Philip R. Day, Jr.	Chancellor 1998 –

