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**ANNUAL REPORT  
TO THE STATE BOARD OF EDUCATION  
ON THE PROGRESS OF THE  
CALIFORNIA POLYTECHNIC SCHOOL  
SAN LUIS OBISPO, CALIFORNIA  
JANUARY, 1946**

*Jan 1946-1945*

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## FOR E W O R D

An annual report confined to the activities of the California Polytechnic School during the period of the last six months of World War II and the first six months of reconversion to peace-time instruction would hardly give a true picture of the scope of this college. For that reason, and for the information of new members of the State Board of Education and others who read this report, who likewise are not entirely familiar with the history of this state college, the current report covers a greater period than the calendar year, January 1, 1945, to December 31, 1945.

During the calendar year of 1945 the California Polytechnic School was occupied with the two-fold task of continuing a naval aviation training program which had begun in January, 1943, and with the task of providing the kinds of training needed in the fields of agriculture and industry by a rapidly increasing number of veteran students. The continuation of the naval aviation training program for six months beyond the mid-year ending of the war meant that again, for the third year, a major portion of the college's activities revolved around a war-time military training program. It wasn't until February of 1946 that the naval aviation training program was concluded with a presentation of a certificate of merit from the Navy department signed by Secretary of the Navy James Forrestal.

The activites of the college during the first three months of 1946, without the presence of a navy program, are a much better measure of the college's normal scope of service to the state than any of the activities in the previous three year period. For that reason we have taken the liberty to include in this report some material which would normally appear in next year's report.

ANNUAL REPORT TO THE STATE BOARD OF EDUCATION  
ON THE  
PROGRESS OF THE CALIFORNIA POLYTECHNIC  
SCHOOL

W A R - T I M E   A C T I V I T I E S

NAVAL FLIGHT PREPARATORY PROGRAM

In January, 1943, California Polytechnic was chosen by the Navy as one of 17 schools in the United States equipped with the necessary facilities and staff to begin immediate training of naval aviation cadets. On January 6, 1943, the first battalion of 200 cadets arrived and instruction for them began on January 11.

With the arrival of the Twelfth Battalion on November 29, 1943, California Polytechnic was designated as a "fleet school" with all cadets in that and future battalions taken from the "fleet" and Marine Corps enlisted personnel. The battalion size was increased at that time to approximately 280 men, bringing the total cadets "on board" at one time to about 840.

The college's instructional staff was enlarged to 46 during the Naval Flight Preparatory program. Fifteen of the college's regular teaching staff were given teaching assignments in the naval aviation training program, enabling the college to keep these instructors on the staff during a time when civilian enrollment had dropped to less than 50 students at one time.

In addition to the school's instructional staff, the Naval Flight Preparatory School had a staff of approximately 25 commissioned officers who handled training in physical education, military drill, ship and aircraft recognition, and disciplinary and administrative details of the program.

During the 42 months operation of this program the school provided instruction, classroom, housing and dining hall facilities, for which it was reimbursed by the Navy. A total of more than 3600 cadets were graduated from the California Polytechnic Naval Flight Preparatory School during the period of its operation, January, 1943, to November, 1944. This phase of naval aviation training at California Polytechnic ended in November, 1944, when the program was discontinued throughout the country.

#### NAVAL ACADEMIC REFRESHER UNIT PROGRAM

Prior to the closing of the Naval Flight Preparatory Program, California Polytechnic was selected by the navy as one of eight schools to continue a new phase of naval aviation training, the Naval Academic Refresher Unit Program. This new program began in July, 1944, and until November of that year, both programs ran concurrently.

This program differed from the Naval Flight Preparatory program in that the trainees maintained their regular enlisted ratings while in the program and were permitted by the navy to enter into all normal college activities the same as civilian students. Each incoming group was broken down into battalions on the basis of entrance examinations which placed the trainees in eight, sixteen or twenty-four week refresher courses.

The average complement of trainees "on board" at one time under this program was about 300, although at one time the school became the largest of the eight Naval Academic Refresher schools when a total of 500 trainees were enrolled.

Trainees in this program received instruction in English, physics, mathematics, history, and physical education. All instruction was provided by the school, as was all messing and housing, for which the school

was reimbursed by the navy. This program was continued through February, 1946, with a total of 1100 trainees having received training here.

At the time this program was discontinued the navy requested that the school continue with another navy training program, but the urgent need by returning servicemen for housing accommodations in connection with their instruction in agriculture and industry made it necessary for the college to decline the invitation to continue navy training here.

#### FOOD PRODUCTION WAR TRAINING

California Polytechnic School served as the state headquarters and offices for the Food Production War Training program. The FFWT program was a training program financed by federal funds to give farmers and members of farm families training in methods of food production training of farm workers in preservation and conservation of food and related mechanical skills. The president of California Polytechnic was state director of this program.

#### WAR PRODUCTION TRAINING

National Defense Training classes at California Polytechnic started September 3, 1940, at the very inception of this program in the United States. Instruction was given in machine shop, welding, and aircraft sheet metal work. Some classes were run 24 hours a day, seven days per week.

In October, 1940, the first unit of a National Youth Administration resident project was dedicated and almost immediately 230 young men began training in welding, machine shop, and aircraft sheet metal. In May, 1941, courses for radio technicians were added to the War Production training program.

