History

The culture of the Crafton hills springs from its first known inhabitants: the native tribes that made this area their home, the Spanish settlers who forcefully introduced a whole new way of life, and finally settlers from different parts of the country in search of new beginnings and profit.

The Early Inhabitants

Yucaipa began as a village established by Native American Serrano (*Maara'yam)* Indians, who named it *Yukaipa't*, meaning *wetlands*. It became a center of trade among the many Indian tribes in the West. While the Serrano lived mostly in the mountains (*Serrano* means mountain people in Spanish[1]), near Big Bear Lake, they were active in much of the surrounding flatlands. These routes ran along the current 10, 15, and 215 freeways. In the early days, they brought Spanish, Mexican, and Anglo-American people into this area.

In 1866, a skirmish in Big Bear Valley triggered a month-long killing spree of Indians by the San Bernardino militia, reducing their numbers and forcing survivors to resettle.

In 1769, Gaspar de Portola passed through the area leading a troop of Spanish soldiers, missionaries, and Indians from San Diego to Monterey. In 1772, Pedro Fages passed through the San Bernardino Valley in pursuit of deserters from the Spanish Army. Four years later, Francisco Garces, a Catholic priest from the Mojave villages along the Colorado River, crossed the San Bernardino Valley and established a mission in San Gabriel. Fifty years later, in 1826, Jedediah Smith, lead a group of fur traders into the valley, becoming the first Americans to reside here (Richard Booth, *A Brief Summary of CHC's History* in *Crafton Hills College: 25 Years of Building*, 1997).

The Spanish began to establish settlements near the Crafton hills in 1819 with an *asistencia* of the Mission San Gabriel in Guachama Rancheria (present day Loma Linda), a small village of Cahuilla Indians. A reconstructed building similar to the original on Barton Road in Redlands near the original is now operated as a wedding and reception center. Serrano Indians were brought to the *asistencia* to dig a ditch (or *zanja*) to bring water from Mill Creek. Later, after the missions were secularized, this area was incorporated into the Rancho San Bernardino. Later this vast rancho was sold to the Lugo family, who raised cattle. In 1851, the Lugos sold their holdings to Mormon settlers, who grew vegetables and fruit trees on this land.

Myron H. Crafts, the man whose name identifies the hills upon which CHC's campus rests, moved to the east valley in 1861 from Detroit, Michigan. Crafts planted the first orange tree and constructed a reservoir to provide irrigation. He also established the township of Crafton on 1,840 acres. Forty of those acres were set aside for the building of a Congregational college,

[1] The Serrano referred to themselves as *Yuhaavaiatam*, meaning people of the pines (see Serrano website).

although a college was never built. Following Crafts were many other settlers who built homes in the township, planted fruit trees, and employed the local Indians to work their land.

The availability of land after the passage of the Homestead Act of 1862 brought more people looking to begin farming to the Crafton hills. Later, the transfer of land from the federal government to the Union Pacific Railroad also increased the area's population. To this day descendants of some of those early pioneer families remain in the hills near CHC.

The San Bernardino Community College District Established

The San Bernardino Community College District was established by a vote of its electorate in 1926 as a junior college district (originally the San Bernardino Valley Joint Union Junior College District). San Bernardino Valley College was the District's only college until 1972, drawing most of its students from graduates of high schools in and around San Bernardino, including Rialto, Colton, Redlands, Yucaipa, and the San Bernardino mountains.

Discussion about the need to build a second campus began in 1947, when the District's Board of Trustees responded to the great influx of veterans returning from World War II service who were taking advantage of the G.I. Bill to continue their education. Other junior colleges responded to the need to expand by abandoning their old buildings, often on land shared with high school campuses, and building new campuses on less expensive rural land farther from population centers. Favoring a different strategy, Dr. John L. Lounsbury, then President/Superintendent of the District, convinced the Board to expand facilities by adding new buildings on its 30-acre campus.

