

ANNUAL REPORTS--CALIFORNIA STATE POLYTECHNIC COLLEGE, SAN LUIS OBISPO

California State Polytechnic College Annual Report 1962-1963



Annual Report 1962-63

California State Polytechnic College

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Foreword

The Annual Report for 1962-63 makes obvious the expanding responsibilities and opportunities for service which have come, and promise to come in increasing measure, to the California State Polytechnic College. The steady growth in enrollment, inevitably accompanied as it is by enlargement of faculty, staff and facilities, has increased considerably the administrative load and the amount of service that can be given.

The changing admission requirements with the resultant alterations in student profile require a constant stress of planning, both short-range and long-range, to assure maximum instructional effectiveness.

Demands upon the Educational Center at the College's Voorhis Campus have grown greatly during the year. Most of the seminars, workshops and conferences serve all or regions of California but many are for large sections of the West or are national in scope. They are enabling the College to give more and more educational service to government, business, the professions and other groups.

In addition to its service to the State of California which naturally has first claim to its efforts, the College for years has made a considerable contribution to certain educational projects of the federal government. The present college year has seen a marked increase in this activity, particularly in its international aspects.

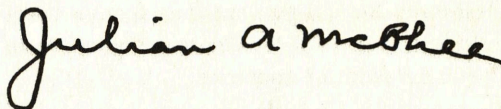
With the advent of the Peace Corps, the College because of its philosophy, its methods of instruction and its facilities for teaching in technical areas, felt that it had an opportunity to serve

through participation in the education of Peace Corps trainees for work abroad. Accordingly, it undertook the contract for the Morocco I training program of the Peace Corps.

The College also entered upon a new phase of cooperation with the Agency for International Development, United States Department of State, under whose auspices it has provided practical technical study over the years for more than 1000 individuals from much of the free world. This year, in addition to continuing its on-campus training in the AID program, the College has sent a team of its faculty to work in the program in a foreign country.

The planning of the College looks forward to more expansion of the types noted in the foregoing paragraphs rather than to additions to its fields of instruction. Its targets are excellence and intensification of its services within its established and traditional polytechnic areas.

This presentation of the 1962-63 annual report to the Chancellor and the Board of Trustees of the California State Colleges would be inadequate did it not include a statement of my appreciation of the many ways in which they have had the interests of the college at heart and, particularly, of their understanding of the special function of Cal Poly as a polytechnic college.



JULIAN A. MCPHEE

President

Year of Growth---1962-63

The college year 1962-63 saw the greatest gain in enrollment in the history of Cal Poly. The total student body was 9,215 with 5,801 enrolled at San Luis Obispo (TABLE III) and 3,414 at the Kellogg Campus (TABLE I). This was an increase of 1,365 as compared with the total enrollment of the preceding year. The increase at San Luis Obispo was 700 students while the Kellogg Campus gained 665.

Women enrolled numbered 1,415 at the San Luis Obispo Campus, an increase of 22 per cent which brought the percentage of coeds in the student body to 24 per cent, 2 per cent more than in the preceding year (TABLE IV). This was the second year of admission of women at the Kellogg Campus and their number almost doubled going from 321 in the fall of 1961 to 610 in the fall of 1962. They constituted almost 18 per cent of this year's enrollment (TABLE II).

Students came to the San Luis Obispo Campus from every California county except Alpine and Del Norte as was the case the year before also (TABLE V). Los Angeles County sent the largest number of students, 1,053 or 18.2 per cent, and San Luis Obispo County was second with 831 students or 14.3 per cent. At the San Luis Obispo Campus 5 per cent of the enrollment came from states other than California, one-half of one per cent from United States territories and 7.3 per cent from foreign countries. The foreign students increased to 424 as compared with 290 in 1961-62. They came from 63 countries.

At the Kellogg Campus students were in attendance from 33 of the 58 California counties as compared with 30 counties in the two preceding years (TABLE X). The majority of Kellogg Campus students as usual came from Los Angeles County (2,129 or 62.4 per cent). San Bernardino County sent 13.9 per cent of the Kellogg Campus student body, Riverside County 5.7 per cent and Orange County 5.6 per cent. States other than Cali-

fornia sent 2.2 per cent of the enrollment and foreign countries 3.6 per cent. Foreign student enrollment of 123 was an increase as compared to 95 such students the year before.

Faculty

To keep pace with the larger number of students to be taught the number of faculty increased during the year to 547 of whom 345 were at San Luis Obispo and 202 at the Kellogg Campus. The faculty-student ratio is 1 to 16 at each campus. The College continued its traditional approach to the selection of faculty members emphasizing successful experience in the area to be taught equally with formal education. Of the total faculty, 22.4 per cent had doctorates and 43.7 per cent master's degrees.

Budget Expenditures

As the number of students and faculty members increases College operating costs mount. At the San Luis Obispo campus state budgeted expenditures for 1962-63 are \$6,099,369, an increase of more than a million dollars over the figure for the preceding year. At the Kellogg Campus the state budgeted expenditures for 1962-63 are \$3,933,990, an increase of more than a half million dollars over such expenditures for the preceding year.

Counseling and Testing

Growth was reflected also in the counseling and testing activities at both the San Luis Obispo and the Kellogg Campus. Increase in activity in these areas was greater, however, than the increase in enrollment indicating, perhaps, a growing appreciation of the services which are available.

Counseling cases at the Kellogg Campus totaled 2,550 during the year, an increase of 25.5 per cent although the increase in enrollment was only 21 per cent. At San Luis Obispo 1,426 students were counseled, an increase of 29 per cent as compared with the preceding year although the enrollment increase in this case

was only 13.7 per cent. Direct comparison cannot be made of the total of individuals counseled at the two campuses inasmuch as the counseling at the Kellogg Campus includes curricular advisement which for the most part is handled by faculty advisers and deans at the San Luis Obispo Campus.

Tests given at the Kellogg Campus totaled 7,357, an increase of 2,057 over the number given in 1961-62. This was an increase of 28 per cent, again larger than the 21 per cent growth in enrollment. Tests administered included aptitude; English, math and chemistry placement; interest; personality; achievement; reading; accountancy aptitude; study habits; reasoning.

The San Luis Obispo Counseling Center administered 11,078 tests to 3,364 individuals, an increase of 23 per cent as compared with 1961-62 of which only 13.7 per cent could be accounted for by the larger enrollment. Tests given at San Luis Obispo included the SCAT, mathematics, chemistry placement, aptitude and ability, interest, temperament, and study skills.

