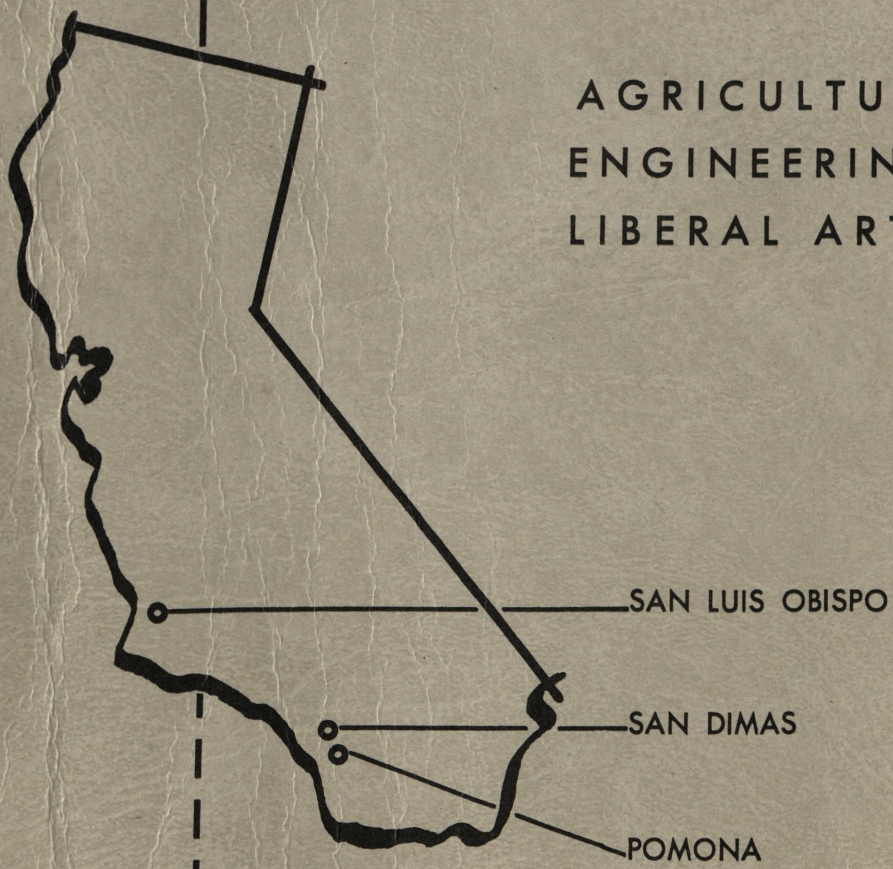


1951-52 ANNUAL REPORT

CALIFORNIA STATE POLYTECHNIC COLLEGE

AGRICULTURE
ENGINEERING
LIBERAL ARTS



CALIFORNIA STATE POLYTECHNIC COLLEGE

ANNUAL REPORT

1951-52

to the

CALIFORNIA

STATE BOARD OF EDUCATION

AND THE

STATE DEPARTMENT OF EDUCATION

San Luis Obispo, California

April, 1952

TABLE OF CONTENTS

	Page
FOREWORD	1
ENROLLMENT	2
DEGREES AND CERTIFICATES	7
FACULTY	8
ORGANIZATION AND ADMINISTRATION	9
FUNCTIONS AND OBJECTIVES	10
EDUCATIONAL PHILOSOPHY	11
THE FOUNDATION	12
CURRICULUM DEVELOPMENT	14
ACCREDITATION	15
LIBRARY	15
STUDENT PERSONNEL DIVISION	15
AGRICULTURAL DIVISION	20
ENGINEERING DIVISION	26
LIBERAL ARTS DIVISION	31
KELLOGG-VOORHIS CAMPUS	36
MASTER BUILDING PROGRAM	38

FOREWORD

As President of the California State Polytechnic College, it is my privilege again to submit to the State Board of Education and the State Department of Education a report on the progress of the college.

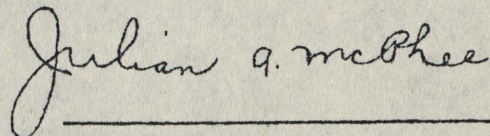
This year's report, covering the school year 1951-1952, actually begins the second fifty years in the history of the institution.

Appropriately enough the college begins its "second fifty" with the beginning of the physical development of the Kellogg-Voorhis branch campus in the rapidly growing area of southern California.

The Legislature, State Board of Education, State Department of Education, Committee for the Study of Higher Education, Kellogg Foundation, private citizens, other educational institutions, as well as the young people of the state, have encouraged Cal Poly's expansion and continued progress.

We are well aware of the responsibility we have been asked to assume in building a new Cal Poly at the Kellogg-Voorhis campus. If we are to be successful in carrying out the development of this new branch and at the same time continue to improve our program of occupational training at the San Luis Obispo campus, we will need the continued and active support of the State Board of Education, State Department of Education, and the Legislature.

Respectfully submitted,



Julian A. McPhee, President

ENROLLMENT

Fall Quarter 1951

A total of 2213 full-time students registered at the San Luis Obispo campus of the college for the fall quarter, 1951, while a total of 331 men registered at the Voorhis campus during the same period---a total for both campuses of 2544.

At present no women students are enrolled as there are no adequate dormitory or physical education facilities available for them.

San Luis Obispo Campus Enrollment

<u>By Division</u>		<u>By Year</u>	
Engineering Division	886	First year	626
Agricultural Division	1073	Second year	469
Liberal Arts Division	196	Third year	533
Graduates	58	Fourth year	474
	2213	Fifth year	53
		Graduates	58
			<u>2213</u>

Enrollment by Departments

<u>Agricultural</u>		<u>Engineering & Industrial</u>	
Agricultural Engineering	116	Aeronautical Engineering	115
Agricultural Inspection	17	Architectural Engineering	186
Animal Husbandry	487	Air Conditioning & Refrig.	72
Field Crops Production	59	Electrical Engineering	84
Truck Crops Production	26	Electronics & Radio	160
Dairy Husbandry	99	Mechanical Engineering	218
Dairy Manufacturing	25	Printing	51
Fruit Production	27		<u>886</u>
Ornamental Horticulture	75		
Poultry Husbandry	67		
Soil Science	67		
Citrus Fruit	8		
	<u>1073</u>		

<u>Liberal Arts</u>		<u>Graduate</u>	
Biological Sciences	39	Agricultural Education	42
Mathematics	8	Education	16
Physical Education	89		<u>58</u>
Physical Science	8		
Social Science	32		
Agricultural Journalism	20		
	<u>196</u>		

Total 2213

Place of Legal Residence

3

COUNTY	MAR. 21 1946	NOV. 1 1946	NOV. 1 1947	OCT. 1 1948	OCT. 1 1949	NOV. 10 1950	OCT. 30 1951
ALAMEDA	119	35	63	85	108	106	93
ALPINE	0	0	0	0	0	0	0
AMADOR	0	0	0	1	2	0	0
BUTTE	1	1	4	6	10	10	8
CALAVERAS	0	0	0	0	0	1	2
COLUSA	2	2	1	2	3	12	4
CONTRA COSTA	7	13	12	30	37	45	36
DEL NORTE	0	0	0	1	1	1	0
ELDORADO	0	0	7	14	14	12	5
FRESNO	20	65	65	73	71	50	43
GLENN	1	3	5	10	16	14	14
HUMBOLDT	6	12	13	17	14	8	11
IMPERIAL	3	7	12	16	15	17	26
INYO	0	2	3	3	3	7	7
KERN	8	29	27	50	66	51	47
KINGS	6	18	17	17	15	17	13
LAKE	0	1	1	3	2	5	2
LASSEN	2	2	3	10	11	6	4
LOS ANGELES	163	397	439	588	651	596	481
MADERA	1	3	11	3	5	4	5
MARIN	2	3	10	11	17	14	12
MARIPOSA	0	0	2	1	2	1	2
MENDOCINO	1	9	13	7	6	6	8
MERCED	2	13	27	41	26	31	25
MODOC	0	1	4	4	6	5	3
MONO	0	0	1	0	0	0	0
MONTEREY	8	19	41	52	50	57	38
NAPA	7	4	4	7	10	5	2
NEVADA	1	3	4	5	6	5	2
ORANGE	12	40	59	78	93	84	51
PLACER	1	4	5	7	2	5	6
PLUMAS	0	0	0	0	1	0	0
RIVERSIDE	11	32	35	81	64	68	56
SACRAMENTO	5	13	27	38	42	46	47
SAN BENITO	1	5	9	11	10	7	3
SAN BERNARDINO	13	28	44	54	65	64	51
SANTA CLARA	15	43	53	53	73	79	55
SAN DIEGO	15	69	78	125	114	95	89
SAN FRANCISCO	19	34	61	53	66	68	57
SAN JOAQUIN	14	19	28	27	33	39	26
SAN LUIS OBISPO	134	175	427	225	215	199	186
SAN MATEO	6	22	28	37	42	43	35
SANTA BARBARA	19	32	64	89	108	120	91
SANTA CRUZ	10	28	33	32	31	34	34
SHASTA	3	1	5	5	5	5	8
SIERRA	2	2	2	2	2	1	2
SISKIYOU	0	4	4	3	7	6	3
SOLANO	0	1	5	11	11	12	7
STANISLAUS	7	15	38	43	63	46	32
SONOMA	8	19	21	25	38	31	26
SUTTER	0	2	9	11	12	9	6
TEHAMA	2	3	5	4	6	8	3
TRINITY	0	0	1	0	1	2	1
TUOLUMNE	2	6	3	1	1	3	4
TULARE	18	43	56	56	68	67	53
VENTURA	8	34	33	46	50	47	36
YOLO	3	2	4	2	4	4	4
YUBA	1	1	7	11	5	6	3
OTHER STATES	67	179	231	301	390	307	219
FOREIGN COUNTRIES		20	21	31	54	48	60
U.S. TERRITORIES				34	59	76	52
	655	1518*	2165*	2553*	2902*	2715*	2199*

* NOT ALL STUDENTS REGISTERED AT THE SAN LUIS OBISPO CAMPUS WERE INCLUDED IN THIS SURVEY AS SOME CARDS WERE NOT AVAILABLE AT THE TIME THE STUDY WAS MADE. IN 1946 ACTUAL ENROLLMENT WAS 1571, IN 1947 IT WAS 2229, IN 1948 IT WAS 2575, IN 1949 IT WAS 2909, IN 1950 IT WAS 2767, AND IN 1951 IT WAS 2213. HAD THE BALANCE BEEN INCLUDED IN THIS STUDY, SOME ADDITIONAL COUNTIES WOULD BE REPRESENTED.