In March, 1942, classes were begun in radio repair, aircraft sheet

metal, aircraft maintenance, aircraft engine, and aircraft electrical work, for training civilians under Civil Service requirements for air depots.

In July, 1942, radio training classes for the U.S. Signal Corps were begun and were continued until January, 1943. Nearly 3,500 men and women were trained for war production work during the period from September, 1940, until January, 1943.

By February 19, 1943, all War Production Training classes at California Polytechnic were discontinued due to lack of housing facilities brought on with the arrival of cadets under the Naval Flight Preparation program.

#### REGULAR INSTRUCTION UNDER WAR CONDITIONS

All regular activities of the college were maintained with no cessation of educational service during the war period. The faculty was retained with little change, with most faculty members instructing both civilian and naval students. While civilian classes were small during this period, all regular majors were continued. The flocks and herds used for instructional purposes at the college, including some of the finest breeding in the state in dairy and beef cattle, sheep, swine, poultry, and light horses, were maintained. During the war, the orange, lemon and avocado groves at the Voorhis unit were operated commercially by the college. At San Luis Obispo the deciduous fruit variety orchards, the vineyard, the greenhouse and nursery received continuous care.

#### P O S T--W A R A C T I V I T I E S

##### ENROLLMENT

Total number of regular, full-time students enrolled during the 1945-46 school year to date (from June 11, 1945 to March 21, 1946) is

809, a figure nearly as great as the December 30, 1940, peak enrollment figure of 866 students. This 1945-46 enrollment figure, although it does not represent the full year, is the largest number of regular, full-time students in history on the San Luis Obispo campus alone. Previous enrollment figures after 1938 contained the total of regular students also enrolled at the southern branch, a figure which varied from 120 to 150 students. When the Voorhis Branch is reopened for the Fall quarter, 1946, the total enrollment of the college will surpass any previous enrollment figure by a considerable amount.

A study of the Spring quarter enrollment, at the time this report was prepared, shows that of 655 students, 391 are in the division of agriculture and 264 are in the industrial division. About 80 per cent of the total number of students are veterans of World War II receiving, or are eligible to receive, educational benefits under Public Law 346 (G. I. Bill) or Public Law 16 (Vocational Rehabilitation).

A breakdown of enrollment figures for the four quarters of the calendar year of 1945 and for the first two quarters of 1946 follows:

Enrollment By Quarters  
1945

Winter Quarter (as of Feb. 2, 1945)	
Freshmen . . . . .	50
Sophomores . . . . .	8
Juniors . . . . .	<u>6</u>
Total enrollment-64	
Agriculture-47	
Industry----17	
	<u>64</u>

Spring Quarter (as of April 27, 1945)	
Freshmen . . . . .	64
Sophomores . . . . .	11
Juniors . . . . .	6
Seniors . . . . .	2
Total enrollment-83	
Agriculture-65	
Industry----18	
	<u>83</u>

Summer Quarter (as of July 20, 1945)	
Freshmen . . . . .	29
Sophomores . . . . .	2
Juniors . . . . .	<u>2</u>
Total enrollment-33	
Agriculture-31	
Industry----2	
	<u>33</u>

Fall Quarter (as of Nov. 1, 1945)	
Freshmen . . . . .	143
Sophomores . . . . .	35
Juniors . . . . .	10
Seniors . . . . .	5
Total enrollment-193	
Agriculture-134	
Industry----59	
	<u>193</u>

Enrollment By Quarters  
(First Two Quarters of 1946)

Winter Quarter (as of Jan. 25, 1946)	Spring Quarter (as of March 21, 1946)
Freshmen . . . . 195	Freshmen . . . . 487
Sophomores . . . . 61	Sophomores . . . . 74
Juniors . . . . 36	Juniors . . . . 54
Seniors . . . . 31	Seniors . . . . 40
Total enrollment--323	Total enrollment--655
Agriculture-211	Agriculture-391
Industry----112	Industry----264
323	655

DISTRIBUTION OF ENROLLMENT BY COUNTIES

In checking the enrollment table for full-time students which follows, it will be noted that students are attending California Polytechnic college from at least 43 of California's 58 counties, making the services of this college truly statewide in scope. The fact that California Polytechnic has such a wide-spread enrollment throughout the State is in contrast to the trend noted in statistics of other colleges which show the majority of students are drawn from within a comparatively small radius of the institutions.

The consistency of the state-wide spread of enrollment at California Polytechnic can be noted in the following summary table of distribution which lists 1940, 1941 and 1946 figures for comparison. Although there has been much fluctuation as to the percentages of students coming from the various counties, no particular significance can be attached to the losses or gains by counties over the last few years.

