



ANNUAL REPORT  
1961 - 1962



# ANNUAL REPORT for the academic year, 1961-62

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# SIX DECADES OF CAL POLY HISTORY

By M. Eugene Smith\*

## 1901-1911

The State legislature founded the California Polytechnic School with the express stipulation that it stress agricultural and vocational training. Leroy Anderson, the first director of the school, by emphasizing earning while learning and learning by doing set the basic philosophy. During this first decade the student body of the Polytechnic increased from 16 to 176.

## 1911-1921

World War I affected the institution considerably as military training became compulsory for all men students—a ruling remaining in effect until 1932—and 147 Polyites joined the armed services. Added to the curriculum were courses in farm machinery and auto mechanics, and a new Academic Department was created.

## 1921-1931

Early in the 1920's the legislature placed the institution under the direct supervision of the State Superintendent of Public Instruction. During the middle years of this decade, enrollment exceeded 400, six additional major buildings appeared, the project system commenced, printing was included in the curriculum, and the Polytechnic became a six-year institution with the addition of a junior college division.

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\**History of California State Polytechnic College*, doctoral thesis, University of Oregon, 1957.

## 1931-1941

The California Polytechnic barely survived the economic depression of the early 1930's. Not content with drastically slashing the school budget, the legislature seriously considered abolishing the institution entirely. Then in 1933, with the enrollment having fallen to fewer than 100 students, Julian A. McPhee, Chief of the California Bureau of Agricultural Education, agreed to take over the presidency of the Polytechnic, now reorganized along vocational lines as a two-year technical institute.

## 1941-1951

By 1942 the Polytechnic had become a four-year college granting bachelor of science degrees in agriculture and in engineering. During World War II the campus was the site of a Naval Flight Preparatory School from which more than 3600 naval aviation cadets were graduated. The first five postwar years saw tremendous gains for the college in curricular offerings, physical plant, and enrollment. Creation of a new Science and Humanities Division considerably widened the curriculum. Enrollment reached the 2,900 mark.

## 1951-1961

Expansion and change were the keynotes of the decade 1951-1961. Highlights included addition of numerous academic buildings and of residence halls, doubling of the staff, admittance once again after a lapse of some thirty years of co-eds, a Master of Arts program in education, new majors, and a four-year ROTC program.



# Foreword

Six decades have sped along since the Legislature of the State of California created Cal Poly in 1901, as a state-wide institution to furnish "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."

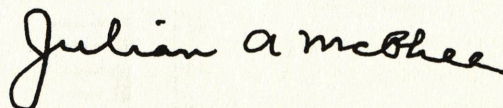
The year for which this report is being written is notable as being the first during which Cal Poly has been administered by the state colleges' own board of trustees and it is also the last year in the sixth decade of the College's history.

It seems fitting, therefore, that we review the entire ten-year span to see if by so doing we can get the feeling of the broad sweep of events at the College and thereby sense the trend in which its history is moving.

Landmark years are a good time not only to look backward but to look forward as well. Long range planning is a much neg-

lected element in our national educational pattern. At Cal Poly we are planning for excellence. An indication of that planning is included in a later portion of this report, stressing particularly the philosophy and principles by which this excellence for tomorrow will be shaped. It is the type of excellence which emphasizes instruction rather than research, which stresses the more practical and realistic aspects of modern life, and which tailors its teaching to the individual student in the belief that there is value to society in a college educated practical man which may well transcend the value of educating only the elite.

This annual report is presented to the Chancellor and the Board of Trustees of the California State Colleges with keen appreciation of their interest in the College and their efforts in behalf of its welfare.



JULIAN A. MCPHEE  
*President*



# The Sixth Decade 1951-1961

## SAN LUIS OBISPO CAMPUS

The San Luis Obispo campus of the College opened its sixth decade with its enrollment at the bottom of the slump which followed the beginning of the war in Korea and the end of the boom period in the education of World War II veterans. The 2909 students who had swarmed over the campus in 1949-50 had dwindled to 2213 by the fall of 1951. The following fall the steady increase in enrollment began which with a slight hesitation in the fall of 1958 continued as shown in Figure 1 until the high of 4839 regular students was reached in the fall of 1961. Detailed enrollment figures for the decade will be found in Table I, page 19.

The single largest enrollment increase came in the fall of 1956, the year in which women were admitted as regular students again and six new majors were added to the curricula of the College.

Throughout the decade the San Luis Obispo campus maintained its tradition as the state-wide state college with students enrolled from every county except Alpine. (See Table II, page 19.)

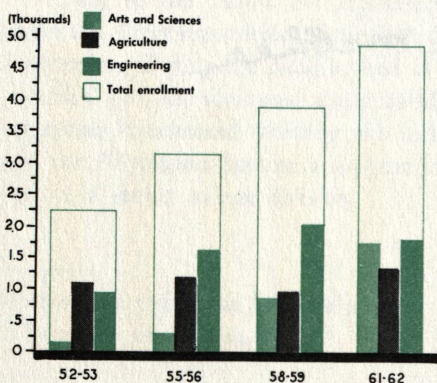
In 1952, California students supplied 83.4 per cent of its enrollment and only 8.1 per cent came from San Luis Obispo county. In 1961, California students accounted for 87.8 per cent of its enrollment with 9.9 per cent coming from San Luis Obispo county.

## Faculty

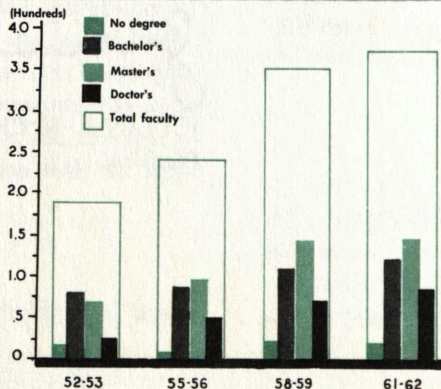
Growth of the faculty has kept pace with increasing enrollment as shown in Figure 2. The only slight decrease in the decade came in the fall of 1959 reflecting the smaller number of students enrolled in 1958. The growing faculty consistently has included larger numbers with advanced degrees.

An interesting sidelight on the growth and development of the faculty is revealed by an analysis of the length of service of the instructional staff in 1961-62 at the end of the decade. As would be expected in a rapidly growing institution, 10.4 per cent of the faculty were in their first year of service and 8.5 per cent in their second. However, 81 per cent of the faculty had served at least three years. Those who had been at Cal Poly five years or more constituted 57.3 per cent of the faculty. Twenty-nine per

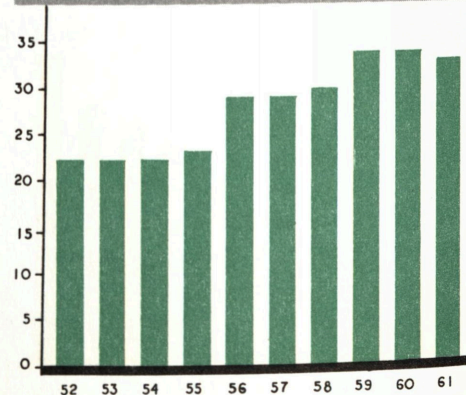
1. FALL ENROLLMENT—SAN LUIS OBISPO



2. SAN LUIS OBISPO CAMPUS FACULTY GROWTH



3. GROWTH OF CURRICULUM—SAN LUIS OBISPO





cent had taught at Cal Poly 10 years or more, 12.2 per cent 15 years or more, 3.4 per cent 20 years or more and 1.8 per cent 25 years or more.

The number of major curricula offered increased during the sixth decade from 23 in 1952-53 to 34 by the end of the period as indicated in Figure 3. Agricultural majors increased from 10 to 14, those in Arts and Sciences from 6 to 11 and those in Engineering from 7 to 9.