In 1955, after this new construction, the Board established a ceiling of 5,000 as a maximum number of full-time equivalent students for Valley College. The original 30 acres that Valley College had been built on twenty years earlier now seemed too small for the expansion needed to accommodate the expected increase of students. In 1959 the Board purchased a belt of land and houses on three sides of the campus, increasing its total area from 30 to 83 acres. These additions allowed Valley College to grow to its optimum size of 5,000 full-time students. Houses purchased by the District were either demolished to make room for new facilities or used as offices or for storage. For example, the Art and English departments occupied old houses on the east side of the campus. But the high cost of residential land and the fact that Valley College had been built on a San Andreas Fault line made it apparent that further expansion would probably require the building of a second campus -- and maybe even a third.

Also, at this time (1959), the Board adopted a master plan that included exploration of building a second campus by the early 70s. Two years later, President/Superintendent Herman Sheffield proposed that the Board begin identifying a parcel of land of about 150 acres for a new college campus. At the same time, he offered as an alternative the purchase of several mini-campuses, or *satellites*, for new facilities in outlying population centers of the District (for example, Patton and Highland) and even "storefront campuses," small centers in urban neighborhoods of Colton and San Bernardino.

Even though this strategy was popular with those at Valley College, it was set aside in 1963, when the State Legislature passed a bill requiring every school district in the State to be part of a junior college district. The District invited several non-aligned school districts that sent numbers of their graduates to Valley College to join the District. These included districts in Redlands, Yucaipa, Bear Valley—and later—Needles, on the California-Arizona border.

In 1965, residents of Redlands and Yucaipa voted to join the District, establishing the need for a second campus in the Redlands-Yucaipa area.

Finding a Site for a New College

President/Superintendent Sheffield recommended to the Board that the District explore prospective sites within an area bounded on the east by Bryant Street, in the upper part of Yucaipa; on the north by the Santa Ana River (a dry wash most of the time); on the west by Orange Street, running through the center of Redlands; and on the south by the I-10 Freeway. The site would need to be at least 125 acres.

After Sheffield's recommendations were publicized, the Board received 14 offers. Board President Carlton Lockwood, Sr. appointed a committee to evaluate these parcels and make a recommendation. This committee included many leaders that helped shape the District and later Crafton Hills College. Among them were Dr. Ray Ellerman, District Vice President for Business; J.W. McDaniel, who succeeded Dr. Sheffield as president in 1966; Carlton Lockwood, Sr., Board President; Dr. Paul Allen, professor of history at Valley College; and Donald W. Hunt, member of the Yucaipa Board of Education, a proponent of the new college and later a member of the San Bernardino Community College Board of Trustees. This committee narrowed the choices from 14 to four, each with its advantages of location, terrain, suitability for constructing buildings, and price.

One of the final four had a distinct price advantage, being offered as land donated to the District. The Board selected this site, with its beautiful though challenging topography. It consisted of 163 acres of land in the Crafton hills donated by Lester and Ruben Finkelstein in 1966. In 1970 they donated 76 more acres and soon after 251 additional acres -- 523 acres in total. This act of generosity came through the efforts of leaders from the District and others.

The Finkelstein brothers, through their foundation, had previously donated 135 acres of land along Yucaipa Boulevard for the building of Yucaipa High School and additional land for the use of the Yucaipa Boy Scouts and a Little League baseball park. District President Sheffield had learned about this generous donation and learned that the Finkelstein brothers owned the land on Yucaipa Boulevard just west of Yucaipa High School, under the name of their L and R Cattle Company. After Sheffield discussed the possibility of this site for a new college campus with Merryl Powell, Superintendent of Yucaipa Schools, and Dr. Roy C. Hill, San Bernardino County Superintendent of Schools, he contacted Lester and Rubin Finkelstein about donating land for a college campus.

These educational leaders met with the Finkelstein brothers and discussed this possibility further. Sheffield hosted Lester and Rubin at San Bernardino Valley College, where he described the college's educational programs and explained how the college's then new TV station could easily beam programming to a new campus on the Finkelstein property because there were no natural impediments to interfere with signals.

