

NUMBER 51 | SEPTEMBER 2019

CALIFORNIAN

*California History Center
& Foundation*

A Center at De Anza College
for the Study and Preservation
of State and Regional History

*50th
Anniversary*

A Taste of History

Please join us at a benefit for the
California History Center and the Euphrat Museum of Art

Featuring internationally known digital media artist

Tamiko Thiel

and master Japanese calligraphy artist

Midori Kono Thiel

Celebrating the 50th anniversary of the California History Center

See the Euphrat's fall exhibition

“Space and Place”

Including Tamiko Thiel and Midori Kono Thiel's “Brush the Sky”

– an augmented reality and mylar calligraphy installation

Saturday, Oct. 26, 2019 | 3-6 p.m.

Visual & Performing Arts Center (VPAC), De Anza College

Specialty appetizers, desserts, wine and champagne tasting

Live jazz and Japanese calligraphy demonstration

Tickets \$75

To learn more or purchase tickets,
visit deanza.edu/tasteofhistory

IMAGE CREDIT

“Hatsu Yume – First Dream”

by Tamiko Thiel and Midori Kono Thiel, 2019

Midori's grandmother Chiyo Nara driving the
family truck, Cupertino (c. 1920)



 **DeAnza
College**

21250 Stevens Creek Blvd., Cupertino, CA 95014

deanza.edu

Calendar

Summer/Fall 2019

SEPTEMBER

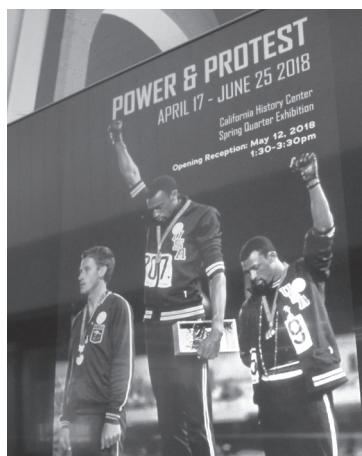
- 2** Labor Day holiday
- 23** Fall quarter begins

OCTOBER

- 26** *Taste of History* featuring Tamiko Thiel "Brush the Sky," 3 – 6 pm

NOVEMBER

- 6** Social justice movements, lecture, CHC, 6:30 – 10:20 pm
- 9** Social justice movements, field study, 9 am – 5:30 pm
- 11** **VETERANS DAY HOLIDAY**
- 13** Social justice movements, lecture, CHC, 6:30 – 10:20 pm
- 16** Social justice movements, field study, 9 am – 5:30 pm



28 – 29 **THANKSGIVING HOLIDAY**

DECEMBER

- 5** Winter solstice open house
- 13** Fall quarter ends
- 16** Winter break begins

JANUARY

- 6** Winter quarter begins



California History Center & Foundation
A Center for the Study of State and Regional History
De Anza College

21250 Stevens Creek Blvd., Cupertino, CA (408) 864-8712
Web: www.DeAnza.edu/CalifHistory

Trianon Building Hours:
Tuesday through Thursday 9:30am to noon and 1-4pm
or call for an appointment.

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Your contribution is tax-deductible to the extent allowed by law. The value of goods received as a benefit of membership must be deducted from the amount of all contributions claimed as a deduction. CHCF members receive issues of *Californian* magazine and members who contribute at the \$50 level and above also receive a yearly Local History Studies publication, when available.

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Director's Report



Tom Izu

Marking a Major Anniversary

The California History Center Foundation is 50 years old! While many people, especially those about that age or older, don't consider 50 to be very "old," for a non-profit it is a significant milestone none-the-less. This anniversary year serves as a testament to the vision of its founders and to their dogged determination to save the historic building that continues to house our center and to create a unique place of learning for the campus and community.

Founded in July 1969, the CHCF began as the Trianon Foundation when it was incorporated as a private non-profit 501(c)(3) two years after De Anza College opened its doors in 1967. This was a tumultuous time filled with much political and social turmoil, from unthinkable acts of violence, including war and political assassinations, to a growing awareness

of extreme environmental destruction and the unimaginable possibility of complete nuclear annihilation.

Within this climate of uncertainty, CHCF's founders envisioned a special place of learning that could provide the grounding that young, developing intellects needed if they were ever to find their way in a world turned upside down. In what may seem a contradiction, the founders chose to gather, pre-

serve and study records of our mundane, provincial, and very visible day-to-day existence evidence found in local histories and anecdotal accounts, to help students understand and face what seemed to be the ominous brink we were quickly approaching — one we would all leap from or be pushed off of, into the unknown.

Some have felt (and I include myself in this group) that this contrived scholarly pathway deserved criticism rather than praise since it seemed only to embrace what appeared to be a comfortable, safe, non-controversial world; an escape into hiding, a circling of the wagons, or a gating of a safe suburban space, while everything else was allowed to burn. But I have since come to a very different view of what all of this means with the benefit of decades of reflection.

Regardless of what the "founders" felt or thought at the time, they created the basis for the development of a sort of

psycho-social analysis of daily life, a location of exploration that might seem comfortable due to its familiarity, but can be quite startling in what can be discovered through an intimate unraveling of the traditional fabric of known history — for underlying our community life is every kind of happenstance, from the worst imaginable to the most sublime — pretty much the sum of our civic and personal actions.