COMPARATIVE SUMMARY OF REGISTRATION

<u>County</u>	<u>January 4, 1940</u>	<u>January 1, 1941</u>	<u>March 21, 1946</u>
Alameda	23	25	19
Amador	2	1	0
Butte	6	9	1
Calaveras	0	1	0
Colusa	3	5	2
Contra Costa	15	17	7
Fresno	24	23	20
Glenn	6	7	1
Humboldt	7	13	6
Imperial	4	12	3
Inyo	2	2	0
Kern	17	18	8
Kings	6	13	6
Lake	3	0	0
Lassen	0	1	2
Los Angeles	185	197	163
Madera	6	5	1
Marin	3	1	2
Mariposa	0	1	0
Mendocino	5	8	1
Merced	15	16	2
Modoc	4	4	0
Monterey	6	8	8
Napa	0	1	7
Nevada	1	0	1
Orange	25	39	12
Placer	1	5	1
Riverside	24	24	11
Sacramento	9	7	5
San Benito	0	3	1
San Bernardino	34	34	13
San Diego	24	20	15
San Francisco	14	17	19
San Joaquin	19	16	14
San Luis Obispo	84	81	134
San Mateo	2	7	6
Santa Barbara	25	37	19
Santa Clara	15	18	15
Santa Cruz	9	9	10
Shasta	0	0	3
Sierra	0	0	1
Siskiyou	4	7	0
Solano	2	5	0
Sonoma	10	9	8
Stanislaus	24	19	7
Sutter	1	4	0
Tehama	2	7	2
Trinity	1	1	0

<u>County</u>	<u>January 4, 1940</u>	<u>January 1, 1941</u>	<u>March 21, 1946</u>
Tuolumne	0	3	2
Tulare	15	21	18
Ventura	11	9	8
Yolo	4	3	3
Yuba	6	5	1
Other States & Foreign			
Countries	<u>29</u>	<u>67</u>	<u>67</u>
	<u>737</u>	<u>866</u>	<u>655*</u>

\*Only 655 of the 809 students enrolled during the period from June 11, 1945 to March 21, 1946, were included in this study. Were the balance covered, some additional counties would undoubtedly be represented.

**Distribution of Enrollment by Curricula  
(As of March 21, 1946)**

Enrollment in the agricultural and industrial divisions of the college is divided as follows:

<u>Agricultural</u>	<u>Industrial</u>
Freshmen . . . . 269	Freshmen . . . . 218
Sophomores . . . . 53	Sophomores . . . . 21
Juniors . . . . 39	Juniors . . . . 15
Seniors . . . . 30	Seniors . . . . 10
Total <u>391</u>	Total <u>264</u>

Within the Agricultural division the enrollment is divided among the eight major subjects offered as follows:

	<u>Degree</u>	<u>Technical</u>	<u>Vocational</u>	<u>Total</u>
Agricultural Inspection	28	12	3	43
Agricultural Mechanics	3	4	3	10
Crops Production	28	4	1	33
Dairy Production & Manuf.	30	1	5	36
Fruit Production	9	2	4	15
Meat Animal Husbandry	120	16	23	169
Poultry Production	19	4	3	26
Ornamental Horticulture	19	3	2	24
Agricultural Special	<u>256</u>	<u>48</u>	<u>44</u>	<u>35</u>
				<u>391</u>

Within the Industrial division the enrollment is divided among the five major subjects offered as follows:

	<u>Degree</u>	<u>Technical</u>	<u>Vocational</u>	<u>Total</u>
Aeronautical Industries	65	4	1	70
Air Conditioning	63	14	12	99
Electrical Industries	50	5	7	62
Radio & Electronics	9	2	0	11
Mechanical Industries	20	1	0	21
Industrial Special	—	—	—	1
	207	26	20	264

#### COURSES OF STUDY

As is shown by the division of enrollment by curricula on the preceding page, the majority of the students in both the agricultural and industrial divisions are registered in the four-year degree curricula leading to a Bachelor of Science degree. In addition to the four-year curricula, California Polytechnic offers two-year vocational and three-year technical curricula in both the agricultural and industrial divisions. The much smaller enrollment in the less-than-degree curricula is significant in as far as it shows a definite trend on the part of the student to seek the longer training which will qualify him for the more professional or more remunerative position. However, this present trend may be due in part to the fact that the majority of the students are eligible for four-years of training under the G. I. Bill of Rights and are taking advantage of the opportunity of getting the higher education at the government's expense. In addition to the two-year, three-year and four-year curricula, special and refresher courses of less than two years in length are also available and the figures show on the preceding page that 35 agricultural students are taking "special" courses

and one industrial student is taking a "special."

#### VOCATIONAL EMPHASIS

Emphasis throughout all three levels of curricula is placed on the vocational or "job-getting" phase of the training. A student is adequately counseled at the outset of his training at California Polytechnic as to the educational requirements necessary to qualify him for the occupation he has chosen. If the occupational objective of the student is one which requires only a two-year course, he is advised of that fact and registered in the proper curricula. Likewise if his objective requires a three-year or four-year course, he is so advised.

#### EDUCATIONAL PLAN

The California Polytechnic educational plan is unique among institutions on a college level in that it uses a practical system which groups as many job-getting and technical courses in the first two years as possible. Under this plan the student finds that at whatever point he leaves school, he has a maximum knowledge of skills which will enable him to earn a living. This educational pattern definitely improves the immediate earning capacity of those students who, for various reasons complete their formal education after one or two years of college. This is of particular value to the veteran receiving benefits under Public Law 346 and guarantees one year of college training with additional periods of training dependent upon the length of his service and the satisfactory completion of previous training. Naturally, if the student is able to complete the four-year course, his opportunities for success in the more highly remunerative positions will be greatly increased.

