

V. HISTORY OF THE DISTRICT AND THE COLLEGE

Hartnell College perpetuates the name of one of the oldest educational institutions in the State of California.

California's pioneer educator William Edward Petty Hartnell was born in England and graduated *magna cum laude* from Cambridge University. When he stepped ashore in Monterey, California, in 1828, he came as a merchant eager to establish trade with the recently established Catholic missions. Impressed by the way of life and the countryside, Hartnell decided to settle in California and soon married Maria Theresa de la Guerra. They received a large land grant, which included much of what is known today as Monterey County.

In the winter of 1833, Hartnell opened El Colegio de San Jose on Rancho Patrocinto del Alisal at the foothills of the Gabilan Mountains. El Colegio de San Jose was the first post-secondary educational institution in California. Native Americans, under the supervision of Catholic padres, constructed its original adobe buildings. The first classes included Latin, French, German, writing, mathematics, and philosophy. In 1835, Hartnell gave up the Colegio and took a post as superintendent of the California missions. He later served as a delegate to the California Constitutional Convention and continued to be active in public office until his death in 1858 at the age of 54.

The Board of Trustees of the Salinas High School District founded Salinas Junior College in 1920, a difficult year, with the post-WWI economic depression and deadly influenza on the one hand, and prohibition and women's suffrage on the other. Salinas Junior College developed with difficulty, and almost died before being resuscitated in 1926 with an enrollment of 30. Nevertheless, in 1929, with an enrollment of only 66, all six graduates transferred to four-year colleges and an official basketball team was fielded.

The decade of the 1930s brought further growth in both enrollment and athletics. Football was added in 1931 when enrollment was 111, and track in 1932 when enrollment was 230. A year later, the school added a chorus, and the following year a school orchestra. In 1935, Salinas Junior College completed its separation from Salinas High School and was given a separate superintendent. The school then had 13 departments, a creative writers' club, a school paper, and a yearbook, and produced its first college play. In 1935, a successful bond issue resulted in the purchase of 15.3 acres on the west side of Homestead Avenue between Alisal Street and Central Avenue. Construction was completed in April, 1937. The new location and the addition of buses, bringing students from Aromas, Carmel, Gilroy, King City, Pacific Grove, Santa Cruz, and Watsonville, increased enrollments to 883 in 1939.

WWII affected the College's enrollment and activities. The number of graduates dropped in 1942 to 131, and in 1944 to only 21. Gas rationing, the war effort, and military service all took their toll. Hartnell had only nine faculty members; however, there were war bond drives, canteen service, a victory garden for the cafeteria, and a "war curriculum" that included classes in radio-mechanics for signal corps training, business and secretarial courses for office defense work, aeronautical training for the armed forces, tractor driving and mechanics for women, calisthenics and marching, and Red Cross Canteen courses. Students volunteered in fieldwork to replace men gone to war. Experimental crops were tended on property that later became East Campus.

The students petitioned to change the school's name in 1947 from Salinas Junior College to Hartnell College, thus honoring William Edward Petty Hartnell. The change was made official in April, 1948. Enrollment in 1949 was 925 and Hartnell had 50 full-time instructors and offered 350 courses. The era of the 1950s was a golden one for Hartnell as the campus grew and changed. Land was purchased and sold and other land purchased, bringing the main campus to its current 53 acres. The first Student Union and the Library were open and operating by 1959.

Financed by a successful bond issue in the early 1960s, new tennis courts and parking lots were constructed, along with Merrill Hall, a complete science building and planetarium. Enrollment rose to 1,200. In 1968, the Technology Building was added. The decade of the sixties continued in the vein of active student life on campus with a dormitory. Hartnell continued to grow and developed new programs.

The 1970s saw Hartnell teaching classes at Fort Ord, Fort Hunter-Liggett, and the Correctional Training Facility at Soledad. On campus, the American Indian Program, the Enabler Program for handicapped students, the Child Development Center, The Western Stage, and the Music Conservatory were initiated. Collective bargaining and Proposition 13 became major concerns. The faculty organized under California Teachers' Association (CTA) and, at the same time, Proposition 13 changed the way the College was funded. The economic results were apparent for the first time in 1982 with student parking fees and restricted athletic travel. Seven faculty positions were eliminated and programs abolished. As funding under Proposition 13 continued to be a major issue, administrative positions were reduced or eliminated. But, in spite of such setbacks, new creative endeavors continued to develop on campus. The first Boronda Scholarship sent 20 students to study in Mexico, the Physics Olympics took place, and the Success Through Assessment-orientation Advisement Registration (STAAR*) program began testing new students for appropriate class placement.

In 1987, the Gleason Center in King City opened as a result of a bequest by Villeroy Gleason of his home to Hartnell. This bequest also made possible the Gleason awards for instructors and classified staff. At the end of that year, \$800,000 were set aside for remodeling the old 1939 gymnasium. The Guaranteed Admissions Program was inaugurated in 1989 with UC Davis, UC Santa Cruz, Sacramento State University, Cal State Fresno, and Cal State San Jose. This program enables students to contract with the university to complete certain courses at Hartnell and, thereby, be guaranteed university admission.

The Hartnell Community College District serves the entire Salinas Valley, a vast agricultural area in central California approximately 15 miles wide and 100 miles long. The city of Salinas is located eight miles inland from Monterey Bay, 325 miles north of Los Angeles, and 100 miles south of San Francisco.

Hartnell College is part of a traditionally Latino community and serves an increasingly diverse student population. The Hartnell College 2003 Fact Book shows that 10,074 students enrolled in the fall of 2003. Of these students, 57 percent were Latino, 29 percent were Anglo, and 14 percent were other minorities. Twenty-five percent of students were fulltime and 75 percent parttime. Forty-seven percent were day students, 31 percent were evening students, and 22 percent were day and evening students. Fifty-four percent were female and 46 percent were male.

Hartnell's students come from the various areas of the Salinas Valley, including the communities of Bradley, Castroville, Chualar, Gonzales, San Lucas, Soledad, King City, and adjacent rural areas. The Spanish

missionaries first established many of the communities, especially Jolon and Soledad. In these rural areas, a significant number of individual incomes fall below the poverty level. Data from social service agencies indicate that Latino poverty levels range from 32 to 78 percent, depending upon the area. The majority of the residents come from homes where Spanish is the first language. The District's seven feeder high schools enroll as high as 90 percent Latino students.

Hartnell College has undergone dramatic changes over the past decade, all in response to the dynamics in its service area and in anticipation of student needs. The College serves a younger population that is increasingly diverse and, as a result, Hartnell has re-conformed its educational program and student service activities. The College has introduced technology to the instructional programs and reached out to populations off campus.

In the course of the decade, the Board of Trustees and administration have integrated many aspects of legislation designed to achieve shared governance. With the advent of a research program and the realization that budgeting needs to be carefully tied to College objectives, Hartnell has reorganized the budgeting process and embarked on a master planning exercise that involves the entire College community.

The support of the Hartnell Community was reinforced in November of 2002 when Measure H (\$131 million bond) was passed. The passage of this bond allows Hartnell to leverage construction funds with matching state funds for an additional \$60 million. The college will use these funds to build a Learning Resource Center, a parking garage, a Center for Assessment and Lifelong Learning, classrooms at East Campus, a second instructional building on the main campus, replacement of aging infrastructure, and renovation of buildings on the main campus in order to comply with ADA. The construction and renovation started in 2003 and will continue until 2012.