Expenditures at the San Luis Obispo campus also kept pace with the growing number of students served. As shown in Figure 4 state budgeted expenditures grew during the 10 years from \$1,412,829 in 1951-52 to \$5,011,375.

### Campus Construction

On the San Luis Obispo campus prior to 1952 an estimated \$1,632,700 had been spent for permanent improvements. This amount as indicated in Figure 5 has grown to \$29,267,500 for construction and equipment by the end of the decade. This total does not take into consideration \$8,012,500 for the five buildings to be completed during 1962 nor \$11,623,700 invested in minor service areas, streets, landscaping and utilities.

At the beginning of the period, permanent buildings includ-

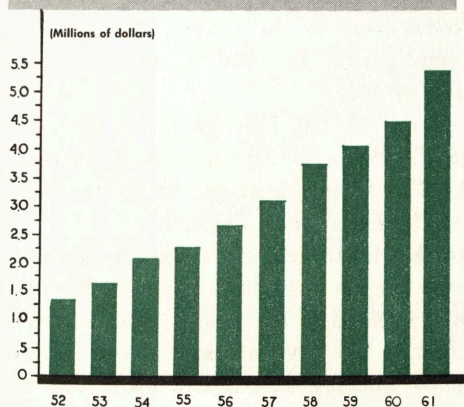
ed only Heron, Jespersen and Chase residence halls, Crandall Gymnasium, the natatorium, Air Conditioning and Administration buildings, machine shops, farm shop, stadium and library.

The five Mountain dormitories were added in 1952 and the power plant and Mechanical Engineering Laboratory in 1954. During 1955, the Science Building, the Women's Physical Education Annex, and the Horseshoeing Laboratory were completed. Aeronautical and Agricultural Engineering buildings were added in 1956, **Engineering East** and the relocated welding shops in 1957, the Agricultural building and the Health Center in 1959. Campus construction had its peak in 1960 with expenditures of \$9,008,200 resulting in the completion of six residence halls, the Mathematics and Home Economics and Men's Physical Education buildings and the outdoor playing fields. In 1961 almost \$7,000,000 more was invested in completion of the College Dining Hall, Corporation Yard, the English and Speech wing, and the Graphic Arts, and Little Theater and Music buildings.

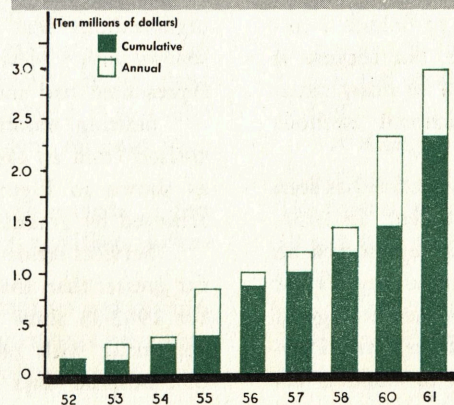
### Scholarships, Loans

Growth and development on the San Luis Obispo campus are reflected also in the services rendered to students over this 10-year period, especially those in the area of financial aids. Only

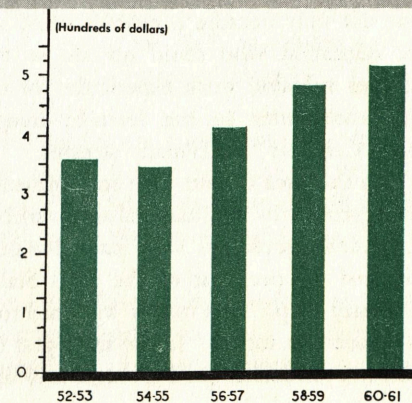
4. SAN LUIS OBISPO CAMPUS BUDGET EXPENDITURES



5. CONSTRUCTION—SAN LUIS OBISPO CAMPUS



6. GRADUATES' STARTING SALARIES





43 scholarships totalling \$4,784 were awarded in 1952-53. This had increased to 183 scholarships totalling \$58,719 by 1961-62. (See Table VII, page 20.)

As the figures for scholarships indicate, the growth of services to students has been greater than the growth in number of students. Obviously, this means that the amount of service per student has been increased. A large factor in the achievement of this higher level of service in scholarships have been the Leopold Edward Wrasse Scholarships, first granted in 1957. The number of these grants has increased until now in a typical year as many as 70 may be given at \$500 each for a total of some \$35,000.

The same pattern of increased service per student is to be seen again in the 10-year record of student loans. In 1952, Cal Poly had seven loan funds for students and in 1961 there were 24 such funds. The amounts available for loans had increased from \$17,537 to \$59,588. The growth of the loan funds has been steady as shown in Table IX, page 20, with a larger sum being available each year.

### Student Employment

Providing of part-time employment for students on campus has been a feature for many years of the financial aid to students program at Cal Poly. As much as possible of the work necessary to the operation of the College is assigned to students. This is done not only because it enables many students to finance a college education who could not do so otherwise, but because it provides valuable work experience for them and in many situations contributes to the learn-by-doing instructional methods which Cal Poly traditionally stresses.

In this area of part-time employment the last decade has seen steady growth in the financial aid available per student. In 1951-52, student employees were paid \$68,067 which represented an estimated 50 per cent of the total State supported payroll for temporary help. This money was paid to an estimated average of 300 students a month. In the same year the California State Polytechnic Foundation paid \$108,304.49 in wages to students for

part-time work in its behalf for a total of \$176,371.49.

In 1960-61, the State payroll included \$320,269 for part-time student employees which represented 78 per cent of the total paid for temporary help and was shared by an average of 572 students per month. The Foundation in that year paid \$239,547.59 for part-time student help making a college grand total of considerably more than half a million dollars paid to students for services in that year. The Foundation payroll for 1960-61 included 1187 student names.

Here again in this area of part-time student employment the growth of service to students was continuous throughout the decade. Student wages paid by the Foundation in 1960-61 were almost double those in the preceding year as the result of the opening of six new residence halls and the Campus Dining Hall. The pattern of increased help per student shows strongly in the matter of part-time student workers. While the number of students increased 118 per cent in the decade, the amount of financial aid in the form of part-time work increased 217 per cent.

### Placement Service

Placement service to students to assist them in finding employment after graduation has been another area of growth on the San Luis Obispo campus during the decade. In 1953-54, the earliest year for which detailed records are available, 48 firms and organizations sent representatives to the campus to interview seniors with a view to employment. By 1960-61, the number so represented had increased to 200.

Starting monthly salaries of Cal Poly graduates have increased from an average of \$356 in 1952-53 to \$512 in 1960-61 as shown in Figure 6. The highest average, \$543, has been achieved by graduates of the Engineering Division.

Services rendered by the Health Center also show an increase far greater than that in the number of students enrolled. Records for 1952-53 show 11,812 students at the clinic, 5,036 students conferring with physicians, 1,583 physical examinations given, 692 hospital days used by students, 223 X-rays made and no



laboratory tests. By 1960-61, laboratory tests were running 9,607 a year and the number of X-rays taken had increased 23 fold. Most other services had more than doubled or more than trebled during the 10-year period. Clinic patients numbered 27,987, visits to physicians 19,535, physical examinations 2,521 and hospital days used by students 2,144. The Health Center staff was assisted in achieving this development of service by the modern building which was completed in 1959.

## Student Projects

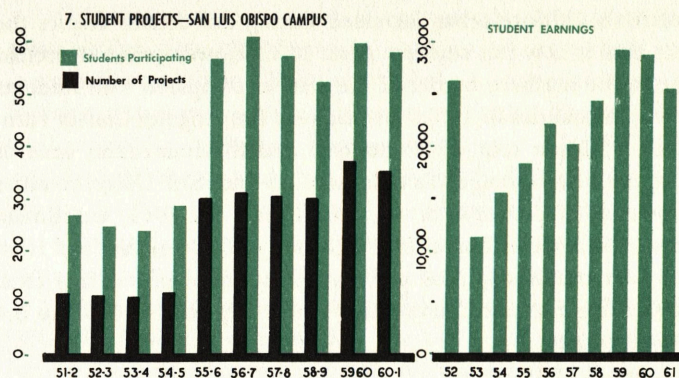
Projects such as those in which students fatten and sell meat animals or grow and market a crop long have been an important application of the College's earn while learning methods. Financed with the assistance of the California State Polytechnic Foundation, these projects are supervised by faculty advisers.