In the third and fourth year the student takes, in addition to courses in his major, most of those subjects sometimes considered as "background" and "broadening." The net result of this "upside-down"

system is that the student who completes the four-year curricula leading to a Bachelor of Science degree will have covered substantially the same course content as would be covered in a similar major in a typical agricultural-mechanics arts type college--but in an inverted order.

It should be noted that under the "upside-down" plan the emphasis during the first and second years of training is placed upon the courses in the occupational field of the student's choice. The related physical and biological sciences and related social science courses, which help one to know the "why", represent a relatively small portion of the total course content during the early years of the program, and become increasingly important as one nears the completion of his training period.

Because of the "upside-down" educational system, shorter courses run closely parallel with the first two years of the degree curricula. A student guaranteed only one year of college training but with a possibility of getting a maximum of four years, will find that this arrangement has several advantages. He is assured of acquiring sufficient skills in his first year to enable him to earn a living with the occupational field of his choice. And, if he later finds that he may take a second, third, or fourth year, he knows that he may do so with very little shifting of his course and with little or no loss of time.

#### DEGREES AND CERTIFICATES

Successful completion of the four-year curricula in agriculture or industry is recognized by the granting of a Bachelor of Science degree. The Technical certificate is awarded for the completion of the three-year curricula and the Vocational certificate signifies completion of the two-year curricula. The college does not offer any certificate for a one-year period, although it recognizes the tangible value of such

short periods of enrollment. A certificate of recommendation supplementing the graduation diploma is made for achievement and proficiency in sub-fields of the major. This provides the prospective employer with definite information regarding the branches of the occupation or kinds of work for which the graduate is best qualified.

#### PROJECT METHOD

To further carry out the objective of providing specific instruction for specific occupations, the college operates an unique project method of instruction which combines the educational philosophies of "learning by doing" and "earning while learning." Students have a \$90,000 revolving fund from which they may borrow to conduct projects in fattening livestock, raising foundation beef, sheep, swine or dairy cattle; conducting individual dairy projects or operating the project herd as a group; operating the poultry unit as a project; growing ornamentals or field and truck crops.

In the industrial departments the projects are usually group projects rather than individual projects. In aeronautics, for example, the department, which is the 84th government-approved repair station in the United States and operates under strict C.A.A. regulations, accepts aircraft or aircraft engines damaged beyond feasible commercial repair to be overhauled for their owners or purchased out-right and rebuilt by the students.

It is not necessary for a student to have a co-signer in order to borrow from the project fund, and the fund is so operated as to guarantee against individual student financial loss.

This practical system not only enables the student to earn money while doing work directly related to his major occupation and academic interest, but also gives him the "feel" of ownership or management, a

proven incentive for learning. Observing the young man as a producer under commercial conditions furnishes an excellent indicator of his probable future success on the job.

#### STUDENT LABOR

In addition to the opportunities for students to earn money through managerial projects described above, the California Polytechnic School has established a policy of using a maximum number of students to operate the entire campus and farm of 2083 acres at San Luis Obispo and 150 acres in the Voorhis unit at San Dimas. The average earning by students is several times as great as the typical college where adults are employed full-time to do a large part of the kind of work done here by students. The school was forced to hire some full-time farm, janitor, gardener and dining hall help during the war-years when our civilian enrollment was very small and the presence of the naval aviation training programs made the maintenance problem even greater than usual. However, student help in these classifications is again being hired as rapidly as possible. Naturally, the fact that from 60 to 80 per cent of the students are receiving adequate financial assistance through Public Law 16 and Public Law 346 makes for less competition among students for the available jobs. In addition to this on-campus labor, the school has an employment office where off-campus job opportunities are handled under the direction of an instructor assigned part-time to that duty.

A recapitulation of a typical month of on-campus student work under State, Project Fund, and Cafeteria-Dormitory fund follows:

December, 1945  
(from payrolls)

<u>Classification</u>	<u>Number of Employees</u>	<u>Payroll</u>	<u>Totals</u>
<u>State</u>			
Administration--San Luis Obispo	2	19.06	19.06
Instruction--San Luis Obispo			
Agriculture	5	73.25	
Industry	2	28.80	
Related	11	71.05	
Library	2	15.00	
Printing & Mimeographing	-	-	188.10
Maintenance & Operation--San Luis Obispo			
Buildings	4	41.50	
Grounds	2	6.00	
Automobiles	2	33.60	
Heat-Light & Power repairs	2	39.00	120.10
Farm--San Luis Obispo			
General	6	157.50	
Meat Animals	6	257.30	
Dairy	2	45.94	
Poultry	3	115.46	
Orchard	16	232.78	
Agricultural Mechanics	3	24.00	832.98
	Total	68	1,160.24

Project Fund--San Luis Obispo

Beef	2	70.00
Hogs	1	30.00
Sheep	1	12.00
Dairy	16	531.78
Poultry	11	131.65
Crops	3	7.65
Feed	6	51.00
Horses	2	110.50
<b>Total</b>	<u>42</u>	<u>944.58</u>

### Cafe-Dormitory-San Luis Obispo

Cafe	26	300.20	
Dorms	10	123.51	423.71

Note: Because the Voorhis Unit was not open during the war, there was no student labor to report for the branch school. It also should be noted that under the heading, Project Fund, expenditures for student labor in

the dairy, poultry, meat animals and other departments do not include additional labor income from self-owned projects.