Lester and Rubin Finkelstein, based in Los Angeles, had prospered in real estate and other investments, such as owning and operating a steel and rolling mill for reclaimed metals. During the Second World War, they had supplied Kaiser Steel, in Fontana, with materials. In the early 1950's, Lester Finkelstein and his wife bought a home in Yucaipa to use as a weekend retreat. As he became familiar with the area, he decided to buy a 640-acre parcel of property north of Yucaipa Boulevard and east of Sand Canyon Road, which he and his brother used for cattle ranching for their L and R Cattle Company. Lots of cattle roamed irrigated pastureland just below where Crafton Hills College now stands.

After several years, the Finkelstein brothers' interest in philanthropy would overtake their desire to expand their businesses. Lester Finkelstein was once quoted as saying that his hobby was "making money and giving it away." His brother, Rubin, had always been a champion of education. Their desire to donate for the good of the community and their friendship with Dr. Sheffield resulted in the generous donation of 523 acres that is now the CHC campus.

A committee of the Board of Trustees examined the four sites that had been recommended by the selection committee and chose to accept the Finkelsteins' offer as the site for the new campus. Committee members had input from architects and projections related to water and utilities. They also visited each of these sites. After carefully considering the recommendations of the architects and all other input, the Board formally – and unanimously -- accepted the offer at its meeting on September 16, 1966. The Board formally accepted the deeds for this land at its meeting on December 13, 1966 (see *From Concept to Concrete*, p. 5).

Designing the New Campus

The District was now ready to develop plans for what it then referred to as *the east campus*. First, the Board needed to select an architect to develop plans, including a master plan that would meet State requirements.

Poper and Jones, from Long Beach, in partnership with Jerome Armstrong, from San Bernardino, had designed buildings on the Valley College campus beginning in the 1940's (North Hall, completed in 1947 was the first building they designed). They had continued to lead in designing and supervising the construction of other buildings on the Valley campus. And they were involved in the initial planning for the east campus.

While the Board had been pleased with the work of this architect team, Board members expressed their desire to have additional architects provide fresh ideas for the new campus. Dr. Sheffield and a Board committee conducted a search for architects to bring into the process of designing the new campus. The Board selected the firm of Williams and Williams, John Porter

Clark, from Palm Springs. These architects joined Poper and Jones and Jerome Armstrong in a collaborative called Valley College Architects' Collaborative. Their work began in 1966, before the decision that the new campus would be a college with its own identity separate from Valley College.

The Collaborative first helped the District's selection committee choose a site for the new campus from the four sites then under consideration. A few months later, after the Board had officially received the Finkelstein brothers' donation, Stuart Williams, of the firm of Williams and Williams, John Porter Clark, became the lead architect in creating the overall design concept for the new campus and developing its initial masterplan. John Porter Clark took on the responsibility of developing what was called "the program" for the campus, which included plans for the campus's activities, and the type and amount of space needed for them. The program plans would also anticipate spatial relationships among programs, such as a central building for laboratories and college administration (later named the LADM and currently the Central Complex).

Stuart Williams visited the site often to develop a visualization of how to use the land with the least amount of earth moving and thereby preserve its natural character. The preliminary plans of Clark and Williams gave some shape to the new campus. These men had to also consider State requirements for space of classrooms, laboratories, and offices as they developed their concepts. After much preliminary planning, they were prepared to build a model of the new campus.

Back at their office in Palm Springs, these architects used sugar cubes to model their concept, with each sugar cube representing a module or building. They were color-coded to represent the activities for that module: one color was for classrooms, another for laboratories, yet another for offices, and so on. Although they did not attempt to design any particular buildings at this stage, they set up their sugar cubes to represent where buildings could occupy spaces along ridges on the site to see how the campus would be laid out.

At about the same time, Stuart Williams' many visits to the site's slopes and ridges yielded an idea of how the buildings should look. The land was natural and wild, prone to wildfires, and the earthquakes that occur from time to time in this area. He determined that concrete would be the best building material to use. He also thought that the concrete could be tinted the color of the ground so that the buildings would blend naturally with their natural setting, like large monuments of rock rising from their surroundings. Another advantage of this material is that it would be easy to maintain, never needing repainting or refinishing. He also realized that if the buildings were on the narrow ridges of the site (a likely necessity), walkways would need to go under rather than around them, creating passages and vistas. The current Central Complex building, formerly the LADM building, exemplifies this concept.