During the College's sixth decade they experienced at the San Luis Obispo campus a rather steady growth in number of projects, number of students participating, and student earnings. (See Figure 7.) Since 1955, especially, the number of projects and of students participating has been substantially greater than in earlier years. For example, in 1951-52 there were 115 projects run by 260 students, while in 1960-61 there were 344 projects carried on by 575 students.

Inasmuch as student projects involving agricultural production are affected by variations in weather and by price fluctuations as are all such production operations, student earnings vary greatly in amount from year to year. During the past decade these earnings have varied from a low of \$11,424 in 1952-53 to a high of \$29,599.73 in 1959-60. In 1960-61, student earnings were \$25,173.65.

During the decade, student earnings from projects at San Luis Obispo have totaled almost a quarter of a million dollars (\$222,285.01).

With a smaller number of agriculture students and production facilities involved, projects at the Kellogg campus have been fewer. Interest in student projects has been growing rapidly,



however, with marked growth in the past two years. Projects at the Kellogg campus increased from 47 to 83 between 1959-60 and 1960-61. The number of students involved increased from 117 to 214 and student earnings from \$1,715 to \$2,837.

## KELLOGG CAMPUS

Most of the growth story of the Kellogg campus has been told in the period 1952-61. Instructional activities were moved into the partially completed Science building at the Kellogg campus in the fall of 1956. Since that time a complete new college facility has been built on the famous Kellogg Arabian Horse Ranch. In 1952, with most operations of the Kellogg-Voorhis campus at the Voorhis unit, the enrollment stood at 413. It had increased to 504 by the time of the move to the Kellogg campus. At the end of the decade in 1961, it had increased more than five-fold to 2,749. (Fig. 8.)

A strong factor in this enrollment growth was the admission of women at the Kellogg campus for the first time in 1961. The 321 women who registered in the fall of that year constitute some 14 per cent of the growth since the move to the new Kellogg campus.

In contrast to the San Luis Obispo campus with its state-wide enrollment, the Kellogg campus displays more of a Southern California pattern. The proportion of its enrollment drawn from



Southern California has increased during the decade despite the fact that it now has students from 30 California counties stretching to the northern border of the state as compared with students from 24 counties in 1952. In that year Los Angeles County furnished 55.2 per cent of its students and the four-county area of Los Angeles, Orange, San Bernardino and San Diego counties provided 80 per cent of the enrollment. In 1961, enrollment from Los Angeles County had increased to 61.2 per cent and from the four counties to 85.8 per cent. Enrollment of students from abroad has increased, however, from 2 per cent in 1952 to 3.4 per cent today.

### Faculty

The Kellogg campus faculty which totalled 29 in 1952 is now six times as large with 178 members. (Fig. 9.) This growth has been steady with only one year out of the decade in which a larger faculty was not required than had been on campus the preceding year. With the growth in numbers has come also increase in educational background. The number of advanced degree holders has increased steadily.

The Kellogg campus, a much younger institution with enrollment that has increased more than five-fold during the decade,

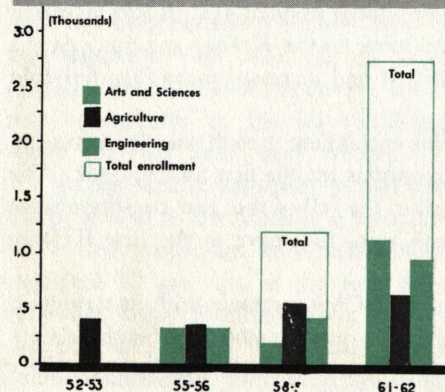
has a newer faculty than that at San Luis Obispo. In 1961-62, the instructional staff includes 20.8 per cent who are in their first year at the college and 19 per cent who are in their second year. At least three years of service at the Kellogg campus have been accumulated by 60.1 per cent, 25.6 per cent have served five years or more, 12.3 per cent 10 years or more and 3.3 per cent 15 years or more.

### Expansion of Curriculum

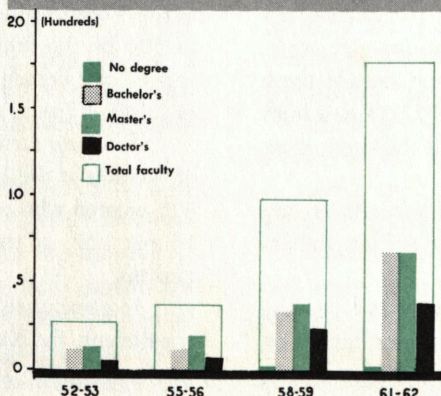
Enlargement of the number of major curricula offered was rapid in the second half of the decade as increased physical facilities made such expansion possible (Fig. 10). This increase of major curricula from six in 1952 to 22 in 1961-62 was of great assistance in bringing about the great growth of enrollment.

At the beginning of the decade the campus had a single instructional division, the Agricultural Division offering six majors which were increased to seven in 1953. Following the move to the larger quarters at the Kellogg campus the Arts and Sciences Division and the Engineering Division were added in 1957. The Arts and Sciences Division was begun with two majors which have now increased to nine and the Engineering Division with four majors, now increased to five.

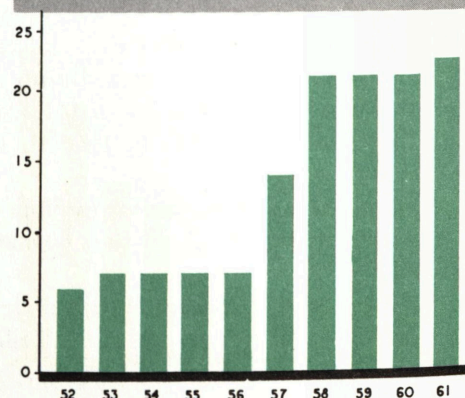
8. KELLOGG CAMPUS FALL ENROLLMENT



9. FACULTY GROWTH—KELLOGG CAMPUS



10. NUMBER OF MAJORS—KELLOGG CAMPUS





To serve a growing number of students with an expanding program, expenditures at the Kellogg campus have increased more than seven times since 1952. As indicated in Fig. 11, the expenditures from the State budget were only \$447,618 in 1952 but had reached \$3,304,549 in 1961-62. Expenditures grew steadily, increasing year by year and reaching the million dollar mark in 1957, a year after the move to the new campus. The two million dollar mark was arrived at two years later.

### Construction Program

The Kellogg campus at the beginning of Cal Poly's sixth decade had no buildings except those constructed by Mr. W. K. Kellogg when he maintained his residence at his famous Arabian Horse Ranch. Expenditures for construction and equipment of buildings, as shown in Fig. 12, began in 1952 with the building of the first unit of the Science building at a cost of one million dollars. The second unit of the Science building came in 1954-55.

The cafeteria and agricultural production units were completed the following year at a cost of \$666,100, but the building program did not gain momentum until 1956-57 when the Engineering Center and more agricultural production units were completed and the total investment was \$3,400,500.

The busiest year in the Kellogg campus construction program to date was 1957-58 when expenditures were more than seven million dollars. Buildings added in that year were the Business classroom building, Corporation Yard, Library, agricultural production units and four residence halls. The following year brought the agricultural engineering building, the Health Service building and outdoor physical education facilities.