Instruction

The departmental curricula in agriculture at San Luis Obispo have been adjusted to reflect the business management aspects of the industry. Many programs have added management courses to production courses to keep pace with the changing nature of agriculture.

The agricultural enterprise project system was expanded this year with management type projects undertaken by students. Pilot programs in beef and swine breeding were initiated as well as integrated projects between crops and food processing. An expanded meats processing program has been successful. The projects involved a total of 628 students whose share of the profits realized was \$32,488.75.

Arrangements have been completed for ten students and two faculty members from the Agricultural Division at San Luis Obispo to spend June 12-22 observing Mexican agricultural practices as a result of a cooperative effort by the Sears, Roebuck

United States and Mexican Foundations. The students will represent each of the division's 10 major areas of study. Entirely paid for by the foundations, the tour will include observation of nearly every phase of Mexican agriculture.

More and more segments of agricultural education and industry are looking to the Agricultural Division of the Kellogg Campus for service. This service starts with elementary school students who come to the campus on tours in increasing numbers to learn of the agricultural industry. It is estimated that such visitors will exceed 6,000 for this college year.

Increasing numbers of FFA and 4-H demonstrations, field days and workshops are conducted. A record breaking 1400 students from 70 high schools and junior colleges from Fresno to Imperial County attended the Agricultural Field Day March 30.

The new program of pupil personnel services now in its first year in the Education Department at San Luis Obispo is making startling growth largely with graduate male students who are preparing for work in guidance, counseling and testing in the public schools. In the oldest program in the department, secondary education, a sudden rise in growth has occurred during the last two years, largely in homemaking, industrial arts, and agriculture.

Completion of the addition to the Science Building for five physics laboratories has enabled the Physical Sciences Department at San Luis Obispo to provide more significant courses and laboratory experiences for students majoring in engineering, mathematics, and physical sciences. Laboratory experiences are now possible in the areas of solid state physics, nuclear and atomic physics, and modern physics. A grant by the Atomic Energy Commission made possible the acquisition of a sub-critical nuclear reactor which is being used in the new laboratories.

Library services for the San Luis Obispo campus have been expanded and improved with the occupancy of the addition to the Library this year. The present library facilities were planned to accommodate the student body of the college until 1965-66.

The most important and interesting development of the year in the Arts and Sciences Division of the Kellogg Campus was the inauguration of the curriculum in Arts and Sciences. A diversified academic major planned to prepare elementary school teachers under the provision of Sections 13188-13190 of the *Education Code*, it had an enrollment of approximately 200 in its initial year. It is expected that the first candidates to complete the full five years of the major will be ready to enter elementary school teaching in 1965.

Significant changes were made in the curriculum of the Engineering Division at San Luis Obispo at the freshman level in recognition of the penetration of electronics into all types of engineering work. Each freshman class except those in architectural engineering now must take theory and laboratory course instruction in electronics. This early introduction of such material is followed by more advanced work in the junior year. It follows the usual Cal Poly pattern of initial "doing" type of contact, followed by more theoretic considerations later in the program.

The first year shop processes program at San Luis Obispo for all students except those in architectural engineering was standardized in six 1-unit laboratory courses including machining, welding, foundry, and fabrication processes.

The third annual Engineering Preview for high school students was held in December. It was attended by 95 high school juniors and seniors on special personal invitation selected from more than 400 applicants. The Engineering Preview is made possible each year by a grant of \$2,000 from the Western Air Conditioning Industries Association. The Preview program consisted of lecture and laboratory experience for the students in thermo-systems, mechanical systems, fluid systems, and computers.

More than 500 members of the California Association of the Refrigeration Service Engineers Society attended the fifth annual workshop of that organization at the San Luis Obispo Campus in January. The Air Conditioning and Refrigeration Engineering Department co-sponsored the workshop.

Despite a national trend downward, engineering enrollment at the San Luis Obispo Campus showed an increase of 9.6 per cent as compared with that in the fall of 1961.

The Engineering Division at the Kellogg Campus is looking forward to occupying in the fall of 1964 four additional engineering buildings now under construction. With completion of the new facilities, the Kellogg Campus Engineering Division will have a rated capacity for 3,200 students in a plant whose value of equipment will exceed 10 million dollars.

For the second consecutive year a student of the Kellogg Campus Engineering Division has won the "Mac Short" award presented annually by the Southern California Chapter of the Society of Automotive Engineers. P. Erik Fraser, a mechanical engineering major, won the award with the presentation of his senior project "Photostress Analysis of Stresses in a Segmented Chamber Joint."

Mr. George Mellard of the Kellogg Campus Electronic Engineering Department who also has two degrees in mechanical engineering is in Chile on a year's leave of absence under Ford Foundation sponsorship to assist the Chilean engineering schools in developing their laboratory facilities.

Health Center

The Health Center at San Luis Obispo during the year handled 15,805 student visits to physicians (data for last two months of year estimated). The clinic laboratory had 9,022 cases involving 28,125 examinations. Other Health Center work load data for the year: pharmacy 6,697 prescriptions, X-ray 4,660 examinations involving 6,105 films, physical therapy 3,132 patients, tests 2,746, immunizations 6,909, infirmary 426 patients for a total of 1,604 patient days, minor operations 114. The Health Center also dealt with 45 students who required major operations off campus.

The Health Center staff which handled this work load included five physicians, nine registered nurses, three and a half technicians, and four clerical persons.

The Kellogg Campus Health Center had a case load of 8,868 for the first two quarters of this year which was a 22.1 per cent increase over that for the same period in 1961-62. Procedures performed for patients totaled 15,381 for the two quarters, a 37.3 per cent increase over the number for the two quarters of the preceding year. The breakdown of the procedures performed during the two quarters was: patients seen by physicians 6,158, immunizations 4,234, X-rays 2,150, physiotherapy 1,329, laboratory work 1,150.

The Kellogg Health Center was staffed by two physicians, three registered nurses, one laboratory technician, one X-ray technician and two stenographers.

Financial Aids for Students

As college costs have gone steadily higher, financial aids for students have increased in importance. Approximately half of Cal Poly's students must have a scholarship, a loan, and/or part-time earnings to finance their education.

Counseling students with respect to financial aids consumes much time in the Student Personnel Divisions. Careful records kept of this activity in the Office of Financial Aid at the Kellogg Campus this year disclosed that almost 172 hours had been devoted to it. This represents the full time of a counselor for one month.

Scholarships awarded to students at the San Luis Obispo Campus for 1962-63 totalled \$93,489 and went to 319 students as shown in TABLE VI. Of these scholarships to San Luis Obispo students, 172 for a total of \$60,510 were administered by the College and the remainder were miscellaneous awards administered by outside agencies. At the Kellogg Campus (TABLE IX), 34 awards administered by the college totalled \$4,825 and 35 additional awards were administered by other agencies.