Summary of Enrollment Distribution Within The State

Following the trend which began in 1903 and has continued ever since, Cal Poly's enrollment is wide-spread throughout the state---in contrast to that of the regional state colleges. At the San Luis Obispo campus 53 of the 58 counties in the state were represented in the fall of 1951. At the Voorhis campus fall quarter, 1951, enrollment distribution shows students from 26 of California's counties.

Enrollment by Classes and Curriculum Level

<u>Agricultural</u>	<u>Vocational</u>	<u>Technical</u>	<u>Degree</u>
Freshmen	33	62	216
Sophomores	16	54	172
Juniors	0	68	196
Seniors	0	0	235
Fifth Year	0	0	21
Graduate	0	0	
	<u>49</u>	<u>184</u>	<u>840</u>
		Total Agriculture	1073
<u>Engineering and Industrial</u>		<u>Technical</u>	<u>Degree</u>
Freshmen		30	235
Sophomores		25	162
Juniors		48	170
Seniors		0	198
Fifth Year		0	18
		<u>103</u>	<u>783</u>
		Total Engineering	886
<u>Liberal Arts</u>			<u>Degree</u>
Freshmen			48
Sophomores			39
Juniors			53
Seniors			42
Fifth Year			14
			<u>196</u>
		Total Liberal Arts	196
<u>Graduates</u>			
Agricultural Education	42		
Education	<u>16</u>		
	58		

5

Enrollment of Veteran and Non-Veteran Students

	<u>Veterans</u>	<u>Non-Veterans</u>	<u>Total</u>
Freshmen	102	524	626
Sophomores	149	320	469
Juniors	218	315	533
Seniors	232	242	474
Fifth Year	23	30	53
Graduates	32	26	58
	<u>756</u>	<u>1457</u>	<u>2213</u>

Enrollment of Married Students

Public Law 346	368
Public Law 16	44
State Veterans	<u>34</u>

Married Veterans *446 *Approximately 59% of veterans enrollment

Married Non-Veterans 135

Total Married Students †581 † Approximately 26.3% of total enrollment

Comparative Enrollments by Years
(San Luis Obispo)

<u>5-Yr. Intervals</u>	<u>1-Yr. Intervals</u>	<u>1-Yr. Intervals</u>
1903-04---- 20	1938-39----651	1945-46---- 819
1908-09----151	1939-40----780	1946-47----1571
1913-14----194	1940-41----739	1947-48----2229
1918-19----110	1941-42----711	1948-49----2575
1923-24----114	1942-43----570	1949-50----2909
1928-29----398	1943-44---- 80	1950-51----2767
1933-34----239	1944-45----128	1951-52----2213

Kellogg-Voorhis Campus Enrollment

Fall Quarter 1951-52

	<u>Veterans</u>	<u>Non-Vets</u>	<u>Degree</u>	<u>Tech.</u>	<u>Voc.</u>	<u>Spec.</u>
Freshmen	22	76	88	6	4	0
Sophomore	32	65	89	5	3	0
Junior	35	56	87	4	0	0
Senior	24	16	40	0	0	0
	<u>113</u>	<u>213</u>	<u>304</u>	<u>15</u>	<u>7</u>	<u>0</u>

Enrollment by Departments

Agricultural Inspection	94
Citrus Fruit Production	47
General Crops	58
Ornamental Horticulture	81
Pre-Transfer to San Luis Obispo in Majors other than the 4 listed above.	46
	<u>326*</u>

*Actual enrollment for this period was 331 students, but at the time this survey was made five students had not turned in their registration cards.

Place of Legal Residence (New Students Only*)

<u>County</u>		<u>County</u>	
Fresno	2	Riverside	9
Imperial	4	San Bernardino	5
Kern	1	San Diego	3
Los Angeles	54	San Francisco	1
Mendocino	1	Santa Barbara	1
Napa	1	Ventura	5
Placer	1	Other States	6
Orange	9	Foreign Countries	6
			<u>109</u>

*Place of legal residence of the 222 old students is not shown in this survey but they are distributed in the above counties and in an additional 12 other California counties.

Enrollment of Married Students

Public Law 346	44
Public Law 16	10
State Veterans	5
	<u>59</u>
Married Non-Vets	15
	<u>74</u>

DEGREES AND CERTIFICATES

Number of Degrees and Certificates Granted
(June 16, 1951--both campuses)

<u>Division & Department</u>	<u>Bachelor of Science</u>	<u>Voca- tional</u>	<u>Tech- nical</u>	<u>Master of Arts In Education</u>
Agriculture				
Agriculture Engineering	15	2	6	0
Agricultural Inspection	27	0	3	0
Animal Husbandry	43	7	21	1
Dairy Manufacturing	8	1	0	0
Dairy Husbandry	17	0	2	0
Ornamental Horticulture	30	0	6	0
Poultry Husbandry	10	1	6	0
Crop Production, General	18	1	4	0
Citrus Fruit Production	18	0	3	0
Deciduous Fruit Production	6	0	2	0
Soil Science	13	0	0	0
Engineering				
Aeronautical Engineering	21	0	0	0
Air Conditioning & Refrigeration	27	1	28	0
Mechanical Engineering	51	0	15	0
Electrical Engineering	35	0	10	0
Electronics & Radio Engineering	41	1	7	0
Printing	5	0	0	0
Architectural Engineering	24	1	4	0
Maintenance Engineering	2	1	1	0
Liberal Arts				
Biological Science	7	0	0	1
Health & Physical Education	9	0	0	1
Mathematics	16	0	0	1
Social Science	6	0	0	0
Physical Science	2	0	0	0
	<u>451</u>	<u>16</u>	<u>118</u>	<u>4</u>

Grand Total Graduates, June 1951 -- *589

*Note: The total number of graduates in June, 1951, was greater than the total number of students enrolled during any school year in the first 35 years.

FACULTYCombined Campuses

173 persons are on the teaching staff at the San Luis Obispo and San Dimas (Kellogg-Voorhis) campuses. The following tables indicate the distribution of the teaching staff according to degrees, as of April 1, 1952.

San Luis Obispo		Kellogg-Voorhis	
Degrees:		Degrees:	
Ph.D., Ed.D.	17*	Ph.D., Ed.D.	3**
M.A., M.S.	62	M.A., M.S.	10
A.B., B.S.	50	A.B., B.S.	13
No Degree	18	No Degree	0
Total	<u>147</u>	Total	<u>26</u>

*This includes one 6-year Chemical Engineering degree and two D.V.M. degrees.

**This includes one D.V.M. degree.

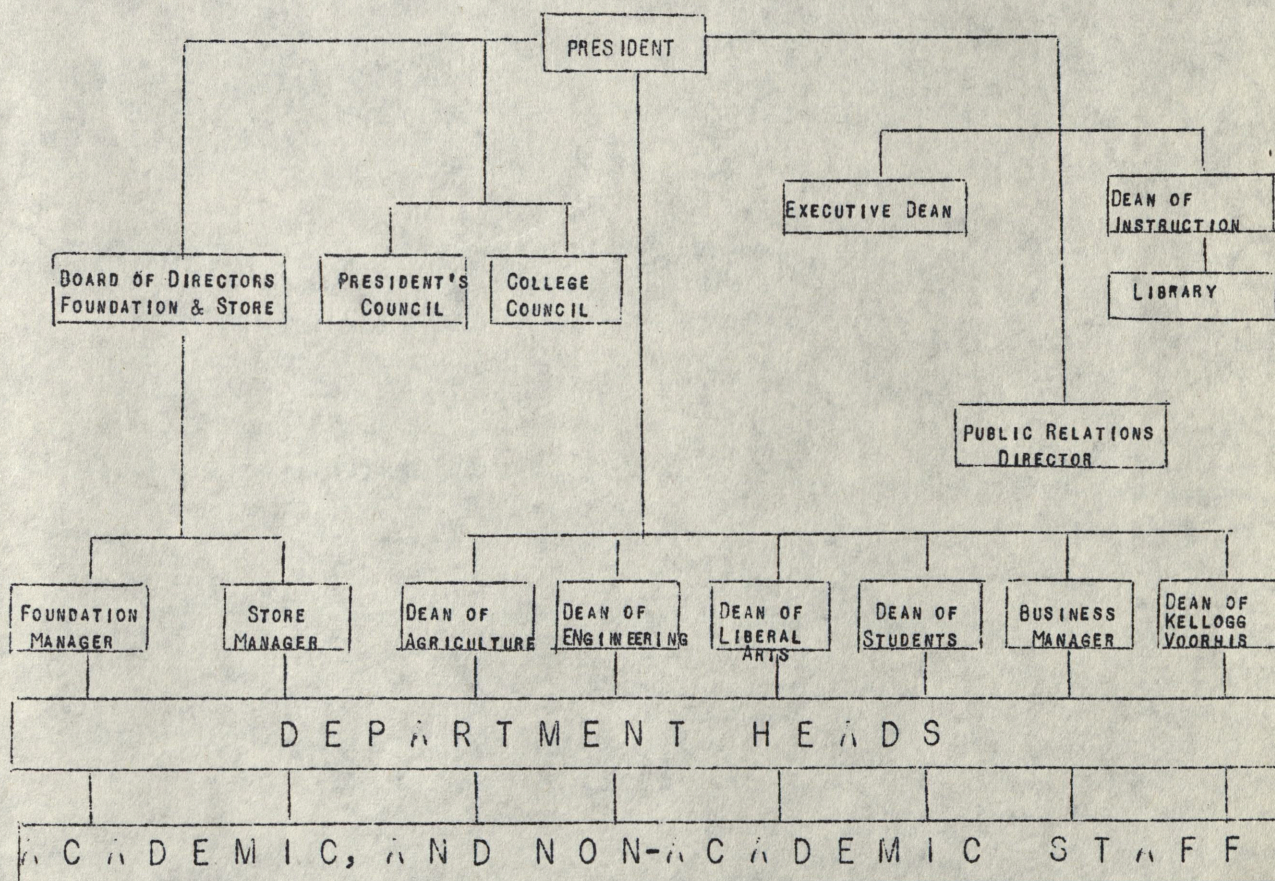
ORGANIZATION AND ADMINISTRATION

The California State Polytechnic College is a part of the state college system of California. It is administered by the State Board of Education and the State Department of Education.

Within the college it is the policy to allow the heads of the respective divisions to establish and carry out policies and procedures by which the respective divisions are operated insofar as those policies and procedures affect only the one division. When policies and procedures are college-wide in their effect, they are established and coordinated through the President's Council with the approval of the President.