While I continue to have criticisms of the traditions and practices of some heritage organizations, and their tendencies toward sanctifying statues that dot our parks and decorate the front lawns of our public buildings representing certain exclusionary political narratives, I have begun to grasp what it means to attempt to construct a legacy and have opened myself up to the many nuances it involves. Heritage is what we inherit from the past — the good, the bad, and everything in between. While heritage can be ignored it cannot be erased. Legacy, on the other hand, is the instruction we consciously choose to take from our shared past and hold up as a guide with a view toward the future. It represents, from my point of view, a conscious, principled effort to select a tradition passed on from those who have gone before us to lead us forward. A safety rope tied to a common anchor, we can grasp it or let it go. If we grasp the rope, and it is well-anchored, we can use it to continue to climb upward and onward.

What we are taught, what we learn, what we discover, analyze, assess, and keep in memory, will determine which legacy we will create, choose, and follow — in a daunting cycle. I believe the clues to our story that are most revealing are those that are accessible and immediate...in this case, in our own backyard.

This is the power of local history education and study of place, and also the source of its potential to be quite controversial, while also quite healing: It can spark deep-seated emotion, fear, and anger, while simultaneously drawing up some of the most profound feelings of connection to and care for the land and all that lives upon it. This power is extremely personal and at the same time tied to the universal. For if one takes the feelings one has of a "home" or a "family" and with those feelings embraces a place and a shared history, how can it not be both personal and universal? This power provides a key to

continued on page 13

What we are taught, what we learn, what we discover, analyze, assess, and keep in memory, will determine which legacy we will create, choose, and follow — in a daunting cycle.

History as Community Education

The California History Center at De Anza College

By Charles Wollenberg

Reviews Editor, *California Historical Quarterly*

**This review first appeared in *CHQ*, volume 53, no.4,
Winter 1974, pp. 387-389.**

The California History Center thanks University of California Press for permission to reprint renowned historian Charles Wollenberg's 1974 review of the California History Center in this anniversary issue of *Californian*. We express appreciation also to California Historical Society staff for their assistance, and, of course, to the author.

“Regardless of his approach or educational philosophy, every teacher hopes somehow to get inside the student—to get under his skin—to affect him and leave a permanent mark. Without this hope we would be merely baby sitters and entertainers”

Thus reflects Walter Warren, history instructor at De Anza Community College in Cupertino near San Jose, about his philosophy of teaching. Dr. Warren also is director of the college's California History Center, and so it is not surprising that this philosophy permeates the activities of the Center.

These activities date back to 1967 when an informal lunch group of Warren's students decided to publish a series of student research papers on local history. This effort evolved into a quarterly publication sold on and off campus and eventually into the creation of the Center itself. In 1972-73 the Center received a \$56,000 grant from the National Endowment for the Humanities to encourage the development of local history courses and materials for elementary and secondary teachers. A course on Bay Area history involving lectures and field



trips, was presented to over 100 Santa Clara Valley teachers, and grant money also was used to purchase media equipment, prepare programs, and hire permanent staff.

Today the Center gives three courses through the college—"Living California Heritage," "The Industrial Heritage Conference," and "Local History Research and Writing." In addition to the use of textbooks and classroom lectures, courses emphasize on-site visitation and primary research. The Center also is a valuable resource for scholars interested in the history of the Santa Clara Valley. Fourteen-hundred student research papers on almost every aspect of the valley's development are on file, along with a growing collection of taped oral history interviews, photographs, letters, news-clippings, and historical pamphlets. The student publication program continues and thrives, with nineteen titles already in print and four more on the way.

Thuy Ha with Walt Warren. Photo by Ken Yimm, January 3, 1978., *Palo Alto Times*.



In addition to faculty and student participation, the Center has strong ties to the non-academic community. Two community groups, the "Consejo Historiador" and the "Amigos de Historia," assist in supporting, planning, and promoting the Center's activities. "Old-timers" are recognized as a valuable source of encouragement, inspiration and counsel and are frequently invited to share their valuable experiences and perspectives through talks and interviews. As well, the Center organizes local preservation projects, the most ambitious of which is the restoration of "Petit Trianon," a mansion designed by Willis Polk in the 1890's as a country home for Ella and Charles Baldwin. The house is located on the De Anza campus, and Dr. Warren hopes to raise \$400,000 to transform it into a community museum and permanent home for the Center. The project is one of the city of Cupertino's major Bicentennial efforts.

Now that the NEH grant has been depleted, financial assistance comes from private donations, student-body funds, and, this year, for the first time, a budgetary allocation from the Foothill College district. The San Francisco Federal Savings and Loan Association has made grants totaling about \$9,000 to support publication of three local histories, and the Security Savings and Loan Association has financed a history of Sunnyvale.

The California History Center is an active publishing house, a growing archive, and an organizer of local preservation efforts. But most of all, it is an extraordinary effort at community education, particularly appropriate for a community college such as De Anza. "The emphasis, says Associate Director Seonaid McArthur, "is on living history, not history that is learned in texts or lectures and then parroted in a blue-book at the end of the quarter. We want the student to encounter the historic site, document, or experienced individual and personally interpret and recreate a period in history."