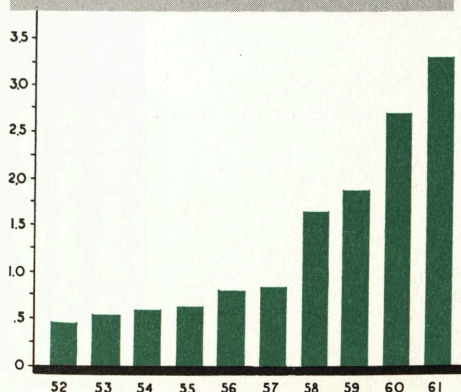
Construction in 1959-60 included the cafeteria addition, the Meat Processing building and Agricultural Engineering building. In 1960-61 the program hit its second highest peak of the decade with an expenditure of more than five and a half million dollars. Included in that year were the Administration Building, Agriculture Building, and Music-Speech-Drama building.

By the decade's end \$21,480,450 had been expended for construction at the Kellogg campus and \$2,912,920 for equipment for a 10-year total of \$24,393,370.

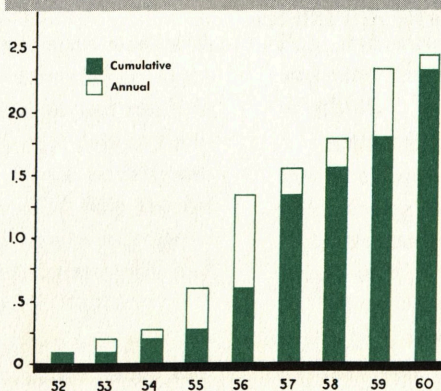
### Scholarships and Loans

Along with the physical facilities, the services for students also have grown at the Kellogg campus during the decade. In 1952 but five scholarships with a total value of \$500 were available. Five years later with the move to the new campus, the num-

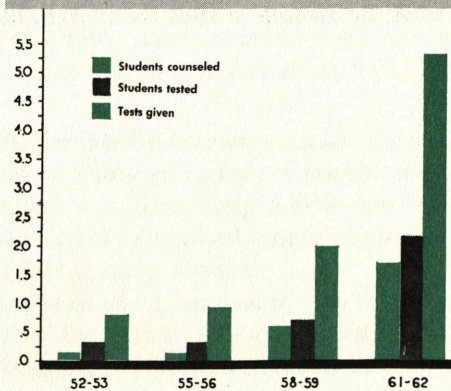
11. BUDGET EXPENDITURES—KELLOGG CAMPUS



12. CAMPUS CONSTRUCTION—KELLOGG CAMPUS



13. COUNSELING AND TESTING—KELLOGG CAMPUS





ber of scholarships had reached 12 and by 1961-62 totalled 22 with a value of \$2,375. Student loan funds also developed steadily. In 1952, loan funds totalled \$4,500. By the time of the move to the new campus they had slightly more than doubled and now stand at \$15,152.

Cal Poly's much emphasized part-time work opportunities for students have developed steadily and greatly during the college's sixth decade. Complete records in this area are not available prior to 1954-55, but in that year part-time on-campus employment paid \$75,700 to students. In 1961, the Foundation and the State budgeted operation combined to provide 1,046 part-time jobs that paid students a total of more than a quarter of a million dollars (\$265,319).

### Placement

Placement activity was not set up with a full-time director until 1959 at the Kellogg campus so records are not available earlier than that year. The statistics for the past two years, however, show a rapid increase in the number of firms sending representatives to the campus to interview seniors for employment and in the number of such interviews. The number of interviewing firms increased from 49 to 82 and the number of interviews from 470 to 830.

Average starting monthly salaries of Kellogg campus graduates, by division in 1961 were: Agricultural \$434, Arts and Sci-

ences \$451, Engineering \$519. Student requests to the Placement Center for all types of service have averaged 1,083 monthly this year and part-time job listings have averaged 226 per month.

Because the Kellogg campus Health Center opened only last year statistics are not available on a full year's operation. Fall and winter quarter experience, 1961-62, indicates, however, that student visits will total 11,500 calls for the year, some 2,700 X-rays will be taken, 4,000 laboratory examinations will be performed and physiotherapy treatments will be given to some 1,800 students.

### Counseling

Counseling and testing activities have increased at a rate more rapid than that of the growth of the enrollment. The number of counseling cases handled at the end of the decade was 11 times that in 1952 (see Fig. 13). The number of students tested had increased seven-fold and the number of tests given was six times that in 1952.

The testing area showing greatest growth was that of interest tests in which  $17\frac{1}{2}$  times as many tests were given this year as in 1952. Personality testing also showed marked increase with 11 times as many tests being given in 1961-62 as were given in 1952. Aptitude tests were increased from 300 in 1952 to 2,100 last year and placement tests from 830 to 5,300.



# 1961-1962 Highlights

## ADDITIONAL DIVISION CREATED

To facilitate administration a fourth instructional division was added at the San Luis Obispo campus in the fall of 1961 by dividing the former Arts and Sciences Division. Because of the heavy load of service courses taught, that division had developed much the largest faculty among the divisions. It included the largest number of departments and the second largest and most rapidly growing student enrollment.

An Applied Arts Division and an Applied Science Division were created. The Applied Arts Division includes business, elementary education, English and speech, home economics, physical education, printing engineering and management, technical arts, technical journalism, music and audio-visual. The Applied Science Division has administration of the Library and majors in agricultural chemistry, biological sciences, mathematics, military science and tactics, physical sciences and social sciences.

## RELATIONS WITH SCHOOLS PROGRAM

Dual goals of the Relations with Schools Program—a college-wide service and responsibility—are to interest high school students in continuing their formal education and to assist the junior college student in a smooth transfer to Cal Poly.

To facilitate this transfer Cal Poly representatives work with junior college representatives on course comparison studies. These studies are made separately for each junior college and result in agreements on course equivalencies for each. Junior college counselors have copies of these agreements on file for use by their students. The student who plans to transfer to Cal Poly for his junior and senior year work can use this list of equivalency agreements to select courses that will be eligible for transfer credit. Cal Poly has equivalency agreements with 67 junior colleges.

The program of visits to the campus by junior college counselors was expanded during 1961-62. The Associate Dean, Ad-

missions and Records, invites junior college counselors to come to the campus to interview students who have transferred from their college to Cal Poly. At this interview, the counselor determines whether the student has made a smooth transition from his two-year to the four-year college.

The interviews often result, too, in suggestions from students concerning the instructional program at the junior college and ways in which Cal Poly can make the transfer more effective. At the close of the visit, the junior college counselors confer with Cal Poly staff members to determine what measures might be taken to improve relations between their colleges.

The remainder of the Relations with Schools Program has its focus on the secondary school student and his interest in further education. In this connection, Cal Poly continued this year its practice of sending faculty members to high school career days at the invitation of the school principal. These college representatives describe for the high school students careers which are open to college graduates. College representation at such an event may vary from one to a dozen faculty members.

The Relations with Schools Program divides itself into activities which take Cal Poly faculty members and students to the high schools and activities which bring the high school students to the college campuses. An example of the former situation is found in the Farm Achievement Judging program in which Cal Poly staff members judge high school students' crops, livestock and farm shop projects wherever they may be at the home, farm or school.

Other Cal Poly faculty members call on graduates who have just taken up their work as vocational agriculture teachers once or twice during their first two years of teaching. Soil Science faculty members cooperate with a Soils Educational program by acting as judges in high school land judging contests.

Music provides activities which are used to take the college to the high schools. The "Cal Poly Road Show" consisting of 70 students from the Kellogg campus played before 15,000 students



during a three-day tour in March. The San Luis Obispo campus men's glee club and 15-man dance band made a week's tour of San Francisco area high schools and junior colleges. Later the 70-voice women's glee club joined the others in a one-day tour of county schools. The symphonic band from San Luis Obispo played a two-day tour of high schools.

Events at the Kellogg campus which bring high school students to the college include Campus day, Educational Field day and the western JETS leadership conference. On Campus day 850 students, parents and counselors heard discussions of Cal Poly's occupationally oriented education. Field day brought out 1,100 contestants.