Administrative Reorganization

The college has continued to implement the new organizational plan recommended for the state colleges by the State Department of Education and the State Department of Finance. An Administrative Handbook designed to give divisional and department head staff members a clear and direct understanding of their duties and responsibilities is nearing completion. A simplified chart of the present administrative setup is shown below:



An Employee Handbook of basic policies and procedures was published and distributed to staff members during the month of March. The Handbook, published in loose-leaf form following a decimal classification of subject matter, was designed to give employees: (a) information about the various operational divisions of the college, (b) an understanding of the policies which guide these operations, and (c) a familiarity with approved procedures by which things get done.

The Handbook compilation was begun in 1950-51 by a committee of seven academic and non-academic employees working closely with personnel throughout the college who assisted in developing both policy and procedure statements related to their respective areas of responsibility. Material in the Handbook was carefully considered and approved by the President's Council and the President prior to its publication. Material in the Handbook is always subject to review and change, and a procedure for correcting and revising the Handbook was developed and made known to all staff members.

Staff Bulletin

Improved two-way communications between the administration and the staff has continued to be the major purpose of the weekly mimeographed STAFF BULLETIN. Established in December, 1950, the BULLETIN has editorial staff representation from each division of the college, both academic and non-academic.

College Council

During the year the old "Faculty Council" was broadened by State Department of Education reorganization regulations so that it now represents both instructional and non-instructional staffs of the college on a non-managerial and non-administrative level. Representatives were elected from each department of the college, according to by-laws drawn up by a representative committee and later accepted by the Council itself. First meeting of the College Council was held November 19, 1951. Regular meetings are held once each month. Purpose of the College Council is to act as an advisory body to the President. Matters relative to the welfare of the college are studied and courses of action recommended.

FUNCTIONS AND OBJECTIVES

While certain functions and objectives of the California State Polytechnic College are held in common with the other state colleges, there is ample official recognition that the functions of this college are not to be limited except within the boundaries established in the founding act. Examples of such official recognition of broadness of scope are:

"The primary function of the California State Polytechnic College is to educate young people in the arts and sciences, including agriculture, mechanics, engineering, business methods, domestic economy, teaching and such other branches as will fit the student for the non-professional walks of life." (Section 900, Adm. Code (1951) Title 5, Education, Chapter 1, Subchapter 4.)

"The California State Polytechnic College may, in accordance with the organic act establishing the college and upon recommendation by the Director of Education and approval by the State Board of Education, establish and maintain course patterns requiring college work of such length as is appropriate for the

educational curriculum leading to each objective. The college may, upon recommendation by the Director of Education and approval by the State Board of Education, establish and maintain pre-professional curriculum patterns which require college attendance for the length of time, but not to exceed four years, appropriate to the objectives of each pre-professional curriculum." (Section 906, Adm. Code (1951) Title 5, Education, Chapter 1, Subchapter 4.)

"The California State Polytechnic College is an exception to the statement that the (state) colleges are primarily regional institutions. Although it by no means neglects the educational needs of its area, the institution is a state-wide institution in its appeal and student patronage." (Page 33, A Report of a Survey of the Needs of California in Higher Education, Strayer and Others, 1948, State Printing Office, Sacramento.

General Objectives of the College

The primary function of instruction at California State Polytechnic College is to impart to students those techniques and sciences necessary to perform successfully the occupations in which they will be employed. To balance this concentration on offerings designed primarily for occupational competence, the curricula must therefore also emphasize general education subjects which help the student to understand the world in which he lives, assist him to express himself, help him to live harmoniously with other people, and to assume his appropriate citizenship and community leadership responsibilities. Currently, the offerings at the San Luis Obispo campus are grouped under three divisions of instruction, as follows: Agriculture Division, Engineering and Industrial Division, and Liberal Arts Division. The agricultural and general education offerings at the Kellogg-Voorhis campus are combined into one division for administrative purposes.

EDUCATIONAL PHILOSOPHY

Upside-Down Plan

California State Polytechnic College has established a unique educational plan sometimes described as the "upside-down educational plan." This plan is characterized by the grouping of as many job-preparatory courses in the first two years as possible. While general education courses are included in the first and second years, this area of preparation is extended throughout the four years of the college program. The net result is that a student who completes the four-year course leading to a degree will have covered substantially the same material as that covered in a similar major in a typical agricultural and mechanics arts type college---but in a somewhat inverted order. This way the student comes immediately into contact with the field of his major interest and does not feel thwarted by numerous hurdles which seem to him unrelated to his interest. He also acquires a realization of need for "theory" courses. This system enables a student to better earn a living, using the knowledge and skills he has acquired at whatever point he may complete his formal education.

Project System

The function of preparing students for maximum employability is carried out by a thorough integration of the "doing" practices with the underlying theory. The classroom instruction, the formal laboratory experiences, and the actual project operations on a commercial scale are each used in their proper proportion. The project system consists of self-owned or managerial projects operated by students in such a way as to give knowledge and provide experiences

in the commercial production and marketing of agricultural products or in the construction, rebuilding, repair, or maintenance of industrial machinery or equipment. This combination of the practical "learn by doing" and "earn while you learn" philosophies not only enables a student to earn money while doing work directly related to his major academic interest, but also creates an added incentive for the more rapid acquisition of further skills and knowledge. A revolving fund from which students may borrow without co-signers makes it possible to finance the many projects.

THE FOUNDATION

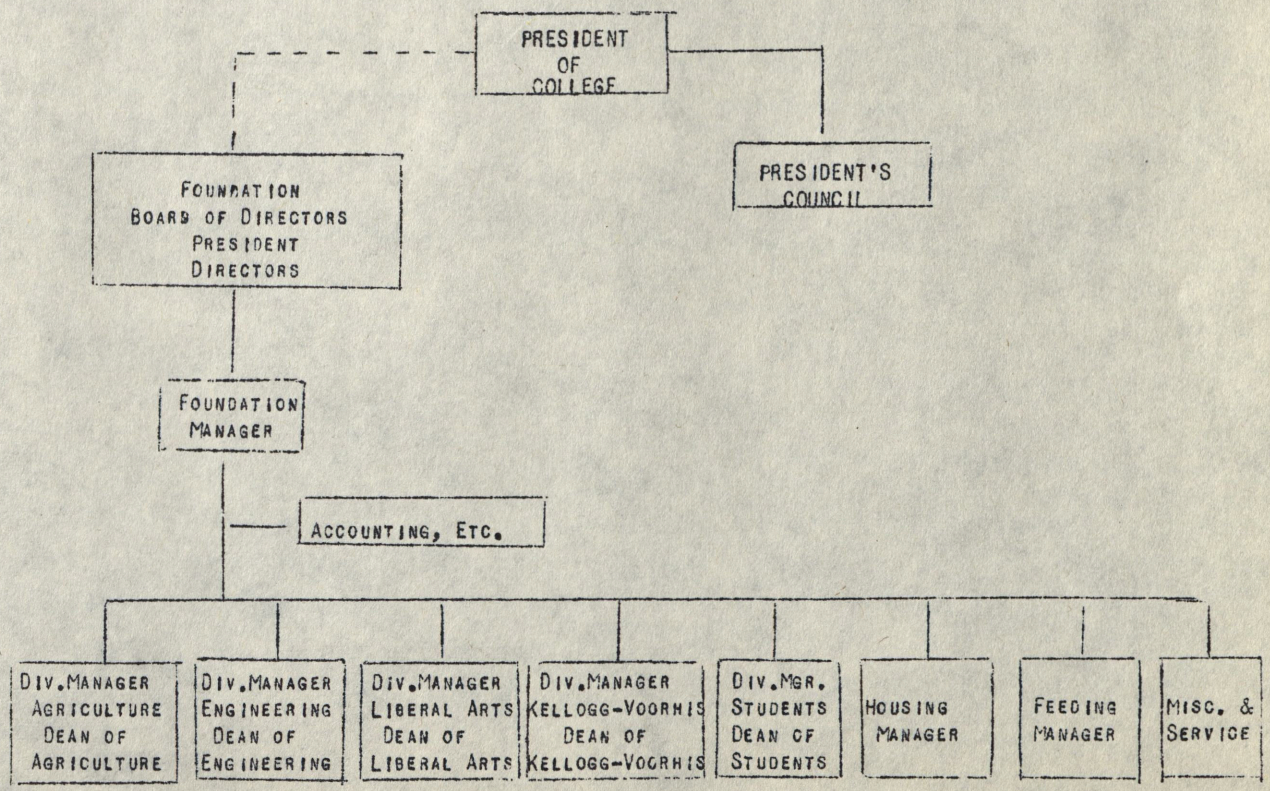
The California State Polytechnic College Foundation is a non-profit corporation organized under the corporate laws of the State of California, April 23, 1940. Organized for the purpose of furthering the educational aims and the administrative objectives of the College, the Foundation follows the policy of conducting business operations that will be a basis for instruction in best practices.

Organization

Foundation activities are directed by a board of seven directors who serve for a term of not more than four years. Directors are selected according to provisions in the By-Laws of the Articles of Incorporation.

A Foundation Manager, under the direction of the Board of Directors, initiates and is responsible for providing certain services and for establishing, conducting, and accounting for the operation of the Foundation properties. He manages the properties so that facilities are provided for instructional purposes as well as providing student services, such as: post office, infirmary, housing, feeding, trust fund, etc.

A simplified chart shows the administrative organization of the Foundation:



The relationships of the College and the Foundation are subject to the provisions of the State-Foundation lease and have been defined in an agreement. This agreement pinpoints areas of responsibility in respect to use of facilities, maintenance of facilities, provision of Foundation herds and flocks, provision of other services to the college, financing of projects, keeping of accounts and other acts or services that aid in instruction or service.

Foundation Activities

Activities of the Foundation fall into these broad areas: agriculture and engineering, housing and cafeteria, and special services. Activities are similar on the several campuses.

Agriculture and Engineering: Activities are divided between Foundation operated projects and student projects. Foundation projects include the basic breeding herds and flocks, some crop items as well as printing services and electronic repair work. Student projects are in many areas of business activity in both agriculture and engineering. Students may borrow from the Foundation to feed animals, repair airplanes, grow crops, or build basic producing herds. In fact, any productive activity related to a student's major interest and properly planned and budgeted can feasibly be financed by the Foundation. This loan fund is approximately \$75,000 and is revolved at 5% interest to the student plus a share of his net profits.

Cafeteria and Housing; Operations are a large share of the Foundation's work and the scope of the business can well be indicated by their budgets for the year. The budget for cafeteria for the year 1951-52 indicates gross sales of approximately \$200,000. The Housing budget for 1951-52 calls for expenditures of \$101,000.

Special Activities: These include the Health Center work, post office operations, the Kellogg Horse Show, the feed mill, and several others. This group carries an operating budget for the current year of approximately \$200,000

The entire operation calls for operating budget for 1951-52 of approximately \$750,000 of which some \$150,000 is spent for student labor.