As ideas for the structure of the new campus were coalescing, one important question remained: How would construction of new buildings be paid for? This key question had a relatively quick answer. A special election was held on October 24, 1967, asking the voters of

the District to approve a property tax override for the cost of constructing buildings for the new campus. Board members hoped that the voters would look favorably on this override, which would allow for the planned buildings to be paid for as they were built, because the District had been free of debt for many years. The voters of the District agreed, approving a property tax override of twenty cents per $100 assessed valuation for ten years. The first funds were collected in the fall of 1968, and construction began in the fall of 1969. The State provided an additional $500,000 in funds for building in its yearly budget.

Also, at this time the Board had to decide on a name for the east campus. People in the District were invited to submit suggestions. At a Board meeting on April 12, 1968, Superintendent J.W. McDaniel offered several suggestions before settling on one. The record of the approval reads as follows:

> Mr. Snyder moved that the new college be named Crafton Junior College as a name most indicative of the area and which neither refers to Redlands nor to Yucaipa. Mr. Potter questioned the use of the word "junior," and following discussion, Mr. Snyder agreed to amend the motion, and thereupon moved that the new college name be Crafton Hills College. Mr. Kennedy seconded, and after a roll call vote with each member present voting in favor of Mr. Snyder's [amended] motion, with none opposed, the Board named the new college, Craton Hills College.

And, so, the future college was named and moved closer to becoming a reality.

Adjustments for a Two-College District

The District Board of Trustees understood that operating as a two-college district would require substantial adjustments to its policies and practices. The Board invited Dr. Arthur Jensen, Chief of the Junior College Division of the California State Department of Education, to discuss how best to administer a multi-campus district. Jensen had written a doctoral thesis on this topic and was considered an expert. At its December 13, 1966 meeting, Jensen explained that there were two different ways for a district office to administer two or more campuses: one is for each campus to be autonomous; the other, is for the district office to provide strong leadership for both campuses, with each operating as a branch of a single institution. Jensen explained that in general students and faculty favored the model of each college being autonomous.

The decision to use a model that supported two relatively autonomous colleges posed new challenges for the Board. Each college needed to prepare and maintain its unique catalog and manage its enrollment, record keeping, and accreditation. Communication between each college and the Board would have to remain open and timely. The Board would need to assure that long-range planning and major decisions are communicated to faculty, students, and the community of each college. Each college faculty would have its own academic senate but participate in a district senate that would serve as a unified district faculty voice. The District would be responsible for providing services such as human resource administration, budget

monitoring, and purchasing for each college. And, of utmost importance, resources for each college must appear equitable.

Although these issues seemed daunting, the Board accepted the autonomous-college model, assuring that Crafton Hills College would be a separate college and not a branch of the larger college.

Construction of Crafton Hills College

After gaining approval from local agencies for the preparation of the land, work began on the site. Grating and trenching began in August 1969. About two months later, on October 2, a ground-breaking ceremony was held at the site. Participants included Gordon C. Atkins, Provost; J.W. McDaniels, Superintendent of the District; Edward F. Taylor, Board member from Redlands; Donald W. Hunt, Board member from Yucaipa; and the donors of the land, Lester and Ruben Finkelstein and their wives. Board members Taylor and Hunt broke the ground with a ceremonial golden spade.

Besides grading and landfill work, trenches for sewer lines and utilities were dug and roads were laid out in preparation for paving. The architects prepared plans for the buildings that they submitted to committees for their recommendations and finally sent to the Board for final approval. After details for each building had been examined from different points of view, final drafts of the architectural plans were completed.

These plans were developed to allow for building construction with the least amount of earth moving, and the architects selected materials and designs that would allow the new college to blend in with its natural surroundings. The design of the buildings conformed to a style of architecture known as *Brutalist* (a word from the French béton-brut – literally "raw concrete"). This style used concrete for constructing basic geometric shapes without adornment.

The Board approval their plans on May 8, 1970.