The second annual Leadership Conference of the Junior Engineering Technical Society at the Kellogg campus was attended by 200. Kellogg instructors actively participate in getting JETS clubs started in the high schools and supporting them following their establishment.

At the San Luis Obispo campus high school students are attracted by the Mathematics Contest which has been held annually for almost a decade and was expanded to a three-part event this year with the addition of a "Mathematical Devices" section.

Other events which draw high school students to the campus include the Engineering Preview, Science Preview, and each May the Future Farmers of America state convention, parliamentary procedure and public speaking contests, and state final judging contests.

## COOPERATION IN INTERNATIONAL EDUCATION FOR AGRICULTURAL DEVELOPMENT

The Agency for International Development, United States Department of State (formerly ICA) programmed 104 technical assistance training participants at California State Polytechnic College, San Luis Obispo, for study in agriculture during 1961-62. Participants in the program represented thirty countries.

Special and academic training for these participants varied in program duration as follows:

One quarter study program	15 participants
Two quarter study program	12 participants
Three quarter study program	15 participants
One full year program	10 participants
Short Course—Large Scale Farming	
Study (13 days)	9 participants
Short Course—Vocational Education	
Study (6 days)	10 participants
Short Course—Communication Seminar	
(5 days)	23 participants
Other individual study program	
less than 1 quarter	10 participants
	104 participants

Twenty of the 104 participants were in degree study programs in agriculture. During the year one participant received the Master of Arts in Agricultural Education degree, and two received Bachelor of Science degrees in Agriculture.

Since inception of contractual cooperator relationships with AID and its predecessor federal government agencies, and the Foreign Training Division, Foreign Agricultural Service, USDA, Cal Poly has provided practical technical education study and opportunity for more than 1000 individuals from all over the free world. (See Fig. 14.) Individuals now engaged in positions of agricultural leadership in 50 countries received part of their educational experience at California State Polytechnic College.

Approximately 8 per cent of all visitors from abroad who have undertaken technical training studies in the United States under AID program support in agriculture have received either a major portion or part of their training at Cal Poly.

## THE EDUCATIONAL CENTER

The Educational Center at the Voorhis campus which began operations in 1960-61 completed its first full fiscal year of opera-



# 14. COUNTRIES SERVED BY CAL POLY THROUGH AID

## \* Countries represented in 1961-62

AFGHANISTAN	GREECE	MOROCCO
BRAZIL	HAITI	PANAMA
BRITISH GUIANA	INDIA	REPUBLIC OF CHINA
CAMBODIA	INDONESIA	SPAIN
CHILE	IRAQ	SUDAN
ECUADOR	JAMAICA	THAILAND
EGYPT	JAPAN	TUNISIA
EL SALVADOR	JORDAN	TURKEY
ETHIOPIA	KOREA	VIETNAM
GHANA	LIBERIA	YUGOSLAVIA

## ● Countries served in earlier year of program

BOLIVIA	ISRAEL
BRITISH WEST INDIES	KENYA
BURMA	LEBANON
CEYLON	LIBYA
COLOMBIA	NEPAL
CYPRUS	NIGERIA
ERITRIA	NORTHERN RHODESIA & NYASALAND
HONDURAS	PARAGUAY
ICELAND	PERU
IRAN	



tion in 1961-62 during which it worked with 54 conference groups. These groups afforded opportunities for participation by Cal Poly faculty and staff in conferences, workshops, institutes and seminars in the areas of business and industry, government, education, agriculture and community services.

Participation in these events has not only helped the Cal Poly personnel involved to keep in touch with latest developments in many areas of contemporary thought and activity but has increased their personal contacts in their occupational fields of specialization.

On the reverse side of the shield it is apparent that many citizens of the state have had an opportunity through these activities at the Educational Center to profit from the knowledge and skills of the Cal Poly faculty.

Of the Center's 54 programs, 27 came from business and industry, 14 from government, 6 from education, 3 from agriculture, and 4 from community service. Forty-six presented in-residence programs with an average length of three days and two nights. Longest was three weeks. As many as three conference groups were counted in-residence simultaneously.

This year's program showed progress toward two of the Educational Center's special objectives. One of its ambitions is to bring to California people outstanding conferences from which they could not ordinarily benefit without large expenses for travel. Two widely-known events of this sort were brought to Californians at the Center this year.

A second special objective is to provide Continuing Education opportunities especially adapted to management and technical needs of the "small" and "middle-sized" business man. As a beginning in this direction, the Center this year conducted four programs for the independent camera and photo dealer. Success

is reflected in the dealers' scheduling both a repetition of the previous "basic workshops" and a program of "advanced workshops" for 1962-63. Planning is now under way to extend the same types of assistance to other areas of business and industry which frequently find that programs elsewhere are outside the realistic scope of their operations.

The Center is the culmination of committee studies begun in 1956-57 and implemental work in 1959. When construction of residence halls at the Kellogg campus made it possible to transfer undergraduates from Voorhis, the latter's facilities were converted to in-residence and day use in Continuing Education at the collegiate level. A series of pilot programs was conducted in 1960-61.

The Educational Center's 1961-62 activities tended to point-up two outstanding assets:

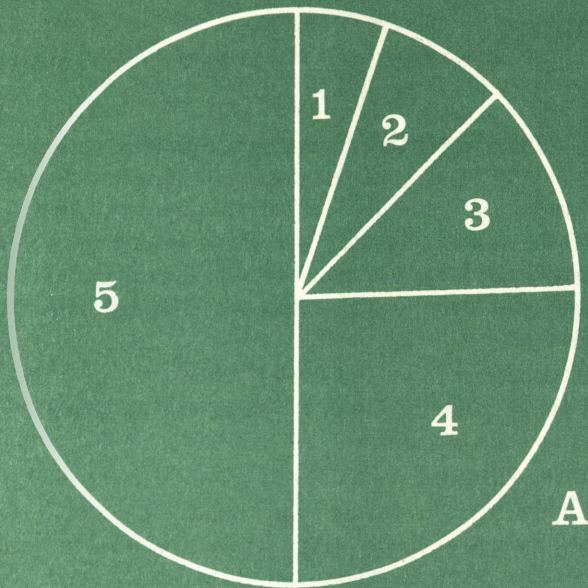
1. The Center's location provides a greatly needed service in behalf of Continuing Education. It is situated within the immediate Los Angeles metropolitan complex at almost midpoint between Santa Barbara and San Diego. Yet despite the area's multiplying populational pressures, the Center is equipped to maintain an increasingly-rare campus setting and atmosphere of "working-seclusion" conducive of effective results.

2. The parent college, occupationally oriented through its instructional curricula, faculty selection, and teaching resources, is in especially good position to assist Continuing Education in the applying of conferences, workshops, institutes, seminars and similar programs to the solving of specific problems.

Future programming indicates that as the State's population increases and its socio-economic complexities pyramid, the Educational Center will play a key role in shaping California's future.

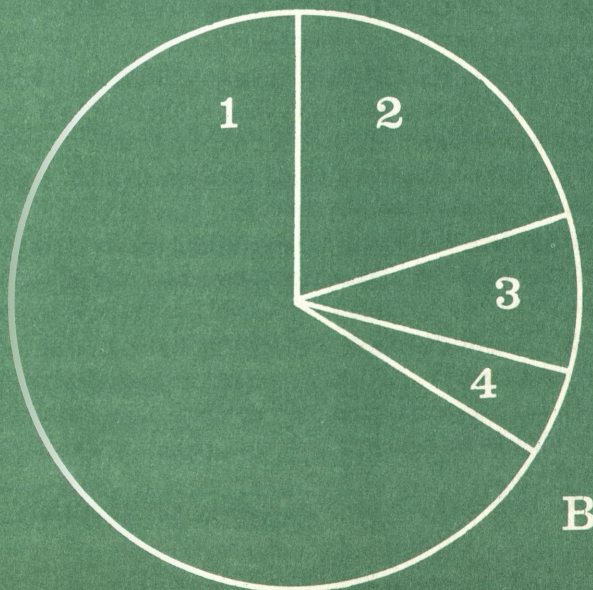


**1961-62 Educational Center  
PROGRAMMING GROUPS**



**A. FIELDS REPRESENTED**

1. Agriculture
2. Community Service
3. Education
4. Government
5. Business and Industry



**B. GEOGRAPHIC SCOPE**

1. Southern California
2. Western Region
3. State-wide
4. National



## The Next Decade . . . Long Range Planning

. . . "The overriding question that has to be answered by each institution then, is this: 'What all should, or can, happen within a college or university to advance as rapidly as possible its over-all pursuit of excellence?' . . .