On all campuses the Foundation enters into the life of the student in many ways. It operates his housing and aids in feeding him. His start in life or aid to his basic training comes from his project work. Health needs, and many other services care for his many needs.

CURRICULUM DEVELOPMENT

In curriculum planning, the College has gone to the "grass roots" to help determine what competencies and degrees of competency need to be developed by the student. That the instructional programs have sufficient breadth, depth, and balance is evidenced by the fact that graduates are successful in a variety of positions and responsibilities. The college, however, is aware that conditions are constantly changing and that the evaluation and revision of curricula is a continuous process.

As the result of a continuing curriculum study which began two years ago, under guidance of the Dean of Instruction and the President, much progress has been made in eliminating duplication or overlapping of courses between divisions and within single departments.

First step in the college-wide curriculum study was to work out a way of showing the intent of, and so far as possible, what actually goes on in a given course. A special representative committee, with the Dean of Instruction as chairman, began the study. The committee developed a group of headings under which a statement describing a given course would be prepared. This is referred to as the "Expanded Course Outline," and the headings under which courses are described are as follows: 1) Catalog description, 2) Required background of experience, 3) Expected outcomes, 4) Texts and references, 5) Minimum student materials, 6) Minimum college facilities, 7) Expanded description of content and methods, 8) Methods of evaluating outcomes.

A further step in the continuing study to improve instruction is the analysis of expected outcomes of courses and curricula in relation to areas of employment. Each department head has studied and reported on areas of employment for which they believe each year of their curriculums prepare.

The study has included, in addition, an evaluation by a representative faculty committee of "inter-division-interest" courses for the purpose of securing better coordination between courses, departments and divisions of the college to the end that a given supporting science, for example, makes its appropriate contribution.

On the basis of these studies, catalog descriptions were re-examined, and in many cases re-written.

The study will continue with expanded course outlines prepared for every course offered in the college. The final step in this continuing study will always be the examination by a representative faculty committee of the expanded course outline in the light of studies which will provide the committee with the following: 1) the year by year list of jobs, 2) the list of essential achievements, and 3) the course "directional-statements" in the case of inter-division-interest courses.

The program of curriculum development at the college has been set up not only as a continuing study on campus but as a continuing survey and interview program with employer representatives to determine: 1) needs of employers, 2) effectiveness of a curriculum in terms of employability of the graduate, and 3) potential areas of improvement in the instructional program.

ACCREDITATION

During the year the prestige of the college was further extended when it received full accreditation by the Western College Association. Already fully accredited as a four-year degree-granting college by the Northwest Association of Secondary and Higher Schools, the college received this accolade in the Western College Association committee's report which followed a painstaking two-day campus investigation:

"California State Polytechnic college probably comes close to exemplifying in practice what is popularly conceived as being the Jeffersonian theory of democratic education, according to which the artisan, mechanic, and the agriculturalist would be informed and enlightened citizens of the Republic. Your committee was impressed by the clearness with which the objectives of the college were stated, the whole-hearted endorsement of those objectives---a wholesome minority dissenting---and the effectiveness with which those objectives are reduced to practice, as manifested in the classroom, the seriousness of the students and their achievement...."

The college has been granted regular reaccreditation by the State Board of Education to give the training and to make the recommendation for the following credentials:

Special Secondary Credential in Vocational Agriculture
 Special Secondary Limited Credential in Agriculture
 Special Secondary Credential in Physical Education
 General Secondary Credential with majors in: Agriculture, Health and Physical Education, Life Science and General Science, Mathematics, Physical Science and General Science, and Social Studies.

LIBRARY

During the past year, every effort has been made to carry on a program of improvement in efficiency and quality of library services.

Out of print items have been searched for regularly. Several have been discovered and purchased through various second hand dealers, thus removing some of the shortages in the library collection.

The general book collection has been increased by approximately 5,000 volumes bringing the total collection to about 32,000 volumes. Practically all of this material has been processed and put into service in the library.

Periodical subscriptions have remained much the same as last year, but an effort is being made to extend all subscriptions from one to three year periods and so gain savings in the budget.

At the present time, there are eleven professional librarians and five clerical assistants on the library staff.

STUDENT PERSONNEL DIVISION

During the year the Dean of Students and personnel under his supervision have been actively engaged in improving the student service and activity program within the organizational setup established last year as part of the administrative reorganization.

The Student Personnel Division is a service division providing for students and all other divisions of the college activities, aid and assistance under the following administrative functions: Guidance and Counseling; Activities; Admissions, including academic records, statistics, scheduling, and evaluations; Placement, including on-campus, off-campus and follow-up; Health, including the Health Center work, environmental sanitation and athletic teams medical work; Room Assignment; Residence Hall morale and supervision (other than maintenance and custodial work); Intercollegiate Athletics; Graduate Manager's Office; Loans, Scholarships, and Alumni Activities.

Counseling Center

In addition to being responsible for the administration of the entrance-placement tests and for providing individual counseling service to the students, the Counseling Center has expanded its activities in the following areas:

1. Every new student has a conference with a counselor during his freshman year for the purpose of helping the student (1) evaluate the soundness of his choice of major curriculum, (2) determine his needs in such areas as academics, study techniques, and personal development, and (3) establish major goals to be achieved while in college.
2. A selected group of faculty members have been organized as "freshman advisors" whose primary function is to help his group of students make a positive adjustment to college life. Every new student is assigned to one of these advisors.
3. A series of advisory meetings are regularly scheduled so that every student can meet with his advisor. These meetings are devoted to group guidance activities which have included discussions of personal-social characteristics, efficient use of time, and academic loads.
4. A number of selected seniors were organized as "Senior Counselors." Their primary objective was to help students overcome many of the problems which are typical with freshmen.

Admissions and Records

A simplified grade reporting procedure was put into operation during the year. As a result, there is considerable saving in instructors' time and effort in submitting grades; the time taken for the Recorder's Office to issue grades to the students has been cut from an average of two weeks to two days.

After a study of all forms and reports issued by the Admissions and Recorder's offices undertaken by a Faculty committee at the request of the Dean of Students, it has been possible to make a reduction in the number of such reports, thereby effecting a saving in clerical time in the Recorder's Office.

Student Activities

The development of the individual toward social competency as well as vocational competency is one of the objectives of the college. The activity phase of the Student Personnel program is designed to develop young men with social poise who can take a place of leadership and responsibility in a democratic society--and make it better because of their educational experience at this college.

The addition of a full-time activities officer has made it possible to expand the student personnel program in this area. For the first time it has been possible to include an organized leadership training program which can be measured with positive results. A continuing effort is being made to make all phases of student activities of educational value to all students.

A survey undertaken during the year revealed that approximately 77% of the students participate in one or more phases of extra-curricular activities. A total of forty-eight clubs have offered a variety of opportunities from hobbies and crafts to student chapters of professional societies. Organized activities in music, publication, athletics and other campus-wide events have reached a very large proportion of students. An all-campus blood drive netted 879 pints to set a new national collegiate record, according to the American Red Cross.

Class programs have received added emphasis, with special days set aside for class meetings. An inter-class council of class leaders was organized to coordinate all class activities, including inter-class athletic events.

The intramural sports program was expanded. Twenty-eight basketball teams played a total of 123 games and not a single game was forfeited. Twenty-three softball teams enjoyed equal success. Other intramural activities included touch football, boxing, wrestling, volley ball and bowling. Limited facilities prevented further expansion of the intramural program into other sports areas.

Residence Halls

The Residence Hall as a laboratory of learning has received considerable attention during the year. The planning of an expanded program of extra-curricular learning through dormitory living has given a wealth of opportunities for the application of the democratic process. The completion of five temporary dormitories this spring and the anticipated completion of five permanent dormitories this summer will allow the housing of nearly 1500 students on campus in twenty-five living groups or areas. The projection of learning into the residence halls program will continue to be exploited to the fullest possible extent.

Placement Service

An expanded and improved program of placement services was made possible during the year by providing the Placement Officer with two assistants, a Placement Secretary and a stenographer-clerk.

In addition to assisting students to find part-time employment in their major field of interest and thereby utilize and make more meaningful their educational experience, the Placement Office aids former students and graduates in securing permanent employment at the occupational levels for which they are prepared. This latter service is provided jointly by the Placement Office and the respective department heads.

During the year the Placement Office has been unusually busy coordinating visits to the campus of employer representatives and arranging interviews with qualified seniors.

Employers visit the campus not only to discuss employment opportunities with graduating seniors, but to explain to undergraduates what agriculture, education, business, and industry expects of its employees. This provides the senior with an opportunity to accept employment where he can put his education

to use most effectively. Under-graduates are brought up to date on developments in various fields and many times are given opportunity to work during school vacations in fields in which they hope to obtain permanent employment.

A series of Employment Clinics again were sponsored by the Placement Office during the year for all students interested in the employment process. Attendance is voluntary, with meetings held after school hours. Some 200 to 300 students attended each session. Representatives of agriculture, business, and industry come to the campus to explain what is expected of a student when he accepts or applies for employment. Group counseling also is offered at these Clinics by staff members.

An extensive follow-up program on graduates is in progress. This will provide an evaluation of instruction in terms of the product. It contributes valuable information on the success of graduates, the true value of training received, the cause and consequence of occupational drift, and the need for revisions and additions to the several curricula.

The follow-up program will be expanded to provide students and staff with current pertinent occupational information which applies to the occupational offerings of the college.

Health Service

The student health program and environmental sanitation program are under the direct supervision of the College Physician, a new position added to the staff during the year. The addition of the full-time physician to the staff has resulted in a more efficient and smooth-running health service program and has made possible considerable improvement in environmental sanitation as a preventive phase of the health service.

The student health program is headquartered at the Health Center. The full-time physician, two registered nurses, and three student orderlies make up the staff. The service of four part-time physicians is available under a contract arrangement maintained with a local clinic. The student pays \$3.00 a quarter fee for medical services. The service provided includes a physical examination and all minor and major surgery. In addition, the service includes visits to the students' residence and first-aid treatment within a radius of five miles of the campus. Diseases of a chronic nature which the student contracted before entering college are not covered. Staff members are not eligible for service in the Health Center, except in emergency.

The Health Center is contained in one building near the center of the campus. The present bed capacity is 12, with 8 beds in a large pleasant ward and 4 beds in two rooms for isolation purposes. The waiting room has been remodeled. The nurses' work room contains charts, records, refrigerator for biologicals and other equipment common to a nurses' station. The drug room and the laboratory are combined and contain the common drugs used for treatment, the equipment for the common laboratory procedures, and has a microscope, centrifuge, blood and urinalysis equipment.