The Board then invited bids from general contractors to construct the buildings. Steed Brothers Construction Company of Alhambra, which submitted the lowest bid, was the Board's selection. Work began within days of the Board's selection on January 8, 1971. The work progressed very well, and by the summer of 1972 the buildings were ready for occupancy.

The CHC campus was conceived with a plan for expansion according to the purpose of its various clusters. The Architects' Collaborative, contracted to develop the design of the buildings, was headed by Stewart Williams and John Porter Clark, and included the company Poper and Jones and Jerome Armstrong. Together they developed a cluster concept design so that the campus could expand progressively and develop the clusters on the site's natural ridge lines and plateaus.

Funding for the initial development of the campus came from the State through its Department of Public Works. When the voters of the District approved a tax over-ride, the additional funding for the new campus was assured.

By the summer of 1972, buildings were ready for occupancy. In September 1972 Crafton Hills College began its first semester as the ninety-sixth community college in the State's public community college system.

The new campus had only five buildings: the cafeteria, an adjoining student services complex (now Crafton Hall), the classroom building (now West Complex), a single-story library (demolished and replaced with the Crafton Center in 2013-2014), and an administration and laboratory building (now Central Complex).

Sadly, the District had to abandon the cluster college concept. This vision required that the clusters be built together to function as a unit, which meant constructing more than one building at a time. Funds for buildings, however, are not available in such large amounts, so years later, when it became apparent that funding for this vision exceeded what was available, this ambitious, progressive vision was soon abandoned as new structures were added.

Although the plans for expanding the campus according to college clusters changed from its original concept, the new buildings added in the following years were designed to blend with the original structures and the natural surroundings.

Early Leadership

Crafton Hills College's first leader was Gordon C, Atkins, whom the Board appointed as provost of Crafton Hills College on July 1, 1969, three years before it opened. Dr. Atkins had taught philosophy at Valley College beginning in 1946. Later he worked for the California State Department of Education as a liaison to the junior colleges. After that, he joined the faculty of the University of Redlands and taught there until his appointment as provost of Crafton Hills College.

Right from the start, Atkins expressed enthusiasm for his task of leading efforts to create a college. On July 18, 1969, he reported to the Board that, "the first step I am planning is to contact leading businessmen, citizens, and organizations in the Yucaipa and Redlands area to tell them about the college and its plans, a 'sidewalk' approach to gain acquaintance with both communities." He also announced that the college already had prepared 14 extension courses for Redlands and Yucaipa, including transfer-level and adult enrichment courses. And he proposed erecting two signs on the site that would show where the buildings would be.

One year later, Atkins reported on decisions and plans that were ready for the operation of Crafton Hills College, which he expected to open September 1972 with a faculty of 35 and an initial population of up to 1,000 full-time equivalent students. He explained that the College

would initiate a comprehensive educational program, including as many interdisciplinary offerings as possible, consistent with his idea of the College as a learning community.

As far back as April 1968, in a letter dated April 22, 1968, Atkins had outlined a bold, revolutionary plan to initiate required seminars that would include subject matter from courses required for a degree but also material relevant to modern educational needs. Seminars would provide students with the opportunity for thematic study and individual research, provide for group discussion on assigned materials, and include faculty panels, individual and group student reports, visiting lecturers, and faculty-student conferences. They would emphasize self-directed study in an enriched academic atmosphere. The following are some of his suggested topics:

- World population and natural resources
- The future of urban life
- The American Dream
- The world economy: money, banking, investments
- Modern automation
- Human Values: Freedom and Responsibility

This innovative vision, however, never materialized. Class schedules for the first five years of CHC include no classes that are truly interdisciplinarian.

The Cluster College Concept

With Gordon Atkins at its lead beginning in 1968, four years before the College opened, plans for CHC began with a unique approach to curriculum and college governance. To avoid the depersonalization that students in the late 1960s complained about, the planners, a committee of mostly Valley College faculty, developed a blueprint for an environment that would stress cooperation among equals in a learning community. To this end, CHC would develop according to a cluster college, composed of four semi-autonomous schools, each having its own faculty and administrators. Each of the clusters, or schools, would have a classroom building and an educational program designed to accommodate about 1,000 students. At the campus center would be buildings shared by the clusters: the main administration building, a library, a large lecture hall, and science laboratories. A provost would serve as the chief administrative officer of each cluster.