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The California History Center

Our Story

by Russ Nicholas

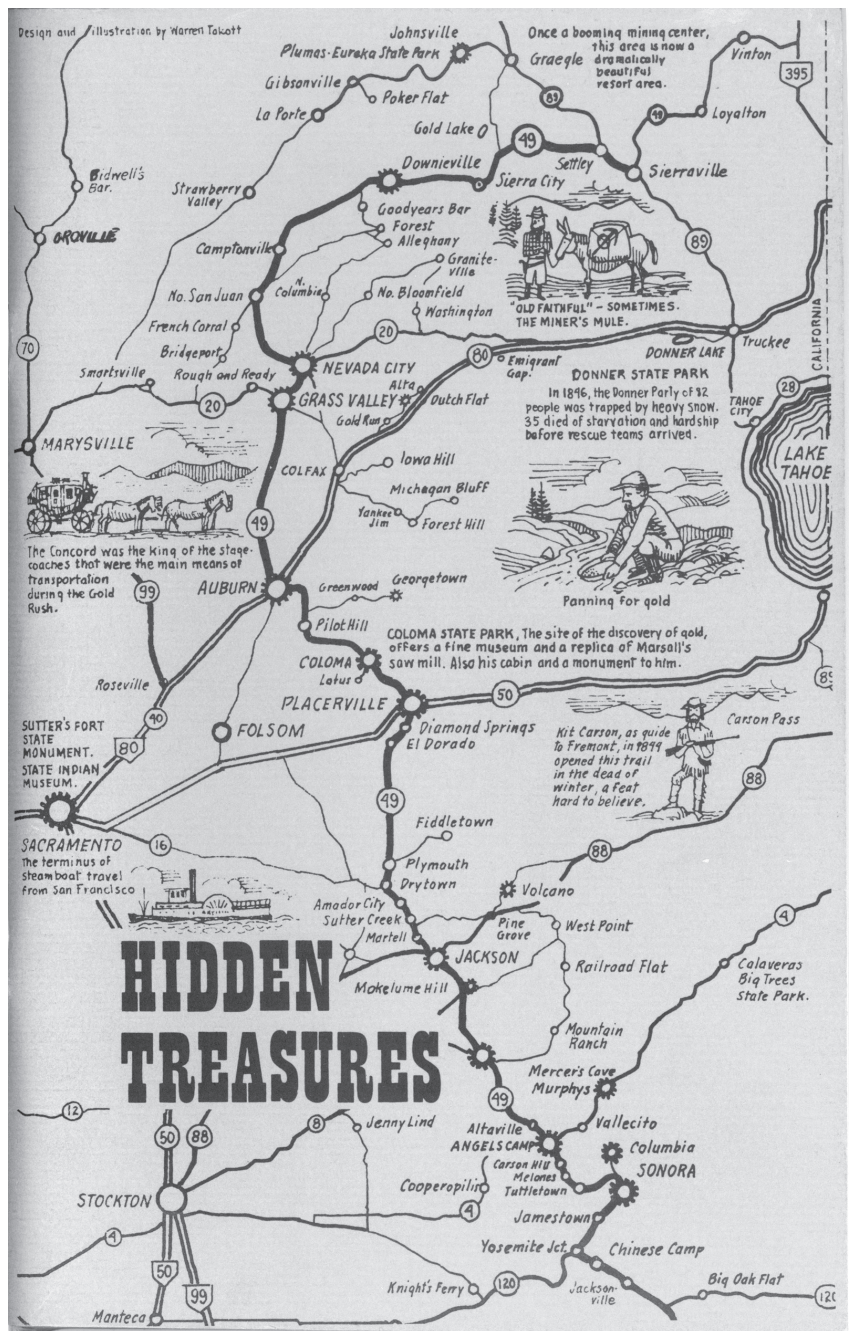
The California History Center thanks Russ Nicholas, early-days librarian for the Center, for this thorough, but concise, description of the program's origins, workings, and aspirations, excerpted from: *Hidden Treasures: A Descriptive Catalog of Books and Other Material in the California History Center* by Russell C. Nicholas. Cupertino, CA: De Anza College Learning Center Press, 1973. vii -xiv

The original concept for a California History Center came about as a result of the thoughts of various instructors at Foothill College who, seeing the success of the case-study method as it was used in other fields of study, such as in law school, thought that this method of learning could be applicable to other areas of instruction. The case-study method, as a concept of teaching, stresses the idea that as a result of studying or experiencing realistic situations first-hand plus some critical thinking, students could hopefully come to some reasonable conclusions.

Carrying this idea into the social science area in a community college situation, the plan was to expose the students to the realities in history, to have the student become a participant, as it were, in historical events by not only reading about them, but also by studying and analyzing other materials pertinent to the event, such as original documents, photographs, newspapers, and artifacts, to give the student as much as possible the feel for the event as it actually happened.

The History Center is not a research institute even though it is organized like and does many things that are done by, a research institute. The purpose of the History Center is to teach students how to do research and to become acquainted with historical methods, particularly in relation to California history.