Three treatment rooms are well equipped. One serves as an operating room where minor operating procedures are done. X-ray equipment consists of a portable machine, a stationary machine with tilt table, wall cassette holder, facilities for fluoroscopic examinations and complete dark room equipment.

A diet kitchen has recently been added. It contains a stove, sink, refrigerator, dishes, and other equipment for special diets. The main source of food for bed patients comes from the nearby college cafeteria.

There is a private office for the physician and living quarters for one resident nurse and three student orderlies.

Physical examination procedures have been reorganized and extended. Each hospitalized student is given a complete examination on admission, including routine laboratory and follow-up examinations following recognized hospital procedures.

Approximately 12,000 visits are made each year to the out-patient department. Approximately 500 bed patient days are accommodated during the year.

An attempt is being made to cooperate more closely with the counseling center and the corrective physical education program.

Plans are now underway to increase the consulting staff by obtaining a panel of recognized specialists to cover needed areas.

It is hoped that the unit will be constantly improved and extended to receive approval and recognition by the American Hospital Association.

Objectives of the Division

The Agricultural Division gives basic training to students in agricultural production fields of their choice. A broad training in fundamental practices of agricultural production is assured agricultural majors through related work offered by agricultural departments other than the major department. Both the how and the why are given students in the four-year degree curricula by providing a group of major courses; a block of closely related agricultural courses from other agricultural departments and a block of related courses in science and general education. In addition, all department majors have a liberal number of free electives, courses giving the student an opportunity to complete a well-rounded program.

Students not wishing to spend four years in a degree program may select a two-year technical program in any agriculture major. Two-year students follow the regular degree pattern in major work with a minimum of related courses. This allows a greater choice of electives in other agricultural fields. On completion of 100 quarter units, students may be granted technical certificates in their fields of specialization.

The major departments included in the Agricultural Division are: Agricultural Engineering and Mechanics, Animal Husbandry, Citrus Fruit Production, Crops Production, Dairy Husbandry, Dairy manufacturing, Fruit Production, Horticultural Services and Inspection, Ornamental Horticulture, Poultry Husbandry, Soil Science, and Truck Crops. A service department of this division is Veterinary Science.

Agricultural Engineering

As an indication of average enrollment of students in classes offered by the Agricultural Engineering department, a summary of the winter quarter, 1951-52 shows a total of 858 students in classes under agricultural engineering instructors. Of this number, approximately 130 were agricultural engineering majors. The balance of over 700 indicate a college-wide service to the various other departments.

In addition, the elementary surveying courses taken by 108 students of the Engineering Division are given by instructors for the Agricultural Engineering department. This would indicate a total student enrollment in classes handled by agricultural engineering instructors of over 960.

The program of leasing equipment from various manufacturers continues. This equipment includes tractors, planting and harvesting equipment, as well as heavy equipment primarily used in earth moving. Replacements with new models have been made under this lease agreement in several instances.

Classes in tractor operation have aided development of the new dairy site, moving some 60 thousand yards of dirt in preparation for the new dairy. During the coming year, it is planned that the department, through both classes and student employment will prepare sites for the ornamental horticulture unit, the poultry unit, and move an additional 30 thousand yards of material before the new dairy is completed. Roadways to the new locations also will be developed.

Classes in surveying, irrigation, and carpentry completed a concrete dam across Stenner Creek to hold back the stream flow and increase the water level

of wells in the stream basin. This structure involved excavation, construction of the forms, and pouring of 42 cubic yards of concrete. The actual water holding capacity of this structure is approximately two acre feet, but the purpose as indicated, is to retard the stream flow rather than store water above ground.

In addition, tractor and irrigation classes improved and increased the capacity of the reservoir at the college's Cheda Ranch property from two acre feet to a total capacity of approximately 40 acre feet. The old reservoir basin was cleared, the dam was raised an additional 12 feet, and new spillways were installed.

The preparation of the seed bed and the planting of some 700 acres of forage and crops land is largely accomplished through the training program of tractor and farm machinery classes. This work, of course, is an annual problem and hence gives each succeeding group of students a similar opportunity.

During the past year, the curriculum in the various departments has been re-evaluated and, where desirable, changes made. In the Agricultural Engineering department this revision provides for specialization in the junior and senior years. By proper selection of available courses in the junior and senior year, students may specialize in one of two occupational areas: Power and Machinery and Mechanized Agriculture.

Since it is the policy of this college to offer real rather than synthetic opportunities to apply the skills and principles learned in class work, the use of students from the various classes to do the construction and repair work available about the college areas is an ideal part of the educational process. The fact that this type of practical training is available has materially increased the demand for the students trained in this manner, with the result that the list of jobs available has continued to exceed the number of men trained for agricultural engineering positions.

Animal Husbandry

During 1951-52 the Animal Husbandry department expanded its beef production sheep and swine production program over the previous year on newly acquired acreage and added feeding facilities.

The beef herd consists of 125 registered Hereford, Angus, and Shorthorn breeding cows and replacement young stock. Two hundred and fifty feeder steers were finished for show and marketed during the year in student projects. The swine herd consists of 75 Poland China, Berkshire, and Duroc Jersey brood sows and replacement gilts. Over 800 head of swine were fed by students for show and market. The sheep flock consists of 150 Hampshire, Suffolk, Southdown, and Corriedale ewes. Six hundred head of feeder lambs were finished in student projects for show and markets.

The meats laboratory and killing plant was completed and added courses in meats processing were initiated in the spring quarter. Added feed storage space is under construction in connection with the feed milling plant. A livestock judging pavilion is ready for use during the spring quarter.

A total of 467 students were enrolled in this department in the winter quarter. One hundred and seventy two different students carried on production livestock projects, marketing \$95,000 worth of live animals. The students' share of the profits amounted to approximately \$11,500; the Foundation retained \$5500 as its participating share.

Students exhibited livestock at the California State Fair, Los Angeles County Fair, Cow Palace, and Great Western Livestock Shows, competing with livestock breeders from the western states.

Livestock judging teams competed at the Pacific International at Portland, Grand National at San Francisco, and the Chicago International at Chicago with teams from agricultural colleges from all parts of the United States.

The department faculty has been of assistance in improving livestock in the state by officiating at fairs, assisting in FFA and 4-H Field Days and tours, conducting judging schools, and sponsoring other such educational programs.

Graduates are being placed as farm managers, farm owners, livestock buyers, feed lot operators and managers, agricultural teachers, breed associations, extension service, market news service, feed companies, etc.

Crops Production

The Crops department is composed of three sub-departments: Field Crops, Deciduous Fruits, and Truck Crops. Total enrollment in the three sub-departments during the winter quarter was 121 students majoring in those fields. In addition, the department serves over 600 other students taking such related agricultural work as forage crops, general truck crops, and general fruit production.

During the year responsibility for the control of weeds on the farm and campus was delegated to the department. This arrangement closely coordinates the lecture and laboratory work in the weed control course with the practical phases of weed control.

A similar arrangement finds the department charged with the responsibility for rodent and insect pest control on the farm and in the feed mills and barns. Agricultural inspection majors completing their work on the San Luis Obispo campus and students taking the course in crop pest control gain practical laboratory experience in such activities as fumigating grain for weevil and in rat and gopher control.

The Crops department maintains a store on the campus for the sale of the products of orchard, vineyard, truck and field crops. This is entirely handled by students and caters principally to student families, faculty, and other employees. A total of \$4,438.12 was returned to the state during the 1951 calendar year as a net profit on sale of surplus fruit and vegetable products.

A new building, erected by agricultural engineering classes, will soon be completed and available to house honey making, honey extraction, cider making, olive pickling, and similar processing operations.

Members of the department faculty have been instrumental in promoting the addition of vegetable growing projects and truck crops contests as part of the Future Farmers of America program. Department faculty have prepared instructions and study guides for instruction of students in truck crops in relation to the newly established FFA truck crops judging contest, and have held demonstrational meetings for the benefit of vocational agricultural instructors. The department is sponsoring three of the state-wide FFA contests being held during the annual State FFA judging program to be held on the campus May 3.

A dairy cattle project farm was put into operation in the spring of 1951. This was made possible by the purchase of an adjoining 400-acre farm, with a good, small grade A milking barn and large feed barn. This addition enables dairy husbandry students to keep more cattle of their own to operate as dairy projects while attending college. Adult dairymen throughout the state who have visited this new project unit have been very favorably impressed with this "down to earth" method of instruction. This separate unit for student-owned cattle enables more accurate records to be kept and reduces the hazard of spreading cattle diseases to the college breeding herd.

Dairy students now own 46 milk cows and 25 head of young stock which they operate in projects on the college farm. They own some other stock which they keep on home farms. During the past year, dairy cattle projects have returned over \$16,000 gross income. Those students with milking cows have made a labor income of approximately \$10 per cow per month which compares favorably with commercial herds. There has also been some net earnings in raising the young stock.

For the past few years, the dairy herd and creamery has been returning a gross income of around \$100,000 annually which has more than paid operating expenses. The department has provided around \$2000 per month in part-time work on an "earning while learning" basis. The creamery is now marketing around \$7500 worth of milk, butter, cheese, and ice cream each month. Practically all of this is sold on the campus in the sales room, student store, and cafeterias. The operation of the dairy and creamery on a commercial-scale provides a very valuable laboratory for training future dairymen.

The college dairy cattle breeding herd has continued to win national recognition. The Holstein herd was awarded a second Constructive Breeders' Award, the highest recognition by the Holstein-Friesian Association of America. Only one other Holstein breeding herd in California won this award in 1951. Bulls and semen for artificial insemination have been shipped throughout the United States as far distant as Tennessee. Local dairymen obtain dairy sire semen regularly at the college. It is also shipped throughout California to Future Farmers, 4-H Club members and adult dairymen to improve many dairy herds. The college herd of Guernseys, Holsteins, and Jerseys averaged 487 pounds of butter-fat per cow which is more than double the national average. Two Holstein heifers topped the last two California State Sales at \$2050 and \$1135.

Dairy cattle judging teams have continued to win honors in Pacific Coast and National competition. The Junior team won second place in the Collegiate contest at the Pacific International at Portland, Oregon competing against teams from eight leading agricultural colleges. The senior team now ranks second in the nation after three years of competition at the National Dairy Congress at Waterloo, Iowa in competition with about thirty of the leading colleges throughout the United States and Canada.

The student Dairy Club has been very active in supporting the department program. It has purchased, fitted and sold three animals at public auction to raise funds for the support of the dairy judging teams. It has sent members to assist breeders with cattle sales, shows, judging contests, and exhibits.