As with the cluster-college concept, the governance of the college was created to foster a sense of the College as a community of learning. Accordingly, the administrators of each cluster would teach at least one class each semester to reinforce the importance of the faculty-administration relationship. A Committee of the Whole, including all faculty and administrators (administrators were designated as *faculty*), would tackle all College issues. Shortly after the College opened, the Committee of the Whole became the Faculty Council.

The planning committee planned the curriculum with the view of the college as a community of learning, with closer relationships between students and faculty and among faculty than the traditional model. It was to be comprehensive, with an emphasis on liberal arts and business education. Students who needed to complete courses for specialized programs not offered at CHC could enroll in those courses at San Bernardino Valley College. Students in majors requiring less specialized courses could complete all their course work at CHC. Four members of this committee were among the first faculty of Crafton Hills College: Dean Stewart, Chemistry; Robert Galbraith, Biology; William Hoyt, Physical Education; and Harold Pigott, English and Humanities.

Also, the planners agreed that interdisciplinary courses would emphasize the interrelatedness of all knowledge. To further this philosophy, CHC began with no department or division organization, which the early faculty and administrators believed created barriers or conflicts between disciplines.

Dr. Atkins and the planning committee worked together developing plans for the CHC's curriculum and educational programs and administrative structure. They also worked with the lead architect, Stewart Williams, to help align the physical design of the campus with its educational philosophy, goals, and objectives.

The cluster college concept appeared promising, and the Board and planning committee enthusiastically developed its building plans to accommodate its educational philosophy in its Preliminary Site Plan. Realization of this concept would result in relatively small clusters, and, as a result close relationship between faculty and students and thus counter the de-personalization of large campuses and crowded lecture halls. This optimism was expressed by Superintendent J.W Mc Daniels on May 10, 1968, after the Board approved the Preliminary Site Plan:

> The Board's approval of such a unique design for a physical plant for a community college is certain to result in a college campus of beauty and function…. This Board's support of the educational program is aimed at correcting some of the shortcomings which are showing up in modern colleges. Crafton Hills College will try to offset some of the depersonalization of mass education by intensifying the relationships of student to student, student to teacher, and teacher to teacher…. This new college will try to offset some of the apparent irrelevancies to human life of much college study by close involvement of the students and teachers in joint study of such great issues as war, poverty, world population, religion, and responsibilities of freedom, and other issues that beset modern man….The new college will try to offset some of the apathy, cynicism, and escapism of urban society by planned participation of faculty and students in the life of the Community.

Gordon Atkins, who had overseen much of CHC's early development, resigned on June 30, 1971, more than a year before the campus would open.

The Cluster College Abandoned

Idealism inevitably yields to realities, and we adjust our vision as necessity requires. On August 1, 1971, the Board appointed Foster Davidoff to become *president* of Crafton Hills College. The change in the designation of the College's chief administrator from *provost* to *president* reflected a change in the way the Board regarded the new college. The cluster concept that guided planning at the outset changed during the later planning stages and early construction of Craton Hills College.

From the outset, plans for CHC as a cluster college had been innovative. The Board was receptive to the progressive ideas proposed by Gordon Atkins and J. W. Mc Daniels, President of Valley College and District Superintendent. Board members had supported the idea of building the new college as a group of semi-autonomous *clusters*, or *schools*. However, some Trustees had reservations about whether such a vision would be sustainable. Trustee Joseph Snyder, at a Board meeting on May 10, 1968, questioned whether the physical features of the campus would allow for the placement of four clusters for students and staff to move between areas in a reasonable time. He indicated that according to the preliminary site plan approved by the Board, the fourth cluster "appears to be approximately two blocks away from the main group of buildings and thus defeats the purpose of a cluster college." The other Board members were persuaded that Snyder's observation was valid and that the fourth cluster should be eliminated from the plan. The three remaining clusters would be built in increments.

The central buildings and the first cluster would be built right away. These structures would accommodate about 1,000 full-time students. The other two clusters would be designed to accommodate 1,500 full-time students each.