#### GENERAL FARM OPERATION

The California Polytechnic farm reaped the greatest harvest in 1945 that has ever been produced in the history of the school. More than 690 tons of oats and vetch hay were produced on dry farming land, and 124 tons of alfalfa hay were produced on irrigated lands. In addition to this, 364 tons of corn and sorghum for ensilage were produced and fed to dairy and beef cattle and other livestock.

This crop was harvested in spite of the most acute labor shortage the farm has had since the beginning of the war.

The tractors and farm machinery used in farming operations are all very old. With the exception of one tractor and a hay loader purchased in 1939, the rest of the equipment is between 10 and 18 years of age, and presents a considerable maintenance problem when subjected to a heavy season of work with inexperienced operators such as was the case this year.

The 1946 season holds brighter prospects. Many of the older students have returned from the services and from these the selection of trained, experienced, and competent operators and farm hands should ease the labor situation considerably. Some new equipment is available and the school already has purchased a new side-delivery rake, a small combine harvester, a tractor-drawn manure spreader, and an automatic hay baler. This baler requires only one man to operate instead of the usual crew of seven required for the old machine. Besides this it will bale twice as many tons per day and since it picks up the hay directly out of the windrow, it does away with the two operations of bunching and shocking the hay.

As new machines are available, the school hopes to be able to replace much of its old and obsolete equipment. Since the greatest part of our farm work is done by students as part of their practical training in various classes, it is important that the school have modern and up to date equipment for them to work with.

During 1945 the school replaced a large part of its existing irrigation lines which had become rotten and leaky. Several spur lines were added to make the distribution of water on our irrigated lands more efficient.

#### SCHOLARSHIPS AND LOAN FUNDS

During the past year a number of additions and changes have been made in the scholarships offered to students of California Polytechnic.

W. P. Rucklos established a new \$100 annual scholarship award to a worthy aeronautical student who has completed the freshman year here.

The Rucklos Calcium Carbonate company established a new \$100 annual scholarship award to a worthy animal or dairy husbandry student who has completed the freshman year here.

The Sears, Roebuck and Company is continuing to offer up to \$2000 in freshman scholarships to worthy agricultural students wishing to attend California Polytechnic.

The South San Francisco and Stockton Union Stockyards company has increased its award from one \$100 annual scholarship to two \$100 annual scholarships to be awarded to Future Farmer on the basis of excellence of performance in beef, sheep or hog project work.

The E. C. Loomis and Son Scholarship has been increased from one \$50 annual award to one \$100 annual award to an outstanding graduate of the high school vocational agriculture department at San Luis Obispo, Arroyo Grande, Santa Maria, or Cambria,

Philip R. Park, Incorporated, has increased their one annual \$100 scholarship to two \$100 annual awards to worthy boys who have completed two years of outstanding work at California Polytechnic in animal husbandry, dairy or poultry production

Other scholarships being continued are: the Safeway Stores, Inc., \$100 annual scholarship; the Poultrymen's Cooperative Association of Southern California, \$100 annual scholarship; the Washburn and Condon, \$100 annual scholarship; the Challenge Creamery \$100 annual scholarship; the Carl Raymond Gray four \$100 scholarships, and the Sears, Roebuck and company \$200 sophomore scholarship.

#### LOAN FUNDS

The principal source of loans is the Leopold Edward Wrasse Loan Fund. This loan fund was established by a gift of \$25,000 in bonds from an elderly Fresno County farmer in 1938 for the benefit of deserving boys desirous of an education and needing financial assistance. The bonds were sold by the school for \$28,000. When Mr. Wrasse died February 1, 1945, at the age of 96, his will contained a provision that the net income from approximately \$400,000 of his estate would go to the college to augment this loan fund after certain other provisions of the will were fulfilled. Interesting aspect of this will was the fact that Mr. Wrasse, youngest of 17 named relatives who were last known to have been living in Germany, requested that any of these 17 relatives who were found to be living were to receive the interest from the estate until their death. At that time the college is to receive the entire amount. At present there is approximately \$4,500 available for loans during the school year 1946-47.

Two other loan funds were established in the past year. The Veterans Loan fund, a short time loan fund, was established by the

California Polytechnic Women's club for assistance of needy veteran-students.

The California Polytechnic Memorial loan fund was established from the contributions of numerous persons. It is designed to aid needy students where immediate financial assistance is needed.

Other loan funds available are: the Rotary Club fund, the California Polytechnic Women's Club Fund, The Student Accommodation Loan Fund and the Wilder Memorial Loan Fund.

#### GIFTS

Among the gifts received by the college during the past year were the following:

1. Seven Berkshire sows and one boar donated by the following men:  
A. H. Simmons, Chino; Glen Livingston, Chino; Frost Brothers, Poway; T. E. Leavey, Los Angeles; Harold Shumate, Santa Monica; Bob Burns, of radio and movie fame, Canoga Park; Virgil Graves, Farmington; and Alex Wilson, Pomona. These sows have so far produced twelve litters of pigs. The addition of Berkshires adds materially to the offerings in swine at California Polytechnic.
2. Thoroughbred mare, \*Lampyirs, donated by Walter T. Wells, of Los Angeles. This mare is by Young Lover out of Firecrest by Phalaris. She was imported by Marshall Field of Chicago and purchased by Mr. Wells at Kentucky. Donors of other thoroughbred horses given since the Thoroughbred Breeding project began are listed on page 28.
3. Poland China gilt donated by three students, Jack Nolan, Ad Santel and Mel Eberhard, who won this gilt at a Swine Field day held at the William Crinklaw ranch in King City.
4. A registered Jersey cow donated by J. H. Sawyer, Galt, California.