Detailed plans have now been practically completed for the construction of a new barn unit to house the dairy cattle breeding herd. This unit is being re-located out of the crowded campus area where more corral and pasture space is available. Barns worth moving will be located at the new unit and others will be constructed. When this new unit is completed, it will be modern and adequately equipped to train students in an up-to-date manner.

During the year 1951-52 the Ornamental Horticulture department maintained a student average of better than 75 students. A noticeable change this year in student population was the increase in men from high schools with fewer from junior colleges, thus increasing the size of freshman classes.

The department was host to more visitors this year than ever before, some 7500 visitors being counted. One of the attractions being the large display of tropical foliage plants grown in the tropical glass house.

Plans have been developed for the removal of the entire horticulture unit to a new location on college property southeast of the campus proper.

Landscape plans for the new dormitories were drawn by students of the department of Architecture.

The total gross sales from 30 student projects was \$2806. Approximately 2500 student-grown shrubs and trees were planted from gallon and five-gallon cans to beautify the campus. A double row of 50 shade trees was planted along College Avenue as part of the student planting program.

The students installed a sprinkler system on the four-acre plot in front of the Administration Building and assisted the gardening crew in planting the lawn in that area.

The department furnished floral decorations for more than 200 campus banquets, meetings, and conventions, and participated in two flower shows.

Many of the flowers for the college entry in the Rose Parade float were grown and picked by Ornamental Horticulture students.

Poultry Husbandry

Last year the Poultry department completed 52 student projects. Each of these projects were student managed and represented nearly all phases of poultry production including meat birds, turkeys, egg production, breeding as well as incubation and marketing poultry. The students participate in the financial returns from the projects which aid them in meeting the costs of attending college.

The poultry plant is widely diversified with commercially adapted equipment to give students from all parts of California an opportunity to become familiar with the use, maintenance and repair of each of these varied units. This tends to prepare them for a wider field of endeavor after completion of their college training.

All of the poultry students who graduated last year, except two, are presently employed in the poultry business or closely allied fields. One of the graduates is in military service and the other is doing special civilian work at a military base.

Plans are well under way for the moving of the poultry plant to a new location. This move fits in with the general campus plan of growth and re-location of services. The new poultry plant will embrace more adequate space for classes and laboratories. It includes a new hatchery building and feed building as well as some new poultry flock units.

Progress during the year 1951 moved ahead in the following areas: Training of agricultural students in soil management, development of instructional facilities, graduation of Soil majors, and the placement of men in Soils and related fields.

Enrollment of students in all soils courses during the year including summer sessions, totaled 983, showing a continuing increase over previous years. This figure indicates increasing interest in the offerings of the Soil Science department on the part of agricultural students and to some extent those students majoring in Liberal Arts and Engineering.

Total enrollment of 66 majors in Soil Science at the close of 1950-51 showed a net gain of 21 over the previous year. At the June graduation 13 majors received bachelor of science degrees in agriculture.

Curriculum evaluations were initiated during the year for the purpose of strengthening the offerings in Soil Science. This need for adding certain courses and perhaps elimination of some was indicated by experience of graduates in various fields and also from the suggestions of workers in the field.

Little difficulty was encountered by graduates in Soil Science in finding desirable employment. Openings were available and all graduates were placed in such fields as: conservation, reclamation, extension, fertilizer distribution, graduate work, and farm operations. As a result of the fine showing of our graduates, demands for additional men far exceed present prospects of supply.

The staff in Soil consisted of two Junior and one Senior instructors during the year 1951. With the majority of students enrolling in four unit laboratory-lecture courses, the staff was provided with a maximum load of instructional duties. This, however, did not preclude participation in numerous activities of a general college nature such as catalog revision, college farm operation, employment clinics, counseling, building planning, etc.

Veterinary Science

The Veterinary Science department acts as a service department in the agricultural division. The course of instruction ranges from fundamental biology to practical field programs in disease and parasite control. Livestock sanitation and prevention measures of disease control are stressed in class assignments. Both members of the Veterinary Science department devote considerable time to the maintenance of the health of the college herds and flocks. It is especially important that the college livestock be kept free of animal diseases transmissible to humans, and would prove a hazard to students working with them. The herds are kept free from tuberculosis, brucellosis, encephalomyelitis, and similar diseases which are dangerous to human health. Special programs are being followed for the control of mastitis, contagious ecthyma, swine cholera, and both internal and external parasites.

Supervisory inspection of the meats laboratory will be maintained. The production laboratories are utilized to demonstrate the value of livestock disease control programs.

A new veterinary science hospital is being provided for in conjunction with the new dairy and poultry development.

ENGINEERING DIVISION

Objectives of the Division

The Engineering Division emphasizes the applicatory aspects of engineering. The Division prepares men for employment in the planning, production, operations, distribution, and services phases of engineering.

The Engineering program is characterized by four distinguishing features; First, the student specializes in one phase of engineering for four years. Second, the student begins his major work in engineering in his first year. In the first year or two, emphasis is placed upon knowledge and skills which would assist him in obtaining employment if he leaves college before completing the four years. Third, there is a direct coordination between theory and application in the learning process. Fourth, fundamentals and basic principles are taught through real situations, as far as possible. Problem solution technique is emphasized. Progress is from the specific and practical case to the general principle, with emphasis placed upon laboratory work.

The major departments in the Engineering Division are: Aeronautical Engineering, Air Conditioning and Refrigeration Engineering, Architectural Engineering, Electrical Engineering, Electronic and Radio Engineering, Mechanical Engineering, and Printing. There are two service departments, Welding and Machine Shop, which give courses to all Engineering Departments as well as to students from the other divisions.

Aeronautical Engineering

The drafting room and freshman engine laboratory have been equipped with fluorescent lighting which has greatly increased the efficiency of these laboratories. A steel building was obtained for use as a paint room to be located at the airstrip. The old paint room which was located near the airplane engine shop has been converted to a storeroom and additional space for the aeronautical laboratory.

Plans for consolidating the various physical units of the aeronautical department as well as enlarging and repairing the airstrip are in the process of development.

The curriculums for both the Aircraft Maintenance and Operation Engineering, and the Aeronautical Engineering courses have been revised and approved.

As a senior thesis project, several of the students are constructing laboratory equipment for demonstration and experimental purposes. Most of the material used for this equipment was obtained through war surplus sources.

All of the 1951 graduates obtained jobs in the aircraft industry before the end of the spring quarter. These graduates were offered jobs by a number of the aircraft companies which indicates we could have placed a much larger number of graduates had they been available. This same condition exists with our present seniors.

Air Conditioning and Refrigeration Engineering

The improvements have been of two types in the Air Conditioning and Refrigeration Department:

Construction and erection of laboratory test equipment.

Improvement of facilities for the engineering practice courses.

A forced draft cooling tower specifically designed for laboratory instruction and test purposes has been designed, constructed and installed. A twenty-five horsepower, high pressure, semi-automatic, oil burning, steam boiler has been installed. A test system for tests on air flow and air distribution has been constructed.

The instructional material and equipment for our engineering practice courses has been greatly improved. Books of plans and specifications for our second, third, and fourth year engineering practice courses have been assembled. Drafting machines, improved drafting boards and a computing machine have been added.

Greater recognition by the American Society of Refrigerating Engineers and the American Society of Heating and Ventilating Engineers has been attained. The department head is a national committee member on education for the American Society of Refrigerating Engineers.

Architectural Engineering

The Department now stands second in the nation in enrollment for schools of architectural engineering and nineteenth for schools of architecture. The California State Board of Architectural Examiners has seen fit to recognize the completion of the course as three years toward the seven years of experience necessary for eligibility to take the architectural licensing examination.

There has been an emphasis on community relations. The students have designed a Red Cross building and a Pioneer Museum for the city of Paso Robles. These structures will be followed through to completion with the Department Head serving as architect. These projects benefit the students in experiencing field conditions.

Other projects designed to educate student and community are a shopping center, cultural center, and a school for San Luis Obispo. Surveys, studies and models were presented in an exhibition to the townspeople.

Studies are being made for a Student Union for the San Luis Obispo campus, and a horse diagnostic unit for the Voorhis campus. The Department is anticipating doing all design, calculations, drawings, and supervision.

The forty-two graduates will all be placed despite a depressed building situation. The demand of civil service, shipbuilding, aircraft, and material houses cannot be met.

Electrical Engineering

Revisions in the Electrical Engineering curriculum recommended as the result of the "unified curriculum study" have resulted in the strengthening of the skills content of the degree program, and a general strengthening of the junior and senior year courses. Considerable change of emphasis on electric machine theory, design, and application was made in favor of more work on small machine characteristics and applications. Demands of industry encouraged the inclusion of a course in servomechanisms in the senior year.

Progress was made in providing shop facilities for the freshman and sophomore skills courses. Additional laboratory equipment was procured. Some revision of the laboratory was made. Consideration of safety and other aspects of laboratory work resulted in change of colors for laboratories, shops, and machines from drab grays and tans to brighter greens, etc.

Arrangements were made with the General Electric Company's Educational Division and with the Westinghouse Electric and Manufacturing Company's Educational Service to include us on the list of colleges for which technical speakers are supplied. Both of these companies have made much student material of a technical nature available to the department.

The General Electric Company made offers of employment to approximately half the graduating class. These offers are for their engineering test program. The Westinghouse Company made offers to about one third of the graduating class to join their training program. (Westinghouse has also made offers to two men for direct employment at their Sunnyvale, California plant.) Electric Power Companies such as Pacific Gas and Electric Company, Southern California Edison Company, smaller electrical manufacturers and Government services employ about 40% of the graduates.

Electronic and Radio Engineering

Enrollment in the Electronic and Radio Engineering department has remained steady throughout the year. There is good indication that department enrollment will increase in the fall of 1952.

There will be about 32 graduates this year. All who are seeking employment will be placed before graduation, June, 1952. Graduates are now employed by some forty California concerns. About ten per cent are working outside the state, and about five per cent are engaged in graduate study.

Several rather large projects were undertaken, such as the Kellogg Ranch Sound System, Voorhis campus sound system, Audio-Visual installation in the Dexter Memorial Library, all in addition to the regular service work on all types of electronic equipment.

Revisions recommended by the "unified curriculum study" have strengthened the offerings of the department, tying the expected outcomes of the instructional program more closely than ever to the needs of a vastly expanding electronic and radio industry, and combining the technical and degree programs into a single curriculum.

In the revised program students start with courses in radio technology, acquiring an understanding of how things work and some ability to make electronic devices operate as they should. Because skills and information which can be put to use in technical employment are acquired at an early stage in the curriculum, many students find that one or two years is sufficient background for gainful employment in radio and electronics. Those who desire to qualify as engineers complete the full four-year course.