Building three clusters seemed to be a more feasible idea than building four. This way each cluster would radiate from the central buildings because there were three ridges on which to build, one for each cluster. These ridges join to create a *Y* where the Crafton Center now sits. The first cluster, recently built, occupied one ridge, and the central buildings would occupy the area approximately at the *Y* juncture.

A second cluster was planned for the ridge to the south of the first increment cluster buildings. These ridges join at what was then the library building, which was demolished to allow for the construction of the Crafton Center. The third increment was planned for the land rising to the east of the Crafton Center. The increments would be identical in the sizes and shapes of their buildings, except that the second and third increments were to have three classroom buildings instead of the two for the first increment. Each cluster would have its own tower, faculty offices, and student center. And each would have a provost heading its administrators and staff. But the second and third clusters were never built, and the plans for them were abandoned.

The idealistic plans developed by Atkins and McDaniels and enthusiastically adopted by the Board of Trustees needed to be adjusted to accommodate realities. Creating an actual cluster

college proved to be beyond what could be done with available funding. Even though the first buildings of the new campus were constructed with this concept in mind, future state and local funding was insufficient for the continued building of any additional cluster at one time. If the buildings were to take years to be completed, a new cluster could not function as a true cluster. And so, the cluster college vision for CHC succumbed to harsh reality, and the position of *provost* of the first cluster became the position of *president* of the college.

Today CHC has only one of its original clusters of classroom buildings and buildings designed to be shared among the clusters. The classrooms were small, in keeping with the philosophy of limiting class size for greater interaction between students and instructors. A few in the West Complex remain today; others have been renovated to create larger lecture rooms.

Curriculum

The College's planning group had proposed that CHC should not duplicate the programs offered by Valley College but offer an alternative educational experience. Those seeking the well-established vocational training programs and pre-professional specializations or popular team sports could enroll at Valley College. The planners had envisioned Crafton Hills College's curriculum to be guided by the educational philosophy of the cluster college concept explained above. The intent of the cluster college was to promote close relationships and thereby intensify what J. D. McDaniels described as "the relationships of student to student, student to teacher, and teacher to teacher." Classes would be small to encourage more personal relationships in the classroom and close relationships between faculty and those responsible for administration. Interdisciplinary courses in modern themes would bring faculty from different disciplines together and challenge students to work on topics they found relevant. The clusters would remain small, 1000 to 1500 full-time equivalent students and no more than 35 faculty. Equality among teachers and learners would become thematic in the community of learning.

Such an innovative vision, however, faced resistance from the realities of the day. CHC's first schedules of classes included traditional classes in math, English, business, physical and social sciences, and the humanities—but no interdisciplinary offerings. Innovation did occur in the 1974 class schedule with the first classes in horseshoeing and horsemanship (The more advanced class requiring students to bring their own horse), but these classes were designed for a niche of students in this rural area. Courses in agriculture would soon follow, but CHC did not offer interdisciplinary courses that involved two or more teachers or seminars in great themes of modern life, which Gordon Atkins had envisioned. Such innovative courses would very likely have been impossible to articulate to four-year colleges and other community colleges in time for students to consider such options in their educational planning.

Administrative Organization

The early planners of the College agreed that the organization and governance of the school would avoid the traditional divisions between faculty and administrators that too often lead to

friction. They believed that a small staff undivided by function designations of *administrator* and faculty would encourage common interests and a democratic approach to decision-making and discourage the forming of factions. Accordingly, the designation of *Faculty* would refer to teaching and non-teaching certificated employees, including administrators. And because those with administrative responsibilities, including the provost, would also teach at least one class, they would remain in touch with the core activity of the college.

This concept of organization is reflected in a "Summary of Educational Plans for the First Increment of the New College" (April 12, 1968). It includes the following recommendation for the number of *administrators* needed for the still-unnamed college:

Minimal administrative staff for college with 1,000 students:
- One Dean of Faculty (or some such title)
- Two Counselors (1 man, 1 woman)
  - One responsible for registration, advising, records, etc.
  - One responsible for student activities.
- Clerks as needed.