Loans to Students

Loans made to students at the San Luis Obispo campus (projected to the end of the college year) will total 600 short term loans for a total of \$21,600 and 55 long term loans for a total of \$10,650. In the National Defense Education Act program at San Luis Obispo, 181 loans were granted.

A new Sears Foundation fund was set up this year to help foreign students who have financial difficulty at registration time because of currency exchange problems and other emergencies.

At the Kellogg Campus, loan funds have by no means kept in step with enrollment growth. In the past 10 years enrollment has multiplied eight times and the amount of loan funds only three times. During the college year 912 loans were made from college funds and 157 in the NDEA program.

Part-time Work Program

The brightest area in Cal Poly's student financial aid program is that of part-time work for students. Hiring of students to do as much as possible of the work which must be done at the College has been traditional at Cal Poly. The tradition has been developed not merely to afford as much financial aid to students as possible but also to help the student develop a work experience record and to provide additional learn-by-doing experiences for him.

At the San Luis Obispo Campus, the College, the California State Polytechnic College Foundation, the student bookstore and the student body had \$660,725 budgeted this year to provide part-time employment to 2,364 students. At the Kellogg Campus, like agencies had \$357,358 in their budgets to provide part-time work for 1,493 students.

Part-time work off-campus plays a large part in financing a college education for Cal Poly students. Since July 1, 1962, the part-time employment desk in the San Luis Obispo Placement Office has handled more than 800 requests from the local community for students to take part-time employment. Last year more

than 1200 such requests were handled, many of them involving more than one student. Since July 1, more than 1,000 students have registered for part-time employment with the Placement Office.

At the Kellogg Campus more than 85 per cent of the students work for at least a portion of their expenses. The Student-Alumni Placement Center handles the referral of these students to more than 400 nearby community businesses.

Placement

Contacts of the placement staffs at the San Luis Obispo and Kellogg Campus indicate little change in the manpower areas which were critical in 1962. Campus recruiters continue to clamor for bachelor's degree candidates in engineering, physical science, and mathematics. For those candidates in the upper 25 per cent of the class, industrial recruiters are offering salaries 3 to 5 per cent above those of 1962.

The San Luis Obispo Placement Office completed in the fall of 1962 a study of the average monthly salaries of the June, 1962, graduates on their first jobs after graduation. The questionnaires used for the study were returned by 85 per cent of the class. Following are the results of this study and of a similar survey made of the first salaries of the June, 1961 graduates.

	1960-61	1961-62
Engineering	\$548	\$566
*Agriculture	423	452
Applied Arts	424	455
Applied Sciences	498	542

All areas of placement activity showed increases at the Kellogg Campus during 1962-63. Employer on-campus inter-

*The salaries quoted are cash only and do not include housing, produce, automobile and its expenses, bonuses, commissions, etc. which customarily are additional benefits offered in many jobs in this field.

views which had increased 35 per cent in 1961-62 continued the trend this year.

Starting salaries for Kellogg Campus graduates increased markedly. Average starting salaries by division in 1962 were: Agricultural \$450, Arts and Sciences \$511, Engineering \$560.

Student requests for service of all types at the Kellogg Campus Placement Office averaged nearly 1,100 monthly this year and part-time job orders averaged 180 a month. The on-campus work program for students, coordinated by the Placement staff, ran from 550 to 600 jobs. A system of job performance rating by supervisors was employed in this program which helped to increase the educational values of these work experiences.

Special Services

Through conferences, short courses, workshops, etc. held on its San Luis Obispo and Kellogg Campuses the College provides a variety of services to agricultural, industrial, governmental, educational and other groups on a state-wide basis.

Such events held at the two campuses this year totaled 45 and were attended by some 9,000 persons. Thirty-two of the events are of a continuing character and will return to the College each year.

Twelve new events were held this year. At the San Luis Obispo Campus they were the California Cooperative Ginners conference, the State Purchasing Division Conference, the Bureau of Industrial Education Workshop, and the California Hay, Grain and Feed Dealers Conference. New groups which came to the Kellogg Campus this year were the American Society of Quality Control Conference, the American Institute of Industrial Engineers Conference, the Ornamental Horticulture Workshop, Southern California Chapter of the American Society of Agricultural Engineers, the Liaison Committee on Agriculture, the 4-H Horse Fundamentals School, Agriculture Extension Service and the Veterinarians School.

Highlights---1962-63

LONG RANGE EDUCATIONAL PLANNING

Providing a basis for the further work of Long Range Planning Committees at the San Luis Obispo and Kellogg Campuses two statements of important principles for the College were developed during the year. One is a set of guidelines outlining the instructional emphasis of the College. The second is a statement of the philosophy and objectives of the College.

Principles of Emphasis

The statement of guidelines for instructional emphasis is as follows:

1. Cal Poly will continue to operate as a state college with a special function.
2. As an institution with a technological-occupational history, and a special polytechnic function within the state college system, Cal Poly will emphasize the applied fields of agriculture, engineering, business and home economics, together with the closely related supporting fields of physical sciences, natural sciences and mathematics. In achieving and maintaining this special polytechnic emphasis Cal Poly will not be required to offer all the majors in the basic complement of liberal arts offerings as listed in the California State College Master Curricular Plan.
3. In fulfilling its recognized role as a polytechnic institution, and in maintaining the special emphasis authorized by *Education Code* Section 24751, the college will apply the definition and measurement of emphasis to the end that a substantial majority of all the FTE taught will be in the applied fields of agriculture, engineering, business, home economics, and their necessary closely-related supporting fields of physical science, natural sciences and mathematics.
4. As a polytechnic college emphasizing occupational excellence in applied fields, Cal Poly will concentrate primarily on instruction at the undergraduate level.

Philosophy and Objectives

The statement of philosophy and objectives is as follows:

Statutory Considerations

The passage of the Enabling Act by the Legislature in 1901, establishing the California State Polytechnic College, gave recognition to the permanent need for diversified public educational opportunities and a differentiation of functions among institutions. The twin points of view were reaffirmed by the Trustees of the California State Colleges and by the Legislature in 1961, when the Trustees revised and the Legislature enacted an amended Enabling Act for the College.

The original 1901 Enabling Act described the institution's specialized function as follows:

"... the purpose of this school is to furnish to young people of both sexes mental and manual training in the arts and sciences, including agriculture, mechanics, engineering, business methods, domestic economy, and such other branches as will fit the students for the non-professional walks of life."