Mechanical Engineering

Moving of the Mechanical Engineering faculty into a new central office with adjoining drafting room has permitted considerable improvement in senior courses. Industrial catalogs and technical references of many kinds not usually available in the college library are now equally convenient to both faculty and students. Centralization of offices has allowed better coordination of various class activities and greater exchange of ideas among instructors.

The new senior drafting room has eighteen student stations each with a drafting machine. Two of the drafting machines are for left-handed persons.

Improved tool and instrument storage facilities in the Power Plant make for considerable improvement in laboratory operations and general orderliness.

The completion of a reversed bending fatigue testing machine for metal specimens provides an opportunity for increasing the scope of tests in the Materials Testing Laboratory.

Senior thesis projects are especially notable in the field of fluid mechanics. Two ingenious, simple water pumps were built and tested by students. Both pumps proved to be very successful and especially instructive to the individual students concerned. A successful "smoke tunnel" for air flow pattern demonstration was also completed.

The curriculum has been considerably remodeled for next year. The most notable changes are: (1) the combining of the technical and degree programs into a single curriculum, (2) strengthening of the heat power coverage by adding an advanced course in the senior year and (3) re-arranging the senior year so that all seniors take certain essential topics in a new required course, thereby eliminating some duplication.

Printing Department

The Printing department attained its largest enrollment in 1951-52, and pre-registration for the 1952-53 school year indicates the enrollment will be held at 55 students.

A revised curriculum was developed during the year to keep the occupational offerings abreast of the continuously advancing methods used in the newspaper and printing industry. The revised curriculum will meet increasing demands from industry for students qualified in the field of printing engineering maintenance.

The four-year curriculum leading to a bachelor of science degree with a major in printing has been well received by employers of the publishing and printing industry. So far all graduates of the printing department have been employed by newspapers, printing plants and several of the larger manufacturers of printing equipment. Those students, who, due to personal or financial reasons, have been forced to drop out of the course at the end of the second or third year, have also been placed on jobs of lesser responsibility with the printing industry.

The Printing Department was co-host with the Agricultural Journalism Department to the "Mid-Coast Yearbook Workshop" on two occasions the past year. This comprised instructions to the newspaper and year-books staffs of more than thirteen high schools and junior colleges. This program was received with such enthusiasm that the department has been requested to continue this service on an annual basis.

Due to the limitations of space the department has been forced to select its enrollment from a large list of applicants and many students will remain on the "waiting list" until such time as vacancies develop, or until the department can be expanded to meet the demand being made upon its facilities.

Machine Shop

There were two outstanding developments in the Machine Shop department during the school year 1951-52. The first was the revision and rewriting of the course outlines to better fit the established courses to the revised engineering curricula.

The second was the moving of equipment in the shop in order to provide a centralized location for equipment used primarily for the senior course in Manufacturing Processes.

As in previous years, a good deal of work was done for other departments on the campus, both repair and construction, without cost or interference with instruction in beginning courses. Further advancement was made in the objective grading of laboratory work by the use of especially designed precision measuring instruments. An impressive array of production tools were designed and built in the Manufacturing Processes class, these including punch press tools, jigs and fixtures, plastics molds, and die casting dies. A new light-duty vertical milling machine was added to the shop equipment.

Welding Department

During 1951-52, the Welding Department provided instruction to approximately 400 students per quarter from the five main engineering departments of the college.

In addition, further developments and improvements were undertaken. They were:

1. Installation of an outside covered shop area equipped with the necessary arc and gas welding stations. This work area provides a place to carry on individual project work without interfering with class activities.
2. Installation of chemical apparatus for determining the total carbon in steel. This equipment provides data on the weldability of questionable steels.
3. Through efforts of the American Welding Society, floor space at the Western Metal Congress was made available to the Department. A display booth was set up showing the wide range of educational and instructional activities.
4. A plan was worked out in cooperation with the American Welding Society for a Member-Student sponsor program. This program makes possible an arrangement where students in advanced work in welding engineering accompany a member of the AWS (salesman, estimator, designer, engineer, production specialist, etc.) on his job for a day or two to see the nature of the problems and how the jobs are handled in that particular branch of the welding industry.
5. A darkroom laboratory was installed for processing films used in welding inspection work. This darkroom enables the student to do weld inspection work the same as is presently being carried on in industrial weld inspection programs.

LIBERAL ARTS DIVISION

Objectives of the Division

The Liberal Arts Division has three principle functions. First, it is a service division providing for students in agriculture and engineering those courses closely related to and directly supporting the area of the major. Second, it provides those courses supplemental to the major, and also those required as general education. The third function is to prepare teachers who are seeking teaching credentials.

The Liberal Arts Division cooperates with the Agriculture Division in preparing teachers for the Special Secondary Credential in Vocational Agriculture, the Special Secondary Limited Credential in Agriculture. The Liberal Arts Division recommends candidates for the Special Secondary Credential in Health and Physical Education, and the General Secondary Credential with teaching majors and minors in the following fields: Biological Science, Health and Physical Education, Mathematics, Physical Science, and Social Science. The College grants the degree of Bachelor of Science and degree of Master of Arts in Education with concentrations in Agriculture, Biological Science, Health and Physical Education, Mathematics, Physical Science, and Social Science.

The departments included in the Liberal Arts Division are: Agricultural Journalism, Biological Science, Education and Psychology, English, Health and Physical Education, Mathematics, Music, Physical Science, and Social Science.

Teacher Education

The California State Polytechnic College was approved to give agricultural credentials in 1946 and general secondary credentials in 1948. During the year 1951, 52 general secondary credentials, 6 special secondary credentials in physical education and 7 special credentials in driver education and driver training were granted.

In the field of agricultural education, the college continues in its direct cooperation with the State Bureau of Agricultural Education by training and qualifying teachers of agriculture who are carefully selected and who are trained both in general education and in the needs of the specific field.

At the present time approximately 350 teachers of vocational agriculture are employed in secondary schools of California and 32% of this number have been trained and qualified through California State Polytechnic College since July 1, 1946.

Between July 1, 1946 and March 31, 1952, a total of 144 teachers in agriculture have been qualified--121 as teachers of vocational agriculture and 23 for the limited credential in agriculture. Of the 121 trainees qualified for the special secondary credential in vocational agriculture, 110 are currently teaching agriculture in the state; 1 is teaching agriculture in another state; 2 are continuing their training in education and another who completed his training in March 1952 is not yet employed in teaching; 5 have left teaching for other work. Of the 23 men qualified for the special secondary limited credential in agriculture, 19 are currently teaching, 1 is continuing his training in education and 3 have left the field.

The Masters Degree

Since the state colleges were empowered to grant the masters degree to those who hold teaching credentials and who are otherwise qualified, California State Polytechnic College has granted 12 degrees, the first of which was in June 1951. At the present time there are 57 candidates who have declared their intention of completing the degree requirements. Many of these are employed teachers, predominantly in agriculture, who are taking advantage of the college's regular summer quarter. While the graduate program will probably never be very large, it is very essential to those teachers who are particularly interested in improving their teaching in fields where traditionally graduate work tends to emphasize research.

Agricultural Journalism

Job opportunities for which this new department is not yet able to supply candidates marked another year. Numerous openings ranged from frequent advertising, editorial and combination assignments on community newspapers to editorships and assistant editorships of trade magazines and house organs, copy writers for advertising agencies merchandising agricultural products or services, public relations men for agricultural firms and associations, farm and community program personnel for radio chains and stations.

California's need for journalists with agricultural interests and backgrounds was indicated by placement of several agricultural majors with some non-major journalistic training. Jobs filled included editor of a livestock specialty magazine, advertising manager of a horseman's magazine, editor of a community weekly newspaper, associate editor of a regional consumer agricultural magazine, advertising man in charge of developing a farm supplement for a mid-coast daily.

One of the department's principal problems thus far is frequent attempts to hire away its better majors before completion of their degree programs.

Enrollment of majors reached 23 during 1951-52 (30% increase over the previous year). Total enrollment in journalism courses continued to mount with 205 (an increase of 24% over the previous year) as the single quarter high point thus far -- reflecting need for training in advertising, public relations and similar fields as found by majors in other departments.

Four scholarships were established: the Overland Scholarship in Agricultural Journalism, two W. B. Camp Revolving Scholarships in Agricultural Journalism and the Sears Foundation opened its agricultural scholarships to Ag Journalism majors.

Further emphasizing Cal Poly's learn-by-doing philosophy, a field team program was set up whereby groups of two to three majors were sent to fairs and expositions requesting such help as assistance to over-taxed public relations staffs during height of the respective events. Five such fairs and expositions were serviced this year; invitations already received increase the number to eleven for the coming season. Majors on such field assignments make valuable contacts, obtain experience in actual work under pressure conditions, increase their acquaintance with products and people from all parts of the state.

At its 1952 convention, the California Newspaper Publishers Association passed a resolution endorsing the work done by the department and progress made in developing its program.

Biological Sciences

Forty-five students enrolled as biological sciences majors during the academic year 1951-1952. Eight of these men expect to graduate this June. Three other students have accepted positions since last fall. One is an entomologist with the Los Angeles City Health Department; another is a biology teacher in the Atascadero High School; and the third is a scientific book representative.

A new faculty member was added to the biology staff at the beginning of the fall quarter.

A new chapter of the national biological fraternity Beta Beta Beta was organized during the year. Many of the members and some of the officers are students from the agricultural division of the college. This organization is an outgrowth of the former biology group, the Natural History Club.

The biology staff, as part of a campus-wide curriculum study, revised the biology curriculum. Some courses were eliminated, some new ones added and all courses were carefully examined and altered where necessary to bring them closer in line with the educational objectives of the college.

Health and Physical Education

Program expansions have included opportunities for students to select various recreational activities in several course sequences. Instruction in boxing, wrestling, golf, and badminton have been well received by the students. A program of physical achievement testing was started in September and satisfactory progress is being made in this activity.

Additional facilities completed this year include construction of three horseshoe courts and additional facilities for boxing classes. Extensive painting and repair work has been accomplished in the natatorium and in the gymnasium offices.

1952 will mark the fifth year the California Association for Health and Physical Education has selected the campus for its annual physical education workshop for men. The third annual physical education workshop for women also will be held here in the summer of 1952.

Last year all physical education majors who were graduated found positions, most of which were in the teaching field of either elementary or secondary level. Reports from school principals have been complimentary concerning the quality of the work which graduates of this department are doing.