The concept of the History Center with its case-study method of teaching actually began with a course in the social sciences entitled American Institutions, dealing with the study of state and local governments. This course was designed and taught at Foothill College by Gene Sutter and Bill Wagner.





At work founding the Foundation are Walter Ward, Walter G. Warren, Peter Hom, H. Bob De Hart, Louis Stockmeir, circa 1969.

Class projects were initiated in which students were sent into the community to work in various civic offices on practical problems of city government.

From this successful venture and in a further effort to combine student activity with academics, Dr. Walter Warren, instructor of political science at Foothill College, developed a Political Science Laboratory for other courses which embodied the same teaching and learning-by-experience case-study principles. This laboratory, sponsored and partially funded by the Foothill College Student Government under the direction of Marge Hinson, Associate Dean of Students, became very successful. In this laboratory students in other political science courses were allowed to work on other outside projects in addition to those work-experience and research situations originally generated by the course called American Institutions. In these courses the students conducted surveys and

became involved in the study and the solution to real problems in the community. Eventually the laboratory situation developed in a few of the history courses because some of the students worked on outside research and laboratory projects which were concerned with the histories of local cities.

Thus there was a natural growth of the laboratory case-study learning situation stemming from the successful field experiences of students in the political science courses to similar or

other related community research experiences by students in the history classes. This activity was prompted especially by the Santa Clara County Executive Office whose members became interested in the students' research and writings on the government and history of the cities and incorporated areas of the county.

To further assist students in the California history classes, the County Executive Office introduced the students to Mr. Clyde Arbuckle, historian for the city of San Jose. Mr. Arbuckle was then curator of the State House Museum which had probably the largest single collection of archives, pictures and other materials on San Jose and Santa Clara County. With his aid, thousands of historical items and much historical data on the local city governments and on the history of Santa Clara County became available to students, with the result that the number of research projects in local California history grew tremendously.

1969

- First microprocessor under development in Japan and United States
- Construction begins at 3000 Sand Hill Road, in Menlo Park, soon to become the headquarters of the Silicon Valley venture capital community
- African American and African, Asian American, Chicano and Chicana, and Native American studies programs conceived at UC Davis

January

Cornell Conference on Women leads to the first accredited women's studies course

January 20

Inauguration of Richard Nixon as 37th president

January 28

Santa Barbara oil spill inspires Senator Gaylord Nelson to organize the first Earth Day in 1970

February 24

Tinker v. Des Moines Independent Community School District decided by U.S. Supreme Court defining First Amendment rights of students in U.S. public schools

July 8

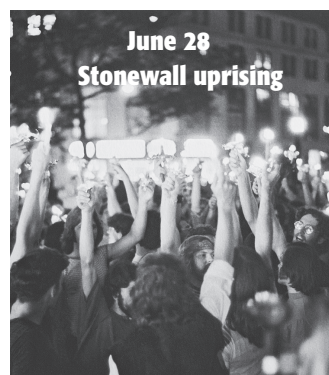
First U.S. troop withdrawals from Vietnam

July 21

Apollo 11 mission – Neil Armstrong takes first step on the moon

July 23

California History Center recognized by State of California as an official non-profit



When De Anza College opened in the Fall of 1967, Dr. Walter Travis, Chairman-Elect of the Social Science Division, an historian and a political scientist, became interested in having the laboratory case-study learning experience, so useful in the political science and history classes at Foothill, become a part of the California history courses at De Anza as well. Thus the teaching technique using student field research projects, common to the courses in political science, and still a part of the American Institutions course at De Anza College, became a part of the teaching process for the history courses at De Anza, with California history, under Dr. Warren, placing a greater emphasis on this technique by utilizing local history sources readily available.

As a result of an assigned laboratory project in the American Institutions course, which Dr. Warren taught the first semester in 1967 in the De Anza Evening College, a constitution was written and a student government for the Evening College was organized. This activity, in which many of Dr. Warren's students took part, initiated the idea of starting a California History Center at De Anza.

Once impetus to start a California History Center came from the students and from Mr. Clyde Arbuckle, an organization meeting was held attended by Dr. Irvin Roth, Chairman of the Social Science Division of Foothill College, Dr. Water Travis, then Chairman-Designate of the Social Science Division at De Anza College, Dr. Robert De Hart, President of De Anza College, Dr. Hubert Semans, President of Foothill College, Mr. Clyde Arbuckle, and Mr. Lawrence Bulmore, President of the California Pioneers of Santa Clara County.

"Orchards were replaced with subdivisions and shopping centers. San Jose's expansion and urban growth can be directly related to the appointment of City Manager Dutch Hamann in 1950 by the pro-growth city council. **Under Hamann's pro-annexation policy, San José annexed 1,419 outlying areas by the end of 1969** when Hamann left the position. Between 1950 and 1969, residential subdivisions replaced orchards at amazing speed. Rural roads were widened into freeways, and expressways and boulevards were lined with restaurants and automobile salesrooms." (p47)

—County of Santa Clara Historic Context Statement, Archives & Architecture, p. 47



A.P. "Dutch" Hamann, an engineer of San José's growth in the 1950s.