This is an excellent cow and belongs to an outstanding family established by Mr. Sawyer at California Polytechnic.

5. A registered Jersey heifer donated by J. H. Sawyer, Galt. This is a beautiful heifer and is a daughter of the above named cow.
6. Donation of \$500 to the California Polytechnic Memorial Loan fund by Mr. J. H. Sawyer, Galt, California.
7. Donation of \$50 to the California Polytechnic Memorial Loan fund by Mr. L. H. Kirkpatrick, P. O. Box 26, Los Olivos, California.
8. McKnight De-Biller donated by the McKnight Poultry Products company, 15316 Cohasset St., Van Nuys, California. Used for student and demonstration work in poultry department.
9. Lyon De-Beaker donated by the Lyon Electric company, San Diego, California. Used for student and demonstration work in poultry department.
10. Assortment of technical books donated by Mrs. Milton Righetti, 940 Santa Rosa Street, San Luis Obispo.

#### TESTING AND ORIENTATION

The type of student personnel of California Polytechnic has changed as has that of all colleges during the past year. About 80 per cent of the student body is made up of veterans who, on the average, are more mature than the former students, and whose educational backgrounds are more diversified. At the same time the college is also enrolling young students just out of high school, who are away from home for the first time and whose lack of maturity as compared with the veteran, influences both their attitudes and achievement. In addition students are enrolling at a rapid rate and at the beginning of each new quarter rather than at the Fall quarter only.

The administration has recognized its responsibility for meeting these new conditions and on July 1, 1945, established a testing and

orientation program under one of the instructors who is acting as director of counseling and guidance.

At the beginning of each quarter all students are given a battery of tests to determine as rapidly and objectively as possible the type and level of training needed by each individual. Students are registered in their courses on the basis of this information.

Previous experience is evaluated by the registrar's and recorder's offices so that students need not duplicate courses whose content has already been mastered. A theme on the student's educational background is also written and filed in his folder as a source of possible significant information to be used in later interviews.

Entering students are enrolled in an Orientation course, taught by the men's counselor, and are given further tests to help each man determine what his abilities are in various fields. An adjustment test is used as a basis for discussing each individual's health, social and emotional adjustment level. During these individual conferences many of the students have demonstrated a frankness and eagerness to discuss a wide variety of personal problems.

The Orientation course and guidance functions do not replace any of the guidance functions of teachers or department heads, but are supplementary to those functions, serving as a clearing house for information as to where to get help on various types of problems.

Test results have caused the college to develop new courses in English, mathematics and science to supplement the students' previous training or lack of a subject-matter pattern. Teachers have modified instructional methods to appeal to the more mature student.

To assist the returning serviceman who wishes to speed up his education the college is accepting new students for entrance at the beginning of each quarter rather than just at the beginning of the Fall

quarter. Students may also register late during a quarter if they receive permission from the counselor. Special tutoring sections are held to aid late-coming veteran students to catch up on their work.

Drop-outs have been held to a minimum as evidenced by the record in the Recorder's office where only one student in twenty-five listed as reason for withdrawal that he couldn't adjust to the course work.

#### VOORHIS UNIT, SAN DIMAS BRANCH

Although the Voorhis Branch of the California Polytechnic college, at San Dimas, was not open to students during the last three years, plans are now being completed to re-open this citriculture and horticulture branch of the college for the Fall quarter, 1946.

In 1938 this completely equipped school and farm of 150 acres near San Dimas, admirably situated and adaptable for technical instruction in citriculture, deciduous fruit production, agricultural inspection, and landscape gardening, was deeded to the California Polytechnic School by its owners, Charles B. Voorhis of Pasadena, and his son, Congressman Jerry Voorhis. The school had been built by them at a cost of more than one million dollars for the purpose of providing a home and training for under-privileged boys. This magnificent gift to practical education was immediately put to use as an integral part of the main institution, being operated as a plant industries department of the college.

During the war, the orange, lemon, and avocado groves at the Voorhis unit as well as the deciduous orchard, have been operated commercially by the college so that they have been maintained and are ready to be used for instructional purposes again.

The Voorhis Branch has dormitory facilities for about 160 students and is equipped with a dining hall, recreational hall, non-denominational

chapel, infirmary, library, and numerous classroom and laboratory facilities.

#### SUMMER QUARTER

The California Polytechnic established a plan, effective June, 1945, which enables a student to complete a normal four-year course in less time by attending regular quarters of instruction offered in the summer. The Summer quarter has been added to the regular calendar and puts the college on a four-quarter basis.

#### SPECIAL PROGRAMS

##### AGRICULTURAL TEACHER TRAINING

Since 1931, California Polytechnic has been a functional unit in the training of prospective vocational agricultural teachers, and of teachers in-service.