The 1961 State Legislature re-emphasized the college's special responsibility as a "polytechnic college" with the enactment of *Education Code* Section 24751 which states:

"In addition to the functions provided by Section 22606, the California State Polytechnic College shall be authorized to emphasize the applied fields of agriculture, engineering, business, home economics, and other occupational and professional fields. This section shall be liberally construed."

Philosophy

By legislative action Cal Poly's philosophy is that of a polytechnic college specializing in occupationally-centered technological education. Development of descriptive statements of the college's philosophy and objectives, to make them more meaningful to the everyday responsibilities of the faculty and staff, has been

a continuing project for faculty and staff over a period of years. Detailed statements describing the institution's basic purposes, functions, philosophy and unique educational features as developed by department, divisional, and college-wide committees have been set forth in many publications such as the College Catalog, the Employees' Handbook, the "Cal Poly Profile," Committee Reports of 1958-59, and "The Guiding Principles," dated January 9, 1959. From these materials, and in summary form, the College's Philosophy is based on the belief that:

(1) Opportunity for qualified citizens to obtain college level preparation for positions in design and development, production, supervision, management, sales and services in the broad areas of agriculture, engineering, applied sciences and practical arts must be provided by the California system of public higher education, and the California State Polytechnic College has a particular responsibility to make such education its primary objective as delineated by its Enabling Act;

(2) Many students can be motivated to high achievement through (a) early contact with their field of major interest; (b) educational methods in which understanding and accomplishment become more effective when "how" receives attention with "why";

(3) Opportunity to achieve sound general education combined with an occupational specialty better prepares students to assume leadership in their communities as well as in their fields of occupation;

(4) Diversified public higher education better serves human differences and society's needs, and the State Colleges should carry out specialized functions within areas of diversity.

Objectives

Out of California State Polytechnic College's Philosophy grow the following Objectives:

1. Occupationally-centered curricula—Emphasis on occupational and professional fields, such as agriculture, engineering, science, business and home economics.

2. Advancement of general education—Strong "general education" provided by major and service departments in arts and sciences for every student.

3. Strong motivation of students—Curricular offerings so organized as to provide the greatest possible motivation for students with emphasis on laboratory and field experiences.

4. Curricula geared to the bachelor's degree level—Curricula and courses designed primarily on the basis of the needs of the student who will be terminating his formal education with a bachelor's degree.

5. Maintenance of close student-teacher relationships—Mutual understanding achieved through adequate on-campus time devoted to teaching, counseling, and assisting with co-curricular activities.

6. Primary emphasis on undergraduate education—Stress on teaching of regular undergraduate students rather than on other educational activities such as basic research, off-campus extension courses, on- or off-campus workshops and conferences, and extended day programs.

7. Strong co-curricular program—A co-curricular resident-campus program purposefully interwoven with the instructional areas to supply supplementary training and experience in leadership and constructive community living.

8. Occupationally-experienced faculty—Instructors selected on the basis of actual or potential ability to teach the subject matter assigned as determined by both academic preparation and occupational experience.

9. Continuing experimentation—Encouragement of faculty members, individually and collectively, to experiment with new approaches to old problems.

10. Educational program development—Programs developed and periodically re-evaluated by appropriate consultative processes to meet the needs of a democratic society.

11. Planned program of continuing education—A program in the occupational areas, involving the two campuses (San Luis

Obispo and Kellogg) and the Educational Center (Voorhis), conducted on the College's traditional state-wide basis, making most effective use of specialized laboratory equipment, reference resources, and teaching personnel.

PEACE CORPS TRAINING PROGRAM

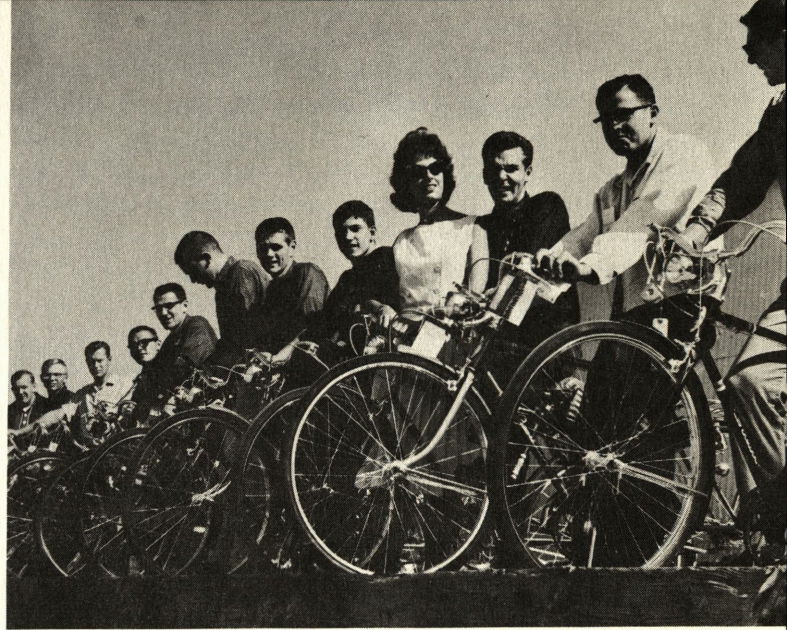
The College was selected in early fall to conduct the Morocco I training program of the Peace Corps. The 13-week program was begun October 15, 1962. Eighty-three trainees arrived on the campus for training as the first contingent for Morocco. The group included 27 to be trained as irrigation foremen, 23 as surveyors and 33 as English teachers.

Facilities made available for the program included all those of the Physical Education Department, the agricultural engineering laboratories, the Little Theater, two 36-station language laboratories, the Health Center, classrooms and a very large room in the library addition which served as a lecture hall, with areas for lounging, library and study. The 2850-acre campus provided the laboratory for surveying and irrigation work. The trainees were housed in motels off campus. The transportation problems which this housing arrangement involved were solved by issuing a bicycle to each trainee which also aided in the physical conditioning.

Besides the technical studies of trainees, the training program included Area Studies; American Studies, World Affairs, and Communism; French language; Health and Medical training; Physical Education and Recreation; and Peace Corps Orientation.

A post session of two weeks which brought the total training period to 15 weeks was requested by the Peace Corps. During the post session, the schedule of studies was altered so provision could be made for teaching Community Development, Field Problems, Group Processes, Outdoor Skills and Public Health and Welfare Work.