■ **August 10**

Frank Oppenheimer founds the San Francisco Exploratorium as a museum of science, art and human perception

■ **August 15-18**

Jimi Hendrix headlines Woodstock Festival



■ **October 15**

Hundreds of thousands of people take part in anti-war demonstrations across the United States called by the National Mobilization Committee to End the War in Vietnam

■ **October 29**

Computer network Arpanet is inaugurated with four nodes, three of which are in California (UCLA, Stanford Research Institute and UC Santa Barbara)

■ **October 31**

Wal-Mart incorporates as Wal-Mart Stores, Inc.

■ **November 3**

Public Broadcasting Service established
President Nixon calls on the "silent majority" to join him in solidarity with the Vietnam War effort

■ **November 10**

Sesame Street debuts on PBS

■ **November 17**

SALT I (Strategic Arms Limitation Treaty) talks take place in Helsinki, Finland, between United States and Soviet Union

■ **November 20**

Native Americans take over and hold Alcatraz Island as indigenous land

■ **December 6**

Altamont Speedway Free Festival, the hoped-for "Woodstock West," ends in violence

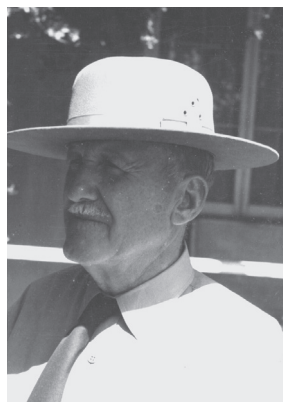
At this meeting official sanction was given for the organizing and the establishing of a California History Center, and the Student Body Association of the De Anza Evening College voted to financially support the Center and its activities.

In conjunction with the teaching of California history, one of the on-going activities of the Center has been that of collecting, organizing, and indexing the various term papers written by students who have done research on local history projects, often under the guidance of community resource individuals and usually, although not always, on topics pertaining to local historical figures, landmarks, or past events.

Another activity is having students work at the Santa Clara County Historical Museum to gain insight into its purpose and functions as well as to gain an appreciation of the role such an institution plays in the preservation and display of materials concerned with an area's past.

Still another activity was the establishment and continual maintenance of an artifact and historical document section in

Seonaid McArthur was an instructor, associate director, then director, of the young history center. Her tenure as director followed Walt Warren's.



Historian Clyde Arbuckle was an early and long-standing supporter of the history center.

the Center. Here the students are involved in the collection, analysis, classification, and description of artifacts and documents pertaining to our local area. In this, they have received much help from a number of fine old California families and several outstanding local organizations, including The San Jose Landmark and Archive Commission, the California Pioneers of Santa Clara County, and the Chinese-American Citizens League.

This project received a great stimulus from Crisanto Castro, an early pioneer and a patron of Mountain View. He gave enthusiastic support to the Center by loaning materials for exhibits. He also invited interested students to his home where he talked with them about past happenings in local history. After his death, his wife contributed, in his memory, many of his personal papers and mementoes to the Center; and consequently, the Castro Collection has become the nucleus of a historical museum which will grow in time.

In order to house this material and to operate a proper local history museum, some four hundred local citizens, led by Mr. Louis Stockmeir, Sr., the City of Cupertino Historian, have formed the Trianon Foundation. This foundation is continually attempting to raise funds to restore Le Petit Trianon, the old Charles A. Baldwin Mansion, which was recently declared to be officially included in the National Registry of Historical Landmarks. It is hoped that this building will become the headquarters of the Center and a California History Museum.

Other Center-sponsored activities in which there has been a great interest shown are lectures and field trips. Eminent authorities on local history have been invited to speak to the California history classes. Trips have been conducted for them to visit many of the historic spots of Santa Clara County, the Monterey Bay area and San Francisco.

Besides these short field trips to areas of local historical interest, more extensive trips have been made to other locations which give a greater historical background to California history. During the summer of 1970, one such trip was made to Mexico so that nine students could do research at the libraries of La Paz and Mexico City.

In 1972 the idea of more organized and extensive weekend trips was inaugurated in order for students and local teachers to really study history at its source by viewing documents and artifacts and by listening to lectures at the actual spot where the historical incidents took place.

In 1973 an even more extensive field trip was planned and which, when combined with a series of preparatory week-

The doomed West Cottage, August, 2006, by photographer Brian Grogan. West Cottage had provided office space for the Foundation in its early days.



ly seminars, would culminate in a trip to Majorca, Spain, to study the life of Father Junipero Serra, in the actual surroundings in which he lived and taught before coming to California. After this trip follow-up seminars will be held on the De Anza campus to assess these different learning situations and give them their proper historical perspective.

A scholarship program for financially impoverished students doing research in California history was established by the De Anza Evening College Student Association in 1969. This program enables students to continue to pursue their studies rather than leaving college because of lack of funds. Three annual scholarships are also given by the California Pioneers of Santa Clara County to students considered by the Center to be worthy of this honor.

Instructors, nominated by the Center, have been recipients of research grants given by the Sourisseau Academy. Mr. Nicholas Rokitiansky, instructor of Russian language and history at Foothill College, received a grant to do research on the Russians in early Santa Clara County history, while Mr. Herman Scheiding, instructor in journalism at Foothill College, received a grant to do research on Fremont Older, a crusading editor for on of San Francisco's earliest newspapers.