A selected group of from 25 to 30 men are chosen each year from among the agricultural college graduates of California and other western states. They enter a year of training, part of which consists of supervised practice teaching in selected high schools known as "critic centers," and part of which consists of attending special classes at California Polytechnic, in teaching methods and in actual agricultural practices. The "cadets" or trainees thus spend five months in adding to their agricultural techniques at this institution. Their work here is supervised by an assistant State teacher trainer of the Bureau of Agricultural Education while California Polytechnic faculty members teach courses in skills. Credentials for this training are given by the University of California working cooperatively with California Polytechnic, and the Bureau of Agricultural Education.

The college is also the training center for the aid of in-service teachers. During the summer months, various courses are given in agri-

cultural management and farming skills, and in professional improvement. In addition, the annual conference of teachers is held on the campus. Full credit is given toward credentials and for local professional standing, through Polytechnic School-Bureau of Agricultural Education summer work. Because of the navy programs, these summer school sessions were not held during the war, but the agricultural teachers conference was held in 1945.

#### SERVICE AND EXTENSION

An integral part of the California Polytechnic educational program is the service program for the vocational agriculture system throughout the state. When in 1933 this school was made the responsibility of the same agency which is in charge of this high school agricultural work, namely the Bureau of Agricultural Education, it was officially designated as the service institution to aid the high school vocational agriculture program, in addition to its resident offerings.

In this function, the school serves as the headquarters for the bureau. The president of the school served in the dual capacity of the chief of the bureau from 1933 until October, 1945, at which time he became State Director of Vocational Education and retained the presidency of the college. The new chief of the bureau maintains his headquarters here as do also a number of the other staff members of the bureau. From this point they directly supervise vocational agriculture throughout the state, and provide project materials for boys and teaching materials for the 300 instructors in 200 schools.

#### DRUG AND OIL PLANT PROJECT

In March, 1946, the Governor signed a bill appropriating \$110,000.00 to continue the research and demonstration work in medicinal drugs and oils which was begun in April, 1942, under an emergency grant from the

Governor's Emergency Fund and later supplemented by a special appropriation of \$35,000 by the legislature.

This program, which is under the direction of the school, has offices in Los Angeles with a project director and assistant. These two individuals are spending full time working with farmers and other interested groups in encouraging the domestic production in many new crops in California. It is believed that this state is a potential production area for numerous plants whose products are used extensively in this country, yet in the past have been imported, because of lack of development in this country.

The Drug and Oil Plant Project has undertaken the promotion and supervision of domestic production in California of the following crops: sage, marjoram, summer savory, sweet basil, colchicum, caraway, coriander, thyme, belladonna, datura stramonium, digitalis or fox glove, blue poppy, aloe, and many other similar crops primarily of medical or condiment nature. In addition, encouragement has been given to harvesting of native or cultivated plants in California. This list includes essential oils from eucalyptus, pepper, camphor, laurel and geranium; in addition, farmers have been encouraged in assisting in the harvest of cascara, sage, and digitalis.

#### OUTSTANDING EVENTS OF 1945

1. Great Western Livestock Show--When Bill Marxmiller, sophomore meat animal husbandry student, exhibited the Grand Champion steer at the Great Western Livestock show in Los Angeles in December, 1944, no one realized that at the following Great Western held December, 1945, another Cal Poly student-owned steer would take the Grand Championship. This last Grand Champion was owned by students Ade Harders and Jim O'Neil. The 1944 Grand Champion Shorthorn sold for the Pacific Coast record price

of \$4.25 per pound, and the 1945 Hereford sold for \$2.60 per pound.

In both the 1944 and 1945 shows Cal Poly animal husbandry students took so many championships, first, second and third places for their beef, sheep and hogs that it would take several pages to list the winners.

2. California State Veterinary Medical Conference--More than 150 California veterinarians attended the third annual wartime conference of the association held on the Cal Poly campus, January 9-11, 1945. On January 15-17, 1946, the California veterinarians had a repeat performance, meeting for the fourth successive year on the campus.

3. World's Record Holstein-Friesian Sire--In February, 1945, the dairy department was notified by the Holstein-Friesian association of America that Sir Bess Gettie of Taylaker, 2nd, senior Holstein sire of the dairy herd, had been given the highest index rating on record. His seven tested daughters averaged 773 pounds of butterfat and 21,240 pounds of milk for a year on a three-times-a-day mature basis. One of his yearling-in-bred sons sold for \$1050 last October at public auction. The Polytechnic herd of registered Guernsey, Holstein and Jerseys now averages 425 pounds butterfat per cow; the average California dairy cow produces about 265 pounds.

4. Veterans Advisers Conference--For two weeks starting in February 12, 1945, California Polytechnic was the focal point of attention of persons throughout the state interested in the formulation of a state-wide coordinated plan for veterans' guidance. Outstanding educational leaders from all parts of the state and representatives of more than 50 agencies active in guidance of veterans took part in the conference. The conference was conducted jointly by the division of readjustment education, the bureau of occupation information and guidance, and the California Polytechnic college.

5. Cal Poly Named in Will--California Polytechnic will receive eventually

all the net income from approximately \$400,000 of a \$450,000 estate left by Leopold Edward Wrassse, 96, who died in Fresno, February 1, 1945. About \$40,000 was bequeathed to four friends and the remainder is to be held in trust for the Prussian born rancher's 17 relatives, last known to be living in Germany. Mr. Wrassse was thought to be the youngest of these relatives. If these relatives can be found alive, they will share equally the income from the estate. At the death of the last of the 17 named heirs, the money is to come to Poly perpetually under the terms of an exisiting trust agreement made by Wrassse in 1938. The 1938 agreement established a \$25,000 trust loan fund for deserving students.