The regularly scheduled 13-week training program was concluded January 27, 1963, with selection of 59 trainees to become



Peace Corps Bicycle Brigade

Peace Corps Trainees Learn to Dine Moroccan Style





President McPhee Hosts Nigerian Students

Students from Cambodia Study Cotton on Field Trip



Peace Corps Volunteers: 19 as irrigation foremen, 15 as surveyors, and 25 as English teachers.

The Peace Corps job is one of "doing"—or more specifically—a job of "teaching by doing." This presupposes that the Peace Corps Volunteer must know how to "do" before he can "teach by doing." In consideration of this basic fact, Cal Poly's philosophy of "learning by doing" was especially applicable to the training program.

COOPERATION WITH AID

The College broadened its cooperation with the Agency for International Development, United States Department of State, this year to include the sending of a faculty team to Africa to instruct in non-agricultural subjects. Cal Poly continued to work with the Agency in its programs for sponsored foreign visitors and technical training participants from around the world.

Enrollment of AID training participants in agricultural study programs with the added objective of obtaining a two-year technical certificate or a Bachelor of Science degree increased more than 50 per cent as compared with that of previous years.

The AID technical training participants' average stay at Cal Poly is lengthening. Approximately 50 of the participants enrolled during the 1962-63 year will spend two or more years at the College. Seventy-one participants were enrolled during the fall quarter, 69 during the winter quarter and 66 during the spring quarter. The number of countries represented by the group during the year was 18.

An increased awareness of the agricultural revolution being initiated in Africa was brought to the campus during the year. More than 40 AID participants from Ghana, Togo, Nigeria, Tanganyika, Kenya, Sudan, Egypt and Morocco spent two or more quarters on the Cal Poly campus for practical study programs. Training needs of these participants ranged over wide fields of specialization in agriculture—mechanization, soil survey and land use classification, soil science, fruit production practices,

field and truck crops production practices, animal and poultry production practices and agricultural education techniques.

A faculty team of four instructors was sent in April to Northern Rhodesia to assist in the educational program at the new College of Further Education in Lusaka. The College has a \$291,735 contract with AID covering this Northern Rhodesia Project. The instructors who are on a two-year assignment have the privilege of having their families with them and housing is provided by the Northern Rhodesia government. The Cal Poly party will teach physical education, business, pre-engineering and home-making and will introduce the College's practical approach to education.

THE EDUCATIONAL CENTER

The College has another dimension in its Continuing Education services: the Voorhis Campus, near San Dimas, is devoted in large part to short-term in-residence programs involving groups from business, industry, government, education and community organizations. During 1962-63, these conferences, seminars, institutes and workshops passed 100 in total number, representing some 16,000 "person-days" of which approximately 87 per cent were in-residence.

Continuing the trend, 55 per cent of the groups were from business and industry, 17 per cent from government at various levels, and 28 per cent from education, community and other fields. About 71 per cent were composed primarily of Californians; 17 per cent were western regional in make-up; 12 per cent were national. Average length was three days and two nights. However, a significant increase was noted in one-and two-week programs. The longer conferences are primarily those from government, business and industry.

Conferences Brought to California

During 1962-63, further progress was made in pursuit of certain special Center objectives. One of these is to bring to California people outstanding conferences hitherto held only in dis-



Coffee Break During International Business Machines Seminar at Educational Center

tant regions. Three such conferences were added to last year's two.

The Center also continued the providing of programing particularly adapted to needs of the "small" and "middle-sized" business man, who frequently finds Continuing Education programs elsewhere outside the realistic scope of his operations.

A special objective established during 1962-63 was the supplying of consultation, planning and programing assistance to

the increasing number of groups approaching their first in-residence conference experiences. The Center assisted six such groups not only to plan and organize their first conferences but to see a first conference as part of a continuing program.

A major portion of the Center's programing in the fields of business and industry has involved management, but the past year saw the additional development of cooperative programing with organized labor.

Faculty Members Participate

Participation in the Educational Center activities by Cal Poly faculty and staff members has not only provided the College's personnel with further opportunities for service but has supplied closer continuing contact with respective teaching fields of occupational specialization.

Programing for 1962-63 again emphasized two of the Educational Center's outstanding assets:

1. The Center is situated within the immediate Los Angeles metropolitan complex—at almost exact midpoint between Santa Barbara and San Diego—yet despite mounting population pressures, it can maintain an increasingly-rare atmosphere of "campus seclusion" conducive to conference effectiveness.

2. The parent college, occupationally oriented through its instructional curricula, faculty selection, and teaching resources, is in special position to assist conferences with the solving of specific problems.

Programs already scheduled for the forthcoming year again point to the key role the Educational Center will play in California's socio-economic present and future.

CONSTRUCTION PROGRAM

Kellogg Campus

Building Completed During the '62-63 Academic Year

Agriculture. This building is a modern, two-story, split-level building, constructed of steel, reinforced concrete, and curtain

wall, which houses the scientific laboratories for the use of all the major fields in the Agricultural Division. It has laboratories for agricultural business management, agricultural services and inspection, agronomy, animal husbandry, fruit industries, landscape architecture, ornamental horticulture.

Buildings Under Construction or Proposed for the 1963-64 Academic Year

Music-Speech-Drama. This building is presently under construction, and the anticipated occupancy date is December 1, 1963. It will house facilities for music, speech and drama productions. The music wing provides for instrumental and choral rehearsal rooms, for instrumental and choral ensemble practice areas, music theory and music education classrooms, as well as a music library and individual practice rooms. The speech-drama wing provides a 500-seat Little Theater and all the necessary support facilities for the ever-expanding enrollment in the Arts and Sciences Division. Further provided in this area are two speech rooms from which student presentations may be recorded and played back from a central control room between these two classrooms.

Engineering Addition. This four-building complex will provide for additional required laboratories and support facilities for the following existing engineering majors: aerospace engineering, civil engineering, electronic engineering, industrial engineering, mechanical engineering.

Swimming Pools. Two rectangular swimming pools, 42'x75' will be provided for basic swimming instruction, life saving, diving instruction, and intercollegiate competition in both swimming and diving.

Men's Gymnasium. Working drawings are presently being developed to provide for a men's gymnasium with activity rooms to accommodate physical education and adaptive physical education. The gymnasium will have a 5000-seat main basketball court which will also provide for volleyball and badminton activity areas.

Residence Dining Hall. This facility will provide feeding for 1200 resident students. It will also house a campus bakery which will meet the needs of the college with 12,000 enrollment. This project is also in the working drawing stage, and is scheduled for occupancy during the 1964-65 academic year.