Currently, the Center is developing a greater relationship with the local elementary and secondary schools. Under a U.S. Government grant, money was given to the Center to procure administrative and clerical personnel, and equipment to not only continue the Center's programs but to include teachers of the community in the programs on an in-service basis.

Several new courses dealing with California history were organized, one of which was specifically designed to assist teachers by providing them experience in the skills and techniques to make constructive and useful audio-visual aids with which to more effectively teach California history.

The Center is also concerned with the medium of oral history in the form of taped personal interviews in which the experiences of the area's pioneers are recorded, often in conjunction with a student's term paper or a written research project. These are available, on a loan basis, to students and to others interested in California history.

In addition to receiving some financial support from the De Anza College Student Association, the Center receives donations from individuals. A group called the Friends of the History Center contributes money periodically. Organizations, such as the San Francisco Savings and Loan Association, have shown a great interest in the Center and have contributed substantial sums towards its support.



H. Robert De Hart,
Louis Stockmeir,
Mary Levine, Robert
Smithwick, 1968.



Foothill-De Anza
District boardmember
Robert Smithwick with
Louis Stockmeir, 1968.

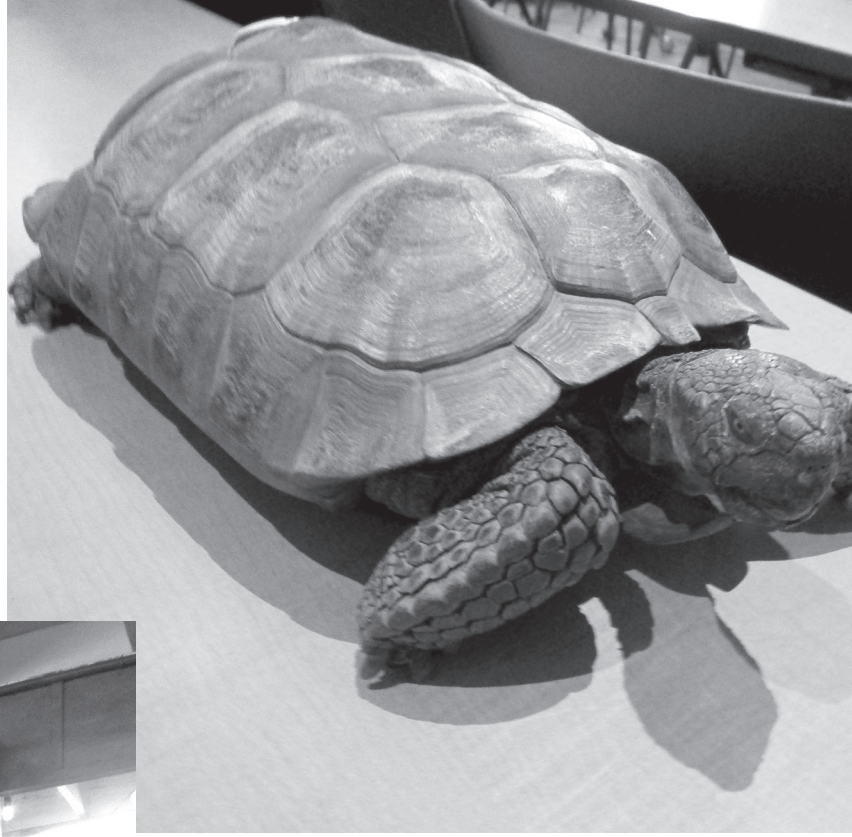
The Center also receives money through state and federal grants, the most recent being a grant from the National Endowment for the Humanities, for which Elizabeth Martin, Acquisitions Librarian and Grants Specialist at the De Anza College Learning Center, wrote the application and justifications. Through this grant the Center received the amount of \$28,950.

Thus we see how the California History Center, a student sponsored but instructor guided organization, came into being, how it has grown, the functions it performs, and how it is financed. There is no doubt that it is a viable and important part of the teaching and learning process at De Anza College and that it will continue to be playing a significant role in the years to come.

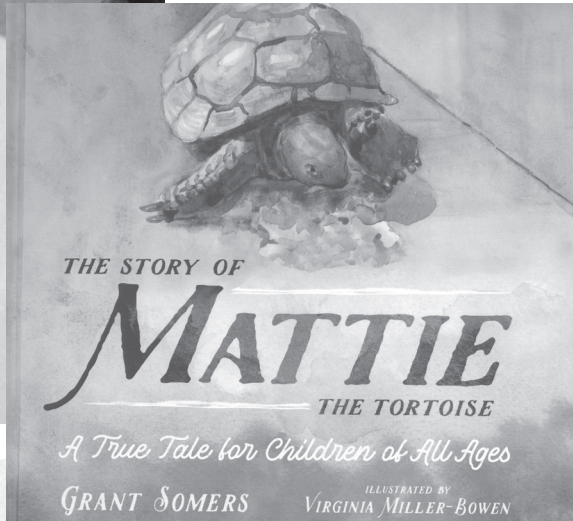
At the Center

Fairgrounds Heritage Foundation 75th Anniversary Heritage Exhibit

Another anniversary! Santa Clara County Fair – The Stockmeir Library and Archives was privileged to work with Marcella Gulmon of the Fair Heritage Committee as preparations were made for an exhibit celebrating the modern county fair's 75th year. Lisa Christiansen visited the exhibit during the fair's 4-day run in August.