6. Agricultural Teachers Conference--California Agricultural teachers concluded a two-week summer session at California Polytechnic on June 29, 1945.

7. Veterans Administration Opens Office on Campus--On June 18, 1945 the Veterans Administration opened the contact office for the county in an office on the campus. Contact representative is B. J. Hill, former Cal Poly student who served in the army.

8. Future Farmer Convention--The 17th state Future Farmers of America convention for California was held on the campus on October 26-27, 1945. About 200 persons were in attendance, including 153 delegates representing the same number of chapters and instructors of vocational agriculture.

9. Campus Airstrip--Army Engineers of the Timberwolf Division saved the state of California about \$40,000 in return for a little "schooling" at the California Polytechnic college. The "schooling" was given by instructors of the college in subjects such as engineering, surveying, contour mapping, soil compaction, etc. In return the 329th Engineer Battalion of the 104th Infantry Division used the college's airstrip site as a

filly, Casquillo out of Georgia M by \*Zuncho. There are at present three yearlings to be sold at the next sale and there are five 1946 foals. These Thoroughbred horses are bred and raised on the campus at the breeding unit operated cooperatively with the California Breeders Association for the purpose of providing training in handling of light horses to animal husbandry students. A total of 16 yearlings have been sold since the project began in November, 1940, and a number of them have run on California tracks. Ten Thoroughbred mares have been given to the school by prominent breeders and at present there are seven mares in the project. \*Zuncho, a Thoroughbred sire imported from South America, was loaned to the school by Walter T. Wells. The following members of the California Breeders' Association donated mares to the Thoroughbred project: the late Charles E. Perkins, Alisal Ranch, Solvang; the late H. P. Russell, Carmel; Charles E. Cooper, Rancho San Luis Rey, Bonsall; Bing Crosby, Crosby Ranch, Rancho Santa Fe; Walter H. Hoffman, Jr., Rancho Casitas, Ventura; Walter T. Wells, El Rancho Oro Primero, San Fernando; and A. W. De Veau. A. T. Jurgens of Long Beach, loaned the college an outstanding stallion to stand at the breeding unit. Services of other stallions have been donated through the courtesy of the following breeders: Carleton Burke, James Rolph III, Mrs. Vanderbilt Phelps, F. A. Carreaud, Charles E. Perkins, Charles Howard, D. S. Jeppson, Walter H. Hoffman, Jr., Charles E. Cooper, and the Oak Mead Farm.

13. Married Veterans Village--In November, 1945, the college began negotiations with the National Housing Agency which has now brought onto the campus a "veterans village" of 125 living units for married veterans and their families. The college contracted with Close and Lewis, general contractors, to move and install the 75 movable houses and 50 trailers for the price of \$43,195. Of the 75 movable houses, 38 are three-room units with two bedrooms, kitchenette, bath, and living room grouping;

37 are two-room units with bedroom, living room combined with kitchenette, and bath. The trailers are designed along conventional lines.

14. College of Fairs--First "College of Fairs" in history was held on the campus, February 11-14 for the purpose of assuring a supply of highly trained persons to manage such expositions. Sponsors were the Western Fairs Association, the University of California at Davis, Division of Fairs and Expositions, and California Polytechnic. More than 200 professional fair and exposition managers attended.

15. War Assets Corporation--The War Assets Corporation of the Reconstruction Finance Corporation used the California Polytechnic school as headquarters for the surplus property division inspector working this area.

#### C O N C L U S I O N

California Polytechnic is entering perhaps its greatest period in history with the immediate prospects of a continued increase in enrollment to reach a possible doubling of the present enrollment by the Fall quarter, 1946. The post-war expansion plans which were carefully formulated during the war-years will be gradually put into operation with expansion into new majors such as Business Education, Hotel and Restaurant Management, Building Trades, etc.

The capital improvement needs of the college are practically the same as those listed extensively in the 1943 annual report to the State Board of Education. Money has been set aside for the following projects:

*1. Library and Classroom Building . . . . .	\$400,000
*2. Water Tank and Distribution System . . . . .	14,000
3. Central Feed Storage Unit . . . . .	66,667
4. Utility Building and Distribution System . . . . .	224,933
5. Poultry Instruction Plant . . . . .	100,000
6. Replace Corral Fences . . . . .	26,667
7. Athletic Field and Addition to Gymnasium . . . . .	133,000
*8. Aeronautics and Industrial Shop . . . . .	352,000
9. Agricultural Mechanics Building . . . . .	202,000
10. Corporation Yard and Garage . . . . .	124,000
11. Science Unit No. 1 . . . . .	<u>153,000</u>
Provided from Horse Racing Funds already appropriated	\$1,796,267

\*Previously approved by State Board of Control.

Plans for the \$400,000 library building have been completed by the Division of Architecture and construction will begin when the material and labor situation makes it possible.

It is the continued hope and desire of the administration and faculty of California Polytechnic school that this state college can serve the people of the state in the manner which will bring the greatest good to the people of the State.