San Luis Obispo Campus

Projects Completed During the 1962-63 Academic Year

Engineering West. This building, the largest in area of any building on the San Luis Obispo campus, was completed for occupancy winter quarter, 1963. It contains instructional and service facilities for aeronautical, architectural, welding and metallurgical engineering, and technical arts. The building occupies the site formerly used for the temporary tropical huts.

Library Addition. This addition to the Walter F. Dexter Library increases the reader station capacity from 525 to 1,650

stations, and is adequate to an enrollment of 6,600. The facility was occupied during the Christmas vacation period in 1962, and is now fully operational. For an interim period, the El Corral College Bookstore has been relocated on the main floor, west end of the addition, to provide better service space for this important function.

Science Addition. This project was completed in late fall of 1962 and contains laboratories, offices and service rooms for instruction in physics. Since the building has been occupied, one of the laboratories has been equipped with a sub-critical nuclear reactor to aid the instructional program in nuclear physics and nuclear engineering.

Administration Remodel, Phase I. The first phase of the remodel of the present Administration Building, programmed for use by the Education and Business Departments, was completed March, 1963. The project essentially remodeled the entire top

Architect's Drawing of Engineering Building Addition at Kellogg Campus



floor of this building, creating lecture and activity rooms, primarily assigned to Education. The lowest floor was almost completely remodeled to provide for an art instructional laboratory and service facilities for the Audio-Visual Department.

Phase II of this project, programmed for 1964-65 funding, will complete the remodel of the lowest floor and will provide minor remodeling to the main floor for business activity rooms and staff offices.

Project Proposed for the 1963-64 Academic Year

Administration Building. The new Administration Building is scheduled for construction late in the summer of 1963, and is scheduled for completion in January, 1965. It is to be located on the Outer Perimeter Road directly across from the new residence halls, and immediately south of the former architectural facilities. This project provides for all administrative functions of the College to an enrollment of 10,000.

Proposed Project for Later Completion

Biological Sciences Annex. The State Division is presently working on preliminary plans for an addition to the biological sciences area of the present Science Building. This project encompasses six laboratories and six lecture rooms with associated service rooms and offices proposed to be located in the northeast section of the present Science Building complex. The anticipated completion date for this project is September, 1967.

Master Plan Approval

The Board of Trustees of the California State Colleges approved the master plan for the physical development of the San Luis Obispo Campus at their May 9-10 meeting. The plan provides for the development of academic and related service facilities to the target enrollment figure of 12,000.

New Administration Building, San Luis Obispo Campus, as Pictured by Architect



Table I. ENROLLMENT OF TOTAL STUDENTS BY MAJOR
Kellogg Campus, Fall 1956 — Fall 1962

Major	1956	1957	1958	1959	1960	1961	1962
Agriculture							
Ag. Business Management	28	87	87	86	107	97	102
Agromony	98	73	75	60	61	60	55
Animal Husbandry	111	95	127	104	128	133	130
Fruit Industries	37	39	35	46	40	37	36
Landscape Architecture		149	120	141	140	182	191
Ornamental Horticulture	120	42	56	64	63	71	76
Services and Inspection	67	48	36	32	38	39	42
Soil Science*	43	10	13	8	9	5	5
TOTALS	504	543	549	541	586	624	637
Engineering							
Aerospace		23	42	80	91	79	114
Civil						73	121
Electronic		115	233	374	525	498	576
Industrial		26	41	66	81	76	77
Mechanical		52	116	165	237	262	275
TOTALS	216	432	685	934	988	1163	
Arts and Sciences							
Accounting			12	32	57	95	133
Business Administration			66	123	209	339	408
Marketing			4	19	29	28	28
Biological Sciences		20	25	55	71	118	177
Education, Elementary							195
Education, Secondary					5	20	22
Language Arts			10	11	11	4	47
Mathematics			19	50	74	99	121
Physical Education		19	57	80	102	125	153
Physical Sciences			14	31	44	46	57
Social Sciences			21	35	92	263	273
TOTALS	39	228	436	694	1137	1614	
GRAND TOTALS	504	798	1209	1662	2214	2749	3414

*First two years

Table II. ENROLLMENT OF REGULAR STUDENTS BY CLASS LEVEL, LIMITED STUDENTS, AND TOTAL ENROLLMENT BY SEX
Kellogg Campus, Fall 1956 — Fall 1962

Year (Fall)	REGULAR STUDENTS BY CLASS LEVEL						Total Reg.	Total Ltd.	ENROLLMENT		
	Fresh.	Soph.	Junior	Senior	Grad.	Uncl.			Total	Men	Women
1956	143	181	90	90			504		504	504	
1957	308	175	152	117		2	754	44	798	798	
1958	515	444	157	65		4	1185	24	1209	1209	
1959	678	580	283	94			1635	27	1662	1662	
1960	710	705	376	358		4	2153	61	2214	2214	
1961	1037	993	507	90		14	2641	108	2749	2428	321
1962	1580	858	657	175		15	3285	129	3414	2804	610

Table III. ENROLLMENT OF TOTAL STUDENTS BY MAJOR
San Luis Obispo Campus, Fall 1956 — Fall 1962

Major	1956	1957	1958	1959	1960	1961	1962
Agriculture							
Ag Business Management				23	77	133	182
Agricultural Engineering	144	125	122	109	102	100	91
Mechanized Agriculture	134	120	132	116	113	95	102
Animal Husbandry	410	340	300	357	364	410	437
Crops	102	99	96	95	110	100	109
Fruit Production	16	20	22	32	30	40	40
Dairy Husbandry	71	61	58	65	64	60	63
Dairy Manufacturing	37	25	26	32	32	37	37
Farm Management	38	61	100	118	126	114	133
Food Processing				3	4	19	21
Ornamental Horticulture	54	55	43	46	66	71	81
Poultry Industry	57	39	35	42	43	39	32
Soil Science	89	81	66	68	76	73	68
TOTALS*	1152	1026	1000	1106	1207	1291	1396
Engineering							
Aeronautical	277	267	250	242	185	175	180
Air Conditioning	121	99	82	88	79	73	85
Architectural	270	285	307	315	356	256	461
Electrical	157	172	159	144	124	130	148
Electronic	628	705	573	550	503	491	496
Industrial	69	97	103	97	102	104	112
Mechanical	485	555	506	444	415	350	375
Welding and Metallurgical				16	29	40	41
TOTALS	2007	2180	1980	1896	1793	1719	1898
Applied Arts							
Business				55	167	204	293
Education, Elementary	77	120	178	217	350	430	513
Education, Secondary	52	40	115	83	70	120	176
English	7	17	31	37	20	4	1
Home Economics	36	64	87	97	174	237	311
Physical Education	72	97	135	160	142	151	141
Printing	112	109	106	95	107	107	110
Technical Arts			31	77	102	105	131
Technical Journalism	37	48	52	33	55	73	69
TOTALS	393	495	735	854	1187	1431	1745
Applied Sciences							
Biological Sciences	58	72	85	93	143	165	201
Mathematics	53	89	131	140	152	175	181
Physical Sciences	18	29	47	53	57	56	71
Agricultural Chemistry	7	15	15	22	22	27	17
Social Sciences	79	102	105	131	138	230	259
TOTALS	215	307	383	439	512	653	729
No Major	23	103	84	182	14	7	33
GRAND TOTALS	3790	4111	4182	4477	4713	5101	5801
*Ag. Techs., included	(192)	(197)	(173)	(256)	(214)	(252)	(285)