L-r, in front of Virginia Miller-Bowen's original artwork are Mike Peregrin, Kathi Somers Peregrin, Mattie, Grant Somers, and Joan Somers.



Mattie, a California desert tortoise in her prime at 78 years old, visited the California History Center on May 23 with her human family. Mattie was guest of honor as her recently-published biography was introduced by author and family member, Grant Somers. Grant Somers, Grant's sister (and former CHC executive director) Kathi Peregrin, and illustrator Virginia Miller-Bowen discussed Mattie's life near Route 66, in suburbia, and the creation of the published work on her life.

Director's Report

continued from page 4

the development of critical thinking for it gives meaning to nuance and uncertainty in the causes and effects of individual and group interactions, rather than a textbook template for arriving at a pre-set conclusion.

Fifty years ago, the founders of CHCF designed a center that follows the contours of a research institute, organized to teach students how to do investigation in support of regional and local history studies. They promoted a "case study" method, emphasizing critical analysis of issues and concerns with students immersing themselves in the "realities" of historical experience. Based primarily on field study work and presentation of findings through essays for publication, oral history recordings, or exhibit work, students and community supporters gave voice to the history hidden in plain sight — where they lived, worked and went to school. Developing a critical

eye and a discerning mindset became a goal to be passed along to both traditional students and "life-long learners."

eye and a discerning mindset became a goal to be passed along to both traditional students and "life-long learners." Fifty years ago a legacy was launched that I believe will continue to serve the public in a way we need now even more than fifty years ago.

Reaching a personal milestone, I have retired from my position as executive director of CHC as of 30 June 2019 and no longer hold this title with the college district. I decided to do this to save funds for CHCF given that it has to fund the director's position 100% without general fund support from the college. However, I will remain involved with CHCF through this coming school year and have made a commitment to assist in the transition of the center into a more sustainable model. It has been a challenging, rewarding, and always interesting experience. I am grateful for the opportunity to be a part of CHCF's legacy, and look forward to see what comes next.

Please join us at the 2019 Taste of History benefit for our center and the Euphrat Museum of Art on October 26, 2019 (see page 2). Also, mark your calendars for a commemoration of our 50th anniversary on April 25, 2020!

At the Center

TRANSITIONS



Tom Izu

Tom Izu retired from the college district as the executive director of the CHC at the end of June 2019. He served for over 25 years at the college and for the center, first as its staff assistant and then, during the last 18 years, as its executive director. Izu continues on as a volunteer, directly assisting the CHC board of trustees through this transition period. He will be involved with the upcoming Taste of History fundraiser on October 26, 2019 and the center's 50th anniversary event on April 25, 2019.

Blaine Agustin, staff assistant to the CHC during this past school year, has completed their one-year, temporary position with the center. Immediate past executive director of CHC, Tom Izu, stated, "We bid a fond farewell and are grateful for the inspired support and service Blaine provided with the work on projects designed to assist with CHC's future sustainability and organization. Blaine's warmth, thoughtfulness and many skills will still grace the center, as Blaine will be involved in the "Pinoytown" exhibit and walking tour project the center is supporting. Best wishes to Blaine!"



Blaine Agustin

JOIN



Support the preservation of local history by becoming a member of the California History Center Foundation

Membership categories: \$30 Individual; \$40 Family; \$50 Supporter; \$100 Sponsor; \$500 Patron; \$1,000 Colleague.

Mail your check to CHC Foundation, 21250 Stevens Creek Blvd., Cupertino, CA 95014. Call (408) 864-8986 for more information, or visit us on the web at www.deanza.edu/califhistory

We congratulate

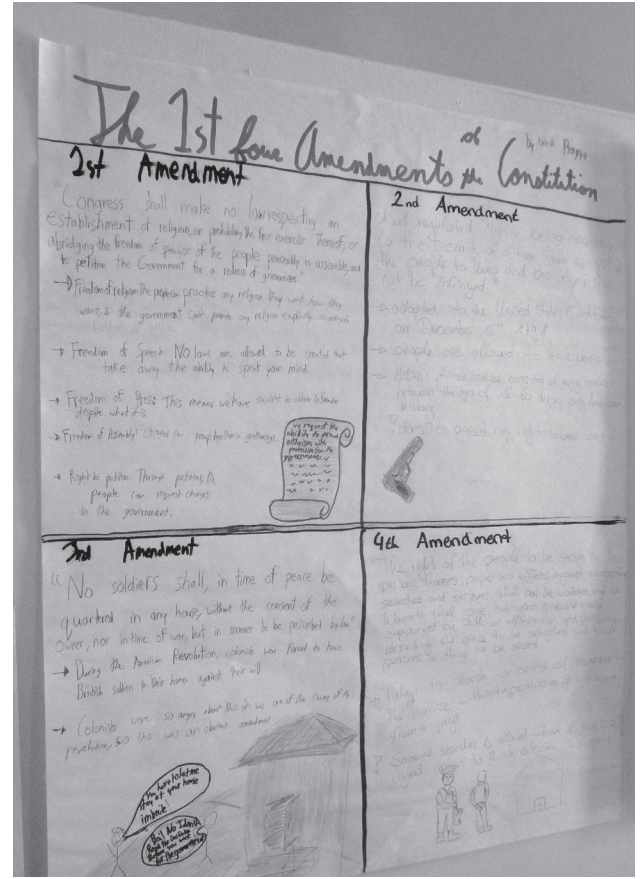
Ben Vo and Ruiwen Zhang
2019's Johnson-TriDom Scholarship winners