Mathematics

The mathematics department has improved its mathematics laboratory program. The improvements were made possible by the new offices. A student can now receive instructional help from an instructor at the reception desk any hour from 9 a.m. to 4 p.m. The new conference room provides space for students to do remedial work or to try to continue the work after getting aid. Mathematics majors are sometimes used to assist the instructor during some of these hours. It is felt this experience is very valuable to the teacher candidates. It provides them with an "earning while learning" experience.

Of the 16 graduates of the past year, three are employed at the U.S. Naval Air Missile Center, Point Mugu; one is working in an aircraft factory, one is in the U.S. Naval Electronic Lab, one is with International Business Machines, four are teaching school, one is with the Engineering Instruments Company, one is in the Naval Air Corps, and one is a computer for a company in Los Angeles. This group was the largest list of graduates the mathematics department has had.

Physical Science

During the current school year the Physical Science department has continued primarily as a service department. It has offered courses that provide scientific backgrounds for students in the agricultural and engineering divisions and courses that contribute to the general education of students in all divisions. In addition it has continued training students majoring in physical science. Recent graduates are employed at the National Bureau of Standards and at the Electronic Research Laboratories of Douglas Aircraft Company. The department has also continued the teacher training program.

One instructor is at present on a one year leave of absence to complete the requirements for the PhD in chemistry. A major part of this work is in biochemistry. He is returning in September to resume teaching biochemistry.

All departmental course offerings have been carefully re-evaluated as a part of the college wide curriculum study. As a result the course offerings will be even more closely in line with the educational objectives of the college.

During the spring quarter, the enrollment in three courses exceeded by far that of any other spring quarter in the past five years and in two of them it is the largest on record. Indications are that fall quarter enrollments also will be large.

Social Science

During the 1951-1952 year, the Social Science department continued to serve the three divisions of the college in terms of general education courses. The department also met the demands of its own majors, numbering some thirty-four students. In the process of revising the curriculum, three new graduate courses were prepared, and one of these, a seminar on contemporary international problems, is being offered during the spring quarter. The two remaining courses will be offered in the summer quarter.

This past year saw the department issuing a new publication, called "Political and Economic Footnotes," which is published monthly with the cooperation of the Foundation. It has as its chief purpose the compiling of information and interpretations which are needed by those members of the staff engaged in agricultural production projects.

The teacher-training program of the department is now in its fourth year.

English Department

The department is a service department serving the entire school. During each quarter of the 1951-1952 academic year more than fifty per cent of the student body was enrolled in one or more English classes.

Two new instructors were added during the fall quarter.

The department has worked toward the integration of its course offerings to increase its usefulness to students, both during their college studies and after graduation. In the basic courses the student meets the practical uses of language so that he may become an informed citizen, able to present his own ideas to others in either written or spoken form and competent to select intelligently among the ideas presented to him in any field and by any medium.

Music Department

No graduation majors are offered by this department, but during the first two quarters of the 1951-1952 school year nearly 225 students had elected to take courses in music appreciation, harmony, glee club, orchestra, band, etc. The department provides a band, dance orchestra, glee club and numerous speciality groups. During the last week in March they completed a week-long good-will tour of 20 San Francisco Bay area high schools, Travis Air Base, Oaknoll and Letterman hospitals.

KELLOGG-VOORHIS CAMPUSES

The same educational philosophy, pattern of courses, and requirements of the Agricultural Division of California State Polytechnic College at San Luis Obispo are followed at the Kellogg-Voorhis campuses.

Instruction is offered in Horticultural Services and Inspection, Citrus Fruit Production, Ornamental Horticulture, General Crops, and related agricultural subjects.

In addition, instruction is offered in the fields of Biological Science, English and Journalism, Health and Physical Education, Mathematics, Music, Physical Science, Psychology, Social Science, and Soils, which provide courses to meet State Department of Education requirements for graduation as well as offering opportunities for broadening the student's educational program.

Students seeking the Bachelor of Science degree normally complete the first two or three years at the Voorhis Unit and transfer to the San Luis Obispo campus to complete their degree requirements.

Instructional Program Improvements

This year has been devoted to the perfecting of procedures of the campus. Considerable amount of time has been devoted to a study of the curriculum coordinating it with the study being made at the San Luis Obispo campus. The courses have been evaluated and the program studied in terms of the objectives of the college. As a result of this study new course outlines are being prepared for every course offered giving the objective of the course and the expanded outline of the material covered.

The Agricultural Inspection Department name has been changed to Horticultural Services and Inspection, as it was felt this title was more descriptive of the placement opportunities afforded students graduating in this major. All courses in fruit production, both deciduous and subtropical, have been combined in a Fruit Production Department.

For 1952-53 the first year courses in Animal Husbandry have been added to the curriculum. Existing facilities on the Kellogg Campus can be utilized with some facilities remodeled to handle student projects in livestock.

During this year greater emphasis has been given to the coordination of operations between the Kellogg Campus and the Voorhis Campus. The chairmen of the Instructional Production Departments have been given the responsibility for all operations on the Kellogg Campus, related to their departments. The Kellogg Campus is thus utilized by students for widening their instructional experiences.

Administrative Reorganization

A conference committee leadership program was developed for the administration of the Kellogg-Voorhis Campus. This program offers every member of the staff an opportunity to participate in and make recommendations on the operations of this branch of the college. Through this committee program greater coordination and integration has been developed in all departments throughout the campus.

Project Operations

Greater emphasis has been given to the implementation of student projects. Students in Ornamental Horticulture and Crops have enlarged their project programs. Livestock projects also have been carried on the Kellogg Campus, offering educational opportunities to students taking introductory courses in Animal Husbandry. Many pastures have been improved through the utilization of grass by livestock.

Special Services

This campus of the college has been able to offer its services to many organizations of Southern California. Conferences of vocational education leaders were held on the campus during the year. The California Agricultural Teachers Association, the Future Farmers of America, and the Young Farmers Association have held conferences and in-service training programs on the campus in cooperation with the staff members. The Arabian Horse Association of Southern California has utilized the facilities for many of their activities and the Soil Conservation Service and the California Farm Bureau have held meetings for their members on the campus. The college has sponsored an Agricultural Education Field Day for the high school agricultural students in Southern California.

San Luis Obispo Campus

In 1950 the Master Building Plan for the California State Polytechnic College campus at San Luis Obispo was approved. This plan was developed in accordance with the policy established jointly by the Legislature and the various State agencies and boards responsible for considering and approving Capital Outlay items for the State colleges. As has been stated in previous reports to the State Board of Education, the plan is based on projected, estimated enrollments and approved functions and objectives of this college. The plan reflects due consideration that was given by the designing architects to the existing typography of the campus and the buildings already located on it.

Financed for planning and construction in 1951-52 were: Five student resident buildings; Slaughter House and Meats Laboratory; Beef Feeding Unit and Hay Storage Building; Horse and Beef Judging Pavilion; Extension of the Concentrate Feed Storage Building; site development work necessary for the moving of the present Dairy, Poultry, and Ornamental Horticulture Units to new locations; and the Central Heat and Power and Mechanical Engineering Laboratory Building.

The five permanent dormitories will be finished so that students may occupy them next September. This will provide housing on campus for an additional 480 students. The Slaughter House is almost completed and will be turned over for use by the college by June 1, 1952. The Beef Feeding Unit and Hay Storage Building were finished before January 1 and are already in use. The Horse and Beef Pavilion was erected last summer. The extension to the Concentrate Feed Storage Building is under construction at the present time and should be completed in time for the storage of the coming year's grain crops. Work is progressing on the site development of the three agricultural units, but detailed plans of the new units are being developed at the present time and it is expected that the units will not be completed before the summer of 1953. The preliminary plans for the new Central Heat and Power and Mechanical Engineering Laboratory Building were approved on April 8. Working drawings upon which bids will be requested are in the process of being developed. It is hoped that the contract for this building will be let sometime this summer and that the building will be completed by the summer of 1953.

Appropriations were passed by the Legislature in its session that ended April 2, 1952 for the following major construction at San Luis Obispo and the Kellogg Unit, at Pomona:

Science and Classroom	San Luis Obispo	\$2,315,300.00
Miscellaneous new construction and site development for the new dairy area and the area adjacent to the Central Heat and Power Building	San Luis Obispo	244,000.00
Site Development for the Science and Classroom Building	San Luis Obispo	77,300.00
Classroom Science Building and Site development	Kellogg Unit, Pomona	<u>1,000,000.00</u>
TOTAL Major Construction financed for 1952-53		\$3,636,600.00

When all of the above work is completed, the college still will have only 50 per cent of its total classroom needs at San Luis Obispo financed for its 1954-55 enrollment, and only about 15% at the Kellogg-Voorhis campus. Many of the temporary buildings providing classroom and laboratory space are rapidly deteriorating and must be replaced in the next two or three years. Of the total number of the instructional rooms housed in temporary buildings, 26 are in pre-fabricated, metal buildings that were secured from war surplus sources in 1946 and 1947.

In addition to the above-mentioned permanent construction that has been completed or financed, five temporary, wooden barracks were financed and constructed to provide housing for 284 students. These facilities and the five new permanent dormitories were required to meet the emergency of the critical housing problem that occurred when that section of Camp San Luis Obispo which was being used by the college to house some 1100 students was lost to the college last July by re-activation of Camp San Luis Obispo. These temporary housing units, together with existing permanent and temporary housing and the five new permanent dormitories specified above, will provide campus housing for 1478 students which represents 90% of the needed campus housing.

Kellogg-Voorhis Campus

With the completion of the Master Plan for the building program of the Kellogg-Voorhis campus, plans are now being outlined for implementing the initial phases of the building program. The legislature has appropriated \$1,000,000 towards the first unit which will be a Science Classroom Building. Preliminary plans will be drawn during the coming year and the complete proposal will be submitted to the Director of Finance.

A study of the population figures for southern California shows clearly the urgency that additional collegiate educational facilities be established and expanded to serve the concentration of students in this area. There is no other proposal for any public or private four-year college to serve this area of southern California with the practical type of occupational training which is needed.

The Legislature, State Department of Education, State Board of Education, Committee for the Study of Higher Education, Kellogg Foundation, private citizens, other educational institutions, as well as the young people of the state, have encouraged Cal Poly's expansion and continued progress.

Those of us who administer the operations of the college are well aware of the important responsibility we have been asked to assume in the development of the Kellogg-Voorhis campus. We accepted the responsibility with knowledge based upon investigation that there was a real, long-time need for more occupational training facilities in the southern California area, and that the Kellogg property could efficiently and profitably become an addition to the now inadequate facilities and incomplete offerings of the Voorhis Unit.

We need the continued and active support of the State Board of Education, the State Department of Education, and the Legislature, if we are to successfully carry out the development of the Kellogg-Voorhis campus to the point where it will adequately meet the educational needs of a student body of 2700 men and 900 women.

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