**Table IV. ENROLLMENT OF REGULAR STUDENTS BY CLASS LEVEL, LIMITED STUDENTS, AND TOTAL ENROLLMENT BY SEX
San Luis Obispo Campus, Fall 1956 — Fall 1962**

Year (Fall)	REGULAR STUDENTS BY CLASS LEVEL						Total Reg.	Total Ltd.	ENROLLMENT		
	Fresh.	Soph.	Junior	Senior	Grad.	Uncl.			Total	Men	Women
1956	1151	954	828	702	50	—	3685	105	3790	3523	267
1957	1111	1043	893	857	42	—	3946	165	4111	3651	460
1958	1472	1148	781	459	52	26	3938	244	4182	3684	498
1959	1269	1380	998	482	44	37	4210	267	4477	3827	650
1960	1438	1357	1000	654	48	—	4497	216	4713	3886	827
1961	1736	1359	930	764	49	—	4838	263	5101	3999	1102
1962	1872	1661	1015	846	68	—	5462	339	5801	4386	1415

**Table V. GEORAPHIC ORIGIN OF STUDENT BODY
San Luis Obispo Campus, Fall 1960 — Fall 1962**

AREAS	1960		1961		1962	
	No.	%	No.	%	No.	%
Alameda	178	3.8	163	3.2	202	3.5
Amador	3	0.1	4	0.1	2	—
Butte	8	0.2	16	0.3	16	0.3
Calaveras	2	—	1	—	5	0.1
Colusa	4	0.1	2	—	6	0.1
Contra Costa	126	2.7	139	2.7	146	2.5
Del Norte	3	0.1	4	0.1	—	—
El Dorado	14	0.3	11	0.2	9	0.2
Fresno	82	1.7	84	1.6	96	1.6
Glenn	11	0.2	6	0.1	5	0.1
Humboldt	30	0.6	30	0.6	31	0.5
Imperial	31	0.6	23	0.4	22	0.4
Inyo	14	0.3	13	0.2	13	0.2
Kern	168	3.6	163	3.2	188	3.2
Kings	38	0.8	41	0.8	45	0.8
Lake	12	0.2	8	0.2	7	0.1
Lassen	11	0.2	11	0.2	15	0.2
Los Angeles	946	20.1	1014	19.9	1053	18.2
Madera	27	0.6	29	0.6	32	0.6
Marin	37	0.8	58	1.1	72	1.2
Mariposa	—	—	—	—	2	—
Mendocino	21	0.4	25	0.5	30	0.5
Merced	30	0.6	39	0.8	45	0.8
Modoc	3	0.1	6	0.1	4	0.1
Mono	2	—	1	—	2	—
Monterey	94	2.0	134	2.6	180	3.1
Napa	16	0.3	17	0.3	31	0.5
Nevada	6	0.1	3	—	3	—
Orange	115	2.4	127	2.5	130	2.2
Placer	15	0.3	21	0.4	12	0.2
Plumas	4	0.1	4	0.1	4	0.1
Riverside	63	1.3	85	1.7	75	1.3
Sacramento	110	2.3	100	2.0	121	2.1
San Benito	12	0.2	11	0.2	13	0.2
San Bernardino	115	2.4	112	2.2	98	1.7
San Diego	107	2.3	108	2.1	109	1.9
San Francisco	79	1.7	64	1.2	79	1.4

Table V. (Continued)

AREAS	1960		1961		1962	
	No.	%	No.	%	No.	%
San Joaquin	46	1.0	52	1.0	62	1.1
San Luis Obispo	473	10.0	584	11.4	831	14.3
San Mateo	129	2.7	140	2.7	172	3.0
Santa Barbara	263	5.6	327	6.4	363	6.2
Santa Clara	133	2.8	165	3.2	198	3.4
Santa Cruz	47	1.0	51	1.0	46	0.8
Shasta	14	0.3	17	0.3	23	0.4
Sierra	1	—	2	—	1	—
Siskiyou	11	0.2	13	0.2	17	0.3
Solano	42	0.9	39	0.8	46	0.8
Sonoma	40	0.8	31	0.6	34	0.6
Stanislaus	67	1.4	72	1.4	67	1.2
Sutter	13	0.3	11	0.2	19	0.3
Tehama	10	0.2	9	0.2	7	0.1
Trinity	1	—	1	—	1	—
Tulare	83	1.8	87	1.7	105	1.8
Tuolumne	8	0.2	8	0.2	7	0.1
Ventura	116	2.5	113	2.2	121	2.1
Yolo	16	0.3	20	0.4	25	0.4
Yuba	3	0.1	9	0.2	7	0.1
Total California	4053	86.0	4428	86.8	5055	87.1
Other States	323	6.8	333	6.5	291	5.0
United States Territories	51	1.1	50	1.0	31	0.5
Foreign Countries	286	6.1	290	5.7	424	7.3
TOTALS	4713	100.0	5101	100.0	5801	100.0

Table VI. SCHOLARSHIPS, San Luis Obispo, 1962-63

Miscellaneous Awards			Awards administered by College		
(Not administered by College)			Amount	Number	Total
Amount	Number	Total	\$ 50.00	4	\$ 200.00
\$ 50.00	9	\$ 450.00	90.00	3	270.00
75.00	2	150.00	100.00	10	1,000.00
100.00	27	2,700.00	150.00	6	900.00
Calif. State	—	—	180.00	4	720.00
@\$111.00	39	4,320.00	200.00	4	800.00
150.00	4	600.00	250.00	12	3,000.00
200.00	10	2,000.00	270.00	31	8,370.00
250.00	11	2,750.00	300.00	16	4,800.00
300.00	17	5,100.00	350.00	1	350.00
350.00	1	350.00	400.00	5	2,000.00
400.00	11	4,400.00	500.00	75	37,500.00
450.00	1	450.00	600.00	1	600.00
500.00	6	3,000.00	TOTAL	172	\$60,510.00
600.00	2	1,200.00	SCHOLARSHIP SUMMARY		
700.00	1	700.00	Cal Poly	172	\$60,510.00
750.00	4	3,000.00	Misc.	147	\$32,970.00
800.00	1	800.00	TOTAL	319	\$93,480.00
1,000.00	1	1,000.00			
TOTAL	147	\$32,970.00			