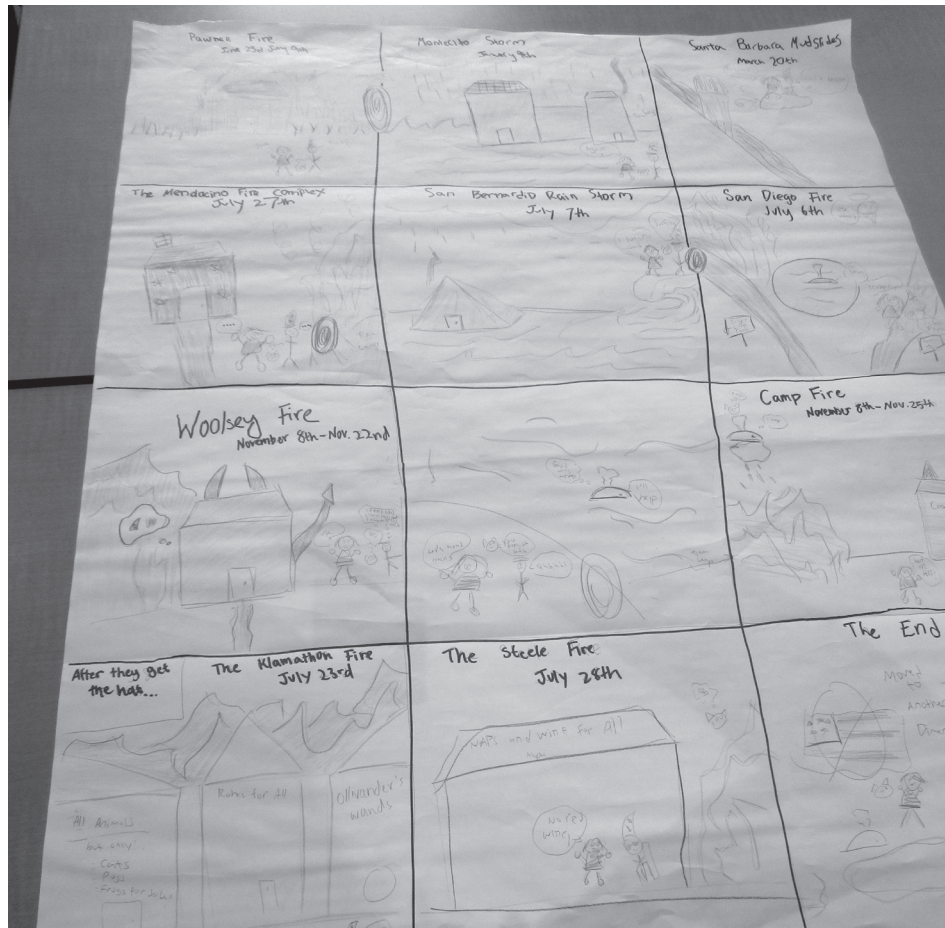
Ben Vo



Ruiwen Zhang



De Anza College Academy offered two courses this summer – July 15 to August 2 – for high school students. The topics were California Natural Disasters (1 section) and Civil Liberties (2 sections). Jorge Pacheco, Jr., taught all sections. Shown are final projects and instructor Pacheco with guest speaker, Shay Franco-Clausen, a director of Santa Clara Valley Open Space Authority.



California History Center State and Regional History Academic Program

The following course will be offered Fall quarter 2019 through the California History Center. Please see the History class listing section of the Schedule of Classes for additional information www.deanza.fhda.edu/schedule or call the center at (408) 864-8986.



An iconic image from 1969 was the centerpiece for Azha Simmons's 2018 CHC exhibit – *Power and Protest*.

Social Justice Movements of the Bay Area

Course: 051X – 95

Units: 2

Instructor: Crystal Hupp

huppcrystal@fhda.edu

The San Francisco Bay Area is one of the most diverse areas in the United States. Throughout our history, many groups have identified social justice issues and have strived to find solutions to problems they have faced in the past and continue to face in the present. This has facilitated the creation and nurturing of a variety of activist groups, non-profit organizations, social justice-oriented politicians and much more. This course will explore the history of a cross-section of social justice movements throughout the Bay Area.

LECTURES: Wednesdays, 11/6 and 11/13, 6:30 pm-10:20 pm, CHC

FIELD STUDIES: Saturdays, 11/9 and 11/16, 9 am – 5:30 pm