"A third implication of the question lies in the word 'over-all,' which is intended to attach considerable importance to such things as an over-all institutional philosophy, over-all institutional 'spirit' and academic climate (which can hardly be overestimated in importance), and a pattern of democratic, long-range institutional planning and advancement. . . .

"Finally, the phrase 'pursuit of excellence' (as included in the overriding question, but borrowed from the Rockefeller Report) implies a strong institutional desire *for* excellence, as well as some general understanding and agreement with respect to the *meaning* of excellence, its essential ingredients, and even the *price* of excellence. In this connection, there is one thing of which I am sure, and that is that the price of institutional excellence includes a great many factors beyond dollars and cents, many of which are much more precious than dollars and cents—and can never be bought by dollars and cents." — "A Philosophy of Institutional Advancement," Everett Hopkins, Vice President, Duke University, in *College and University Journal*, Winter 1962.

### PHILOSOPHY AND OBJECTIVES

California State Polytechnic College, using consultative procedures, is currently studying as a basic step in its long range planning, its statement of educational philosophy, objectives, and guiding principles. The purpose is to make certain that the statement will continue to meet the educational needs of the times with respect to scientific, economic, technological, social, and moral progress.

The statement resulting from this study will be based upon enduring values and principles, and will provide unity of purpose

for guidance in developing both short-range and long-range plans.

A College with clear-cut objectives, consistent with the needs and dignity of man in society, offers great opportunity for individual creativity, initiative, and self-development—both on the part of the individual student and the individual staff member. The diversity of individual man requires a diversity of educational opportunities—diversity with respect to differentiation of functions and educational approaches.

In summary form, the current philosophy and objectives which are shaping long-range planning can be condensed into these five basic statements:

a. We believe that the California system of public higher education must provide, among other things, opportunity for its qualified citizens to obtain college level preparation for positions in production, supervision, management, sales and services in the broad areas of agriculture, engineering, applied sciences and practical arts, and that Cal Poly has a particular responsibility to make such education its primary objective.

b. We believe that Cal Poly students will assume leadership in their communities as well as in their fields of occupation and that they will be better prepared for this leadership if they have had opportunity to achieve a sound general education combined with an occupational specialty.

c. We believe that human differences and society's needs have proved the need for diversified approaches to public higher education.

d. We believe that many students can be motivated to high achievement through: (1) early contact with their field of major interest; (2) educational methods in which understanding and accomplishment are more effective when "how" receives attention with "why."

e. We believe that every State College can successfully carry



out some specialized functions; that each must be selective and discriminating in its choice of area of diversification.

## ENROLLMENT PLANNING

Student enrollment projections of 9,150 students for 1972 for the San Luis Obispo campus indicate that the Engineering Division is expected to experience the largest growth, with an increase of approximately 1531 students. The largest percentage increase in student enrollment, that of 145 per cent is expected to be in the Applied Sciences Division. Corresponding projections totalling some 10,500 for the Kellogg campus indicate that the Arts and Sciences Division is expected to have the largest increase in student enrollment, 4310 students, and also the largest percentage increase of students, 381 per cent.

	Year		Net	Per Cent
SAN LUIS OBISPO CAMPUS	1961	1972	Increase	Increase
Agricultural Division	1293	2000	707	55%
Engineering Division	1719	3250	1531	89%
Applied Arts Division	1427	2320	893	63%
Applied Sciences Division	646	1580	934	145%
KELLOGG CAMPUS				
Agricultural Division	631	1223	592	94%
Engineering Division	994	3830	2836	285%
Arts and Sciences Division	1130	5440	4310	381%

While the increased size of the College brings new responsibilities, it also presents new opportunities and fresh challenges to the faculty, administration, and students. These are recognized and are being pursued aggressively and diligently. Reappraisal and re-evaluation of the total college program against the reality of today and the needs of tomorrow is continuous.

## FACULTY GROWTH: 1961-1972

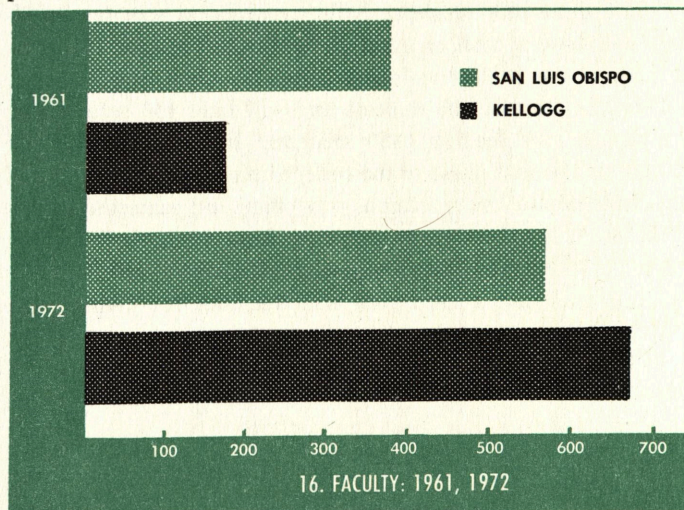
The accompanying chart depicts the estimated faculty requirements, by campus, based upon (1) current student enrollment projections, and (2) educational programs similar to those presently carried on by the College.

## LOOKING AHEAD AT INSTRUCTION

Studies are currently being pursued with a view toward the improvement and expansion of present programs, and the introduction of new programs. Cal Poly looks forward to continuing its leadership in occupationally oriented curriculums, with special emphasis on the applied fields of agriculture, engineering, business, home economics, and other occupational and professional fields. Emphasis is being given to the orderly long-range growth of each campus to achieve over-all balance, strength, and efficiency.

## PHYSICAL PLANNING

Planning for improvement and expansion of physical facilities on the San Luis Obispo campus calls for construction which will cost more than \$8,600,000 in the next five years. These proposed facilities have all been included in the "State Building Con-



struction Program, July 1, 1962—June 30, 1967," a report to the joint Legislative Budget Committee prepared by the Department of Finance.

The initial operation planned in this program is a gradual



remodeling of the present Administration Building so that it may be used as the headquarters of the business, education, and audio-visual departments. This remodeling may total as much as \$400,000 in cost and is to be completed by 1966.

A new Administration building containing 58,000 square feet and devoted solely to administrative offices is scheduled for completion in 1964 at an estimated construction cost of \$1,600,000. The new Administration building will be near the Grand Avenue entrance to the campus.

Also scheduled for completion by 1966 is the Biological Science addition to the Science building, estimated to cost \$1,250,000; three new residence halls; an additional college dining hall; the first phase of the college union; a swimming pool complex; offices, classrooms and service rooms for the department of Military Science and Tactics; and 75 units of married student housing.

The three new residence halls, proposed as six-story buildings, will have a total capacity of 1200 students and will be in the area of the present residence halls. The new college dining hall will be for resident students and will have 450 seats giving it a capacity for feeding 1350 students. It is estimated to cost \$500,000. The first phase of the college union building is planned to include the bookstore, campus post office, and game and lounge facilities. It is to be constructed across from the Little Theater at a cost of \$800,000. The swimming pool complex will include a teaching pool and a deep pool with facilities for diving. The pools will be south of the Men's Gymnasium.