Table VII. BACHELOR'S DEGREES BY MAJOR, TOTAL MASTER'S DEGREES, San Luis Obispo Campus, 1956-57 to 1961-62

Major	1957	1958	1959	1960	1961	1962
Agriculture						14
Ag. Business Management						20
Agricultural Engineering	22	17	24	10	16	25
Mechanized Agriculture	5	17	24	17	25	15
Animal Husbandry	56	57	55	43	28	37
Crops	17	18	17	12	17	18
Fruit Production	3	2	1	7	6	1
Dairy Husbandry	19	13	6	12	6	9
Dairy Manufacturing	10	4	4	5	4	4
Farm Management		6	11	17	11	10
Ornamental Horticulture	10	15	7	5	4	9
Poultry Industry	10	7	8	7	8	7
Soil Science	12	26	17	19	12	19
TOTALS*	164	182	174	154	137	163
Engineering						
Aeronautical	46	34	53	53	38	40
Air Conditioning	22	28	26	18	18	14
Architectural	29	27	32	45	43	36
Electrical	27	29	29	30	25	17
Electronic	56	83	71	54	68	58
Industrial		14	21	15	16	23
Mechanical	63	111	140	111	112	77
Welding and Metallurgical						6
TOTALS	243	326	372	326	320	271
Applied Arts						
Business					2	13
Education, Elementary	10	31	41	29	39	61
English		1	4	9	15	1
Home Economics			8	12	17	16
Physical Education	13	10	18	26	17	23
Printing	20	15	33	21	11	14
Technical Arts				16	19	24
Technical Journalism	3	9	11	1		6
TOTALS	46	66	115	114	120	158
Applied Sciences						
Biological Sciences	16	9	14	14	12	15
Mathematics	23	44	61	70	49	48
Physical Sciences	2	4	20	8	14	14
Agricultural Chemistry		4	3	4	8	9
Social Sciences	8	20	16	16	17	12
TOTALS	49	81	114	112	100	98
Totals (Bachelor's)	502	655	775	706	677	690
Master's (Secondary Education)	31	40	41	51	65	53
GRAND TOTALS	533	695	816	757	742	743
*Ag. Tech. Certificates not included above	23	20	25	30	21	14

Table VIII. BACHELOR'S DEGREES BY MAJOR Kellogg Campus, 1956-57 to 1961-62

MAJOR	1957	1958	1959	1960	1961	1962
Agriculture						
Ag. Business Management			11	16	21	10
Agronomy	12	11	25	11	8	14
Animal Husbandry		9	16	12	12	16
Fruit Industries	6	9	6	3	7	6
Landscape Architecture		12	6	16	17	12
Ornamental Horticulture	20	9	15	13	13	8
Services and Inspection	16	18			5	7
TOTALS	54	68	79	71	83	73
Engineering						
Aerospace					5	4
Electronic				4	30	39
Industrial				7	7	15
Mechanical				4	29	35
TOTALS				15	71	93
Arts and Sciences						
Accounting				4	8	9
Business Administration				23	35	41
Marketing				1	4	9
Biological Sciences				9	7	12
English					5	2
Mathematics				7	16	23
Physical Education				4	20	20
Physical Sciences				2	6	7
Social Sciences				7	9	15
TOTALS				57	110	138
Totals (Bachelor's)	54	68	79	143	264	304

Table IX. SCHOLARSHIPS, Kellogg Campus, 1962-63

Awards administered by College			Awards	
Amount	Number	Total	Not administered by the College	
\$100.00 or less	19	\$1,900.00	Amount	Number
125.00	3	375.00	\$ 99.00 or less	3
150.00	7	1,050.00	100-\$149	13
200.00	2	400.00	150-\$199	5
300.00	2	600.00	200-\$249	5
500.00	1	500.00	250-\$349	3
			350-\$499	2
			500-\$650	4
TOTAL	34	\$4,825.00	TOTAL	35

Table X. GEOGRAPHIC ORIGIN OF STUDENT BODY

Kellogg Campus, Fall 1960 — Fall 1962

AREAS	1960		1961		1962	
	No.	%	No.	%	No.	%
Alameda	6	0.3	7	0.2	7	0.2
Amador	2	0.1	1			
Butte			1		1	
Calaveras	1					
Contra Costa	2	0.1	2	0.1	4	0.1
Del Norte					1	
El Dorado	1		1		1	
Fresno	1		2	0.1	5	0.1
Glenn			1			
Humboldt					1	
Imperial	45	2.0	42	1.5	39	1.1
Inyo	3	0.1	2	0.1	2	
Kern	6	0.3	5	0.2	7	0.2
Los Angeles	1277	57.7	1683	61.2	2129	62.4
Marin					1	
Monterey	7	0.3	7	0.2	5	0.1
Napa	2	0.1	1		2	
Orange	137	6.2	145	5.3	191	5.6
Plumas	1					
Riverside	140	6.3	161	5.8	195	5.7
Sacramento	3	0.1	8	0.3	8	0.2
San Benito	1					
San Bernardino	316	14.3	370	13.4	475	13.9
San Diego	57	2.6	62	2.2	53	1.6
San Francisco	3	0.1	3	0.1	5	0.1
San Joaquin	10	0.4	11	0.4	11	0.3
San Luis Obispo	2	0.1	2	0.1	4	0.1
San Mateo	5	0.2	8	0.3	9	0.3
Santa Barbara	11	0.5	16	0.6	7	0.2
Santa Clara	7	0.3	6	0.2	5	0.1
Santa Cruz			1		1	
Solano	1		3	0.1	2	
Sonoma					2	
Stanislaus	11	0.5	9	0.3	10	0.3
Tulare	9	0.4	9	0.3	10	0.3
Tuolumne	1		1		1	
Ventura	22	1.0	22	0.8	19	0.6
Yolo					1	
Total California	2090	94.4	2592	94.3	3214	94.1
Other States	45	2.0	59	2.1	76	2.2
United States Territories			3	0.1	1	
Foreign Countries	79	3.6	95	3.4	123	3.6
TOTALS	2214	100.0	2749	100.0	3414	100.0

California State Polytechnic College Annual Report 1962-1963