The position of *dean of faculty* was later changed to *provost* at the urging of Gordon Atkins, who indicated that this change would suggest the broader scope of authority needed by the leader of a school, or *cluster*. On June 5, 1970, Atkins submitted plans for the administration of the first increment (i.e., *cluster*) of the College. The plan is similar to the 1968 recommendation (above):

A provost, who would teach 1/5 (of a full teaching load)
An assistant provost, who would teach 2/5
A dean of students, who would teach 1/5
A dean of women, who would teach 2/5
A director of extended day, who would teach 3/5
A full-time librarian
A full-time recorder (registrar)

Clearly this staffing plan is minimal for a college.

By the time that Crafton Hills College opened for business, these plans had changed somewhat, but still the College's non-teaching staff was small: a president (instead of *provost*), an assistant to the president, a director of extended day and summer session, and a recorder (registrar). The faculty included a counselor and a librarian, both considered faculty positions but not assigned classes However, the teaching responsibilities for administrators in the early plans gave way to the realities of administrative necessities and the time it takes to complete such work.

The 1968 "Summary of Educational Plans for the First Increment of the New College" also included a statement that the organization of the new college should "stress decision by total cooperating group" participation to avoid adversarial conflict between groups such as a faculty

senate and administration (Faculty and classified unions were not yet significant forces). Later, in 1970, Atkins reported to the Board of Trustees that "Crafton Hills College will be organized without departments or divisions, and the faculty and administration will function as a collegium, or as a committee of the whole."

By the time Crafton Hills College opened its doors to the public (Spring 1972), the Faculty Council had established its charter and bylaws and functioned as the body that recommended all the College's policies and procedures. Membership included all full-time faculty (including certificated employees with primarily administrative duties). Students could ask to bring issues to the Council and participate in discussions, and part-time faculty could attend meetings but not vote.

The Council functioned well for a few years, but pressure for the faculty to gain more authority over academic and professional matters through an academic senate, supported by a State Academic Senate for California Community College, was building, and the Crafton Hills College faculty (without those who held primarily administrative positions) formed a faculty senate of the whole (Every full-time faculty member was a member of the body). The Faculty Council, which included administrators, would continue as a less formal support group without official responsibilities in college governance. Although administrators occasionally taught classes according to the early plans, today the District's California Teachers' Association, which represents faculty, has prevailed in administrators no longer having teaching assignments.

Still, the tradition of the College as a community of learning influences CHC. In more recent years CHC has implemented learning communities, classes often from different disciplines linked by theme or other common objectives. Classroom faculty are encouraged to create classroom environments that encourage student engagement. The Crafton Council, which is charged with making final recommendations on college governance to senior administration and the Board, includes representatives from all campus constituencies and encourages consensus.

The Opening

By mid-summer of 1972, the first buildings of the College were completed and ready for occupancy. The construction work had gone smoothly to produce a cluster of buildings set in natural rolling hills. Lester and Ruben had donated 163 acres to the District for the new college, but by the time Craton Hills College opened, they had donated additional gifts of land, bringing the College's total acreage to 523. Although the newly planted trees and shrubs seemed sparse, they gave visitors a sense of the beautiful landscape that would soon adorn the buildings.

Recently appointed college staff, including 35 faculty, had been working in two mobile units through the summer. Faculty completed course outlines and the new curriculum. Classified staff worked on getting the buildings and grounds prepared for the College's opening. The new faculty also organized its Faculty Council and elected its first officers.

The surrounding community anticipated the opening of Crafton Hills College. Both the Redlands Daily Facts (Aug. 24, 1972) and the Yucaipa and Calimesa News-Mirror (Aug. 23, 1972) put out special editions celebrating the opening of the College. Students had been enrolling during the summer, and staff had begun leaving the mobile units and moving into the newly finished buildings. Furniture and equipment found their appointed places, and the stage was set for the opening. On September 11, 1972, Crafton Hills College opened its doors as the 96th community college in California's public Community College system. The schedule included 149 day and 30 evening classes. [Photo of special editions featuring the opening of CHC from *Yucaipa News Mirror* and/or *Redlands Daily Facts*.]

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