In 1967 an addition to the old Administration building is to be completed for use by the business and education departments. The addition will replace the Agricultural Education building, an old-time campus landmark.

Planning already underway beyond the present five-year program includes more residence halls, another 75 units of married student housing, another classroom building, and, for completion in 1972, another engineering building.

### **Kellogg Campus**

The five-year construction program planned at the Kellogg campus includes an additional engineering building, swimming pools, a second cafeteria, a men's gymnasium, an addition to the Science building, more outdoor physical education facilities, residence halls, an addition to the library, and an addition to the Business building.

Still in the policy-making stage of the planning procedures are proposals for an addition to the Student Health building, a third residence hall cafeteria, a stadium, an industrial arts and engineering building adequate for 800 students, and more residence halls.

The largest single project in the current planning is an engineering addition to accommodate 919 students with an estimated construction cost of \$5,000,000 and equipment of \$1,500,000. The first additional residence hall cafeteria is planned for 650 seats and the second for 600 seats which would give the buildings a combined feeding capacity of 3,750 students per meal.



TABLE I. ENROLLMENT—REGULAR STUDENTS—San Luis Obispo Campus

	52-53	53-54	54-55	55-56	56-57	57-58	58-59	59-60	60-61	61-62
AGRICULTURE	1069	986	1133	1175	1152	1036	994	1137	1192	1276
ENGINEERING	962	1039	1339	1654	2119	2302	2046	1970	1880	1805
ARTS & SCIENCES	228	234	273	334	496	702	898	1103	1424	
APPLIED ARTS										617
APPLIED SCIENCES										1141

TOTALS	2259	2259	2745	3163	3767	4040	3938	4210	4496	4839
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## Enrollment—by Division and Major—San Luis Obispo Campus

AGRICULTURE										
Ag. Bus. Mgmt.								23	74	132
Ag. Engineering	168	173	217	244	144	124	122	108	101	100
Mechanized Ag.					138	124	130	116	110	93
Animal Husbandry	508	438	437	434	406	346	305	355	363	406
Farm Management					38	60	99	118	123	113
Field Crops	78	77	95	93	83	80	79	74	89	79
Fruit Production	14	13	14	20	16	20	22	32	30	39
Truck Crops	29	18	28	25	19	20	16	20	19	19
Dairy Husbandry	82	86	110	91	71	62	51	65	63	60
Dairy Mfg.	20	21	31	36	37	25	26	32	32	37
Food Processing								3	4	19
Orn. Horticulture	54	49	66	63	54	55	43	46	65	68
Poultry Husbandry	52	42	58	58	57	39	35	41	43	39
Soil Science	60	58	67	93	89	81	66	67	76	72
Hort. Services & Inspection		7	5	13						
Citrus Fruit	1	4	5	5						
Animal Inspection	3									
Non-Matriculated								37		

TOTALS	1069	986	1133	1175	1152	1036	994	1137	1192	1276
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Two-year Technical students in Agriculture included in Agricultural Division totals shown above.

ENGINEERING										
Aeronautical	138	164	177	232	277	271	249	239	185	173
Architectural	186	153	158	188	270	289	298	312	250	355
Air Conditioning	75	74	93	108	121	99	81	87	78	73
Electrical	76	94	135	159	157	173	159	144	124	129
Electronic	199	267	371	466	628	705	557	543	499	484
Industrial					69	98	100	95	102	102
Mechanical	235	243	333	397	485	558	497	439	409	343
Metal & Weld.								16	29	40
Printing	53	44	72	104	112	109	105	95	104	106

TOTALS	962	1039	1339	1654	2119	2302	2046	1970	1880	1805
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## ARTS &amp; SCIENCES

\*(App. Sciences)

Ag. Chemistry					7	15	15	22	21	26
Biological Sciences	39	35	44	51	58	71	82	89	140	162
Physical Sciences	9	7	6	7	18	32	46	52	53	54
Social Sciences	38	36	52	73	79	106	101	119	128	211
Mathematics	7	14	27	34	53	90	125	136	147	164

TOTAL										617
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\*(App. Arts)

Business								55	159	192
Elem. Education				1	77	121	151	200	257	358
English					7	17	27	33	20	4
Home Economics					36	64	82	96	168	230
Physical Education	70	68	53	69	72	98	134	153	134	142
Technical Arts							31	77	95	98
Ag. Journalism	22	25	33	37	37	48	51	33		
Tech. Journalism									54	68
Graduate	43	49	58	62	52	40	53	38	38	49

TOTALS	228	234	273	334	496	702	898	1103	1424	941
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\*Arts and Sciences divided into Applied Arts and Applied Sciences Sept. 1, 1961

## Enrollment—By Sex—Regular Students—San Luis Obispo Campus

	52-53	53-54	54-55	55-56	56-57	57-58	58-59	59-60	60-61	61-62
MEN	2259	2259	2745	3156	3570	3702	3548	3687	3754	3848
WOMEN				7	197	338	390	523	742	991
TOTALS	2259	2259	2745	3163	3767	4040	3938	4210	4496	4839

TABLE II. PLACE OF LEGAL RESIDENCE—San Luis Obispo Campus

COUNTY	52	53	54	55	56	57	58	59	60	61
Alameda	87	82	113	139	144	141	161	152	178	159
Amador	1	1	2	4	4	3	4	3	3	4
Butte	7	14	14	17	19	18	14	9	8	16
Calaveras	5	2	2	4	1	0	1	1	2	1
Colusa	5	4	3	5	6	6	4	3	4	2
Contra Costa	36	31	38	52	82	101	132	110	126	138
Del Norte	0	0	0	2	1	0	3	3	3	3
El Dorado	2	3	8	7	7	8	12	14	14	11
Fresno	35	40	39	51	58	54	53	52	82	78
Glenn	10	16	15	14	16	15	8	9	11	6
Humboldt	12	12	17	19	27	26	23	27	30	29
Imperial	40	22	20	27	27	23	28	32	31	23
Inyo	4	1	3	2	6	6	9	15	14	13
Kern	67	73	77	92	113	119	136	132	168	160
Kings	15	20	20	27	32	28	38	44	38	40
Lake	4	1	3	5	5	2	3	7	12	8
Lassen	3	5	4	4	3	8	6	11	11	11
Los Angeles	456	429	531	668	772	864	804	831	945	987
Madera	4	11	7	9	13	23	21	28	27	28
Marin	15	10	14	23	19	30	25	30	37	57
Mariposa	0	3	3	5	4	0	2	3	0	0
Mendocino	17	10	17	20	16	22	16	16	21	25
Merced	15	12	14	18	30	28	18	21	30	37
Modoc	1	1	2	3	4	6	5	4	3	6
Mono	0	0	0	0	1	0	0	0	2	1
Monterey	37	42	60	57	67	61	59	68	94	128
Napa	9	8	15	23	32	35	30	24	16	17
Nevada	3	5	4	4	4	3	2	2	6	3
Orange	50	67	77	76	116	114	111	118	115	125
Placer	5	7	12	10	13	18	14	12	15	21
Plumas	0	0	1	3	3	4	3	3	4	4
Riverside	49	49	65	71	84	96	80	69	63	80
Sacramento	54	54	66	87	111	138	121	107	110	99
San Benito	4	7	6	14	13	12	6	12	12	11
San Bernardino	46	45	65	66	87	93	96	102	115	112
San Diego	80	93	105	98	109	108	115	106	107	108
San Francisco	48	45	43	45	72	72	87	79	79	64
San Joaquin	27	18	33	43	55	57	47	46	46	50
San Luis Obispo	185	202	264	367	465	409	293	477	257	479
San Mateo	53	48	62	66	77	95	113	118	129	139
Santa Barbara	116	104	120	125	117	147	140	199	263	288
Santa Clara	55	58	64	79	80	93	104	112	133	161
Santa Cruz	25	24	27	39	39	36	39	37	47	49
Shasta	8	6	7	9	8	13	21	21	14	17
Sierra	0	0	0	0	0	5	0	0	1	2
Siskiyou	8	7	8	9	8	7	8	13	11	13
Solano	11	12	16	29	39	43	39	37	42	38
Stanislaus	36	27	35	47	62	71	62	62	67	70
Sonoma	31	30	34	36	42	42	43	34	40	29
Sutter	7	6	4	5	8	7	10	12	13	11
Tehama	5	3	4	4	4	4	5	9	10	9
Trinity	1	2	2	0	1	2	2	2	1	1
Tuolumne	3	3	5	5	8	12	8	7	8	8
Tulare	42	55	61	63	56	72	62	63	83	82
Ventura	38	41	44	63	71	69	85	94	116	111
Yolo	2	7	7	5	6	17	16	16	16	20
Yuba	2	5	5	9	11	6	5	7	3	9
Other States	206	197	228	169	234	276	320	264	323	301
Foreign Countries	123	133	172	158	169	194	198	247	286	287
U.S. Territories	49	46	58	62	86	78	68	73	51	50

TOTALS	2259	2259	2745	3163	3767	4040	3938	4210	4496	4839
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**TABLE III. KELLOGG CAMPUS FALL ENROLLMENT—Regular Students**

	52-53	53-54	54-55	55-56	56-57	57-58	58-59	59-60	60-61	61-62
AGRICULTURE	405	419	386	385	504	798	1209	1635	2214	2749
ENGINEERING						216	432	677	934	988
ARTS & SCIENCES						39	228	429	694	1137
<b>TOTALS</b>	<b>405</b>	<b>419</b>	<b>386</b>	<b>385</b>	<b>504</b>	<b>798</b>	<b>1209</b>	<b>1635</b>	<b>2214</b>	<b>2749</b>
<b>BY DEPARTMENT</b>										
<b>AGRICULTURE</b>										
Ag. Bus. Mgmt.					28	87	87	85	107	97
Animal Husbandry	76	107	97	88	111	95	127	102	128	133
Crop Production	78	73	70	80	98	73	75	60	61	60
Dec. Fruit Prod.	44	34	31	32	37	39	35	44	40	37
Landscape Arch.						149	120	138	140	182
Ornamental Hort.	83	83	73	86	120	42	56	60	63	71
Serv. and Insp.	94	72	75	62	67	48	36	32	38	39
Soil Science	13	17	15	25	43	10	13	8	9	5
Ag. Engineering										
Miscellaneous	17	16	14	5						
<b>TOTALS</b>	<b>405</b>	<b>419</b>	<b>386</b>	<b>385</b>	<b>504</b>	<b>543</b>	<b>549</b>	<b>529</b>	<b>586</b>	<b>624</b>
<b>ENGINEERING</b>										
Aeronautical						23	42	78	91	79
Civil						115	233	371	525	498
Electronic						26	41	66	81	76
Industrial						52	116	162	237	262
Mechanical										
<b>TOTALS</b>						<b>216</b>	<b>432</b>	<b>677</b>	<b>934</b>	<b>988</b>
<b>ARTS &amp; SCIENCES</b>										
Accounting							12	31	57	95
Biological Sciences						20	25	55	71	118
Bus. Adm.							66	123	209	322
English							10	10	11	4
Mathematics							19	49	74	99
Mktg. and Sales							4	19	29	28
Office Adm.										17
Physical Education						19	57	79	102	125
Physical Sciences							14	28	44	46
Social Sciences							21	35	92	263
Graduate Students									5	20
<b>TOTALS</b>						<b>39</b>	<b>228</b>	<b>429</b>	<b>694</b>	<b>1137</b>

**TABLE IV. DEGREES AND CERTIFICATES CONFERRED**

	<b>San Luis Obispo</b>									
	52-53	53-54	54-55	55-56	56-57	57-58	58-59	59-60	60-61	
BS	349	333	334	403	493	634	767	744	668	
B. Ed.	0	0	0	1	9	20	17	12	8	
MA	13	16	27	21	31	40	41	51	65	
2-Year Tech.	0	9	17	34	23	20	25	30	21	
3-Year Tech.	41	21	4	1						
Vocational	9	0								
B. V. E.										1
<b>TOTALS</b>	<b>412</b>	<b>379</b>	<b>382</b>	<b>460</b>	<b>556</b>	<b>714</b>	<b>850</b>	<b>837</b>	<b>763</b>	

**TABLE V. DEGREES CONFERRED  
Kellogg Campus**

	1957	1958	1959	1960	1961
AGRICULTURE	54	68	79	71	82
ARTS & SCIENCES				57	100+4*
ENGINEERING				15	71

\*The second degree awarded to double majors

**TABLE VI. PLACE OF LEGAL RESIDENCE  
Kellogg Campus**

COUNTY	1950	1958	1959	1960	1961
Alameda	1	3	6	6	7
Amador		1	2		1
Butte		1	2		1
Calaveras					1
Contra Costa	1	1	1	2	2
El Dorado		1	1	1	1
Fresno	2	1	1	1	2
Glenn					1
Imperial	1	37	36	45	42
Inyo		1	2	3	2
Kern	3	5	11	6	5
Los Angeles	239	699	954	1278	1683
Mendocino	1				
Merced	1				
Monterey		1	5	7	7
Napa	1			2	1
Orange	31	67	113	137	145
Placer		1	1		
Plumas				1	
Riverside	11	101	129	137	161
Sacramento		1	5	3	8
San Benito				1	
San Bernardino	33	138	210	316	370
San Diego		37	45	57	62
San Francisco		4	4	3	3
San Joaquin		5	5	10	11
San Luis Obispo	1	2	3	2	2
San Mateo	1		2	5	8
Santa Barbara	9	7	8	11	16
Santa Clara	2		3	7	6
Santa Cruz	1	1	1		1
Shasta			1		
Siskiyou					
Solano				1	3
Sonoma	1				
Stanislaus		1	10	11	9
Sutter			1		
Tehama	1				
Tulare	5	10	16	9	9
Tuolumne				1	1
Ventura	21	7	18	22	22
Yolo			1		
Other States	16	21	27	45	62
U.S. Territories	2				
Foreign Countries	3	31	36	78	95
<b>TOTALS</b>	<b>401</b>	<b>1185</b>	<b>1662</b>	<b>2209</b>	<b>2749</b>

**TABLE VII. SCHOLARSHIPS  
San Luis Obispo—1952-61**

	Number Awarded	Amount
1951-52	38	\$ 3,775.00
1952-53	43	4,784.06
1953-54	27	4,200.00
1954-55	40	8,500.00
1955-56	47	9,325.00
1956-57	49	10,189.50
1957-58	107	27,396.50
1958-59	129	27,065.00
*1959-60	63	15,055.00
1960-61	126	43,008.00
1961-62	183	58,719.00

\*No Wrasse Scholarships awarded this year.

**TABLE VIII. SCHOLARSHIPS,  
LOAN FUNDS—Kellogg**

	No. of Sch'ships	Amt. of Sch'ships	Value of Loan Funds
52-53	5	\$ 500	\$ 4,500
53-54	5	500	4,850
54-55	4	400	5,050
55-56	6	600	5,050
56-57	12	1,200	10,367
57-58	18	1,950	10,387
58-59	18	1,950	11,169
59-60	19	2,050	11,969
60-61	21	2,250	14,302
61-62	22	2,375	15,152

**TABLE IX. LOAN FUNDS  
San Luis Obispo Campus**

	Number of Loan Funds	Total Funds
1952	7	\$17,537
1953	9	19,730
1954	11	23,036
1955	12	25,498
1956	12	28,111
1957	11	30,895
1958	15	35,595
1959	17	39,309
1960	19	47,574
1961	24	59,588



# CALIFORNIA STATE POLYTECHNIC COLLEGE

The State-Wide State College

