Inauguration of Robert Z. Kennedy

Mustang Daily
CALIFORNIA STATE POLYTECHNIC COLLEGE
Inaugural Edition
April 3, 1968

Program

April 3, 1968

10 a.m. - Carillon Concert

11 a.m. -Inaugural Ceremonies

— Men's Gymnasium
Academic Procession
Inauguration

Speaker:
The Honorable Ronald Reagan,
Governor, State of California

1:00 p.m. - Inaugural Luncheon -
by invitation - Dining Hall

3:30 p.m. Reception - Engineering
West Patio

MUSIC

MUSIC pervades the inaugural festivities, thanks to the Music Department.

A special concert was presented Monday night for staff and students, and again Tuesday night for invited guests in the Little Theatre.

The concert featured duo-pianos, played by Ronald V. Ratcliff, music instructor, and Mrs. Rosalie Davidson, wife of Harold P. Davidson, head of the Music Department.

The Cal Poly Little Symphony, directed by Clifton E. Swanson, accompanied the pianists during the last half of the program, making a unique and entertaining combination. The music presented included selections by Bach, Chopin and Mozart.

An hour carillion (bell) concert will precede the inaugural ceremony today. Student Christian Iverson is the carillonneur.

A student trio will provide entertainment at the inaugural reception in the Engineering Patio. The trio is composed of Susan Woods on the harpsichord, Judith Tate on flute, and Tom Diskin, cellist.

The medal — designed and executed by Roger Bailey, member of the Art Facility in the Education Department.

Mustang Daily
CALIFORNIA STATE POLYTECHNIC COLLEGE

Coeditors: Ward Fanning, Elizabeth Lague.

Staff: Dave Brockmann, Jack Halstead, John Reynolds, Ann Strasburg.

This edition, a class project of journalism students in applied techniques, was printed offset by The Santa Maria Times.

Behind the tradition

There won't be any white doves released, or any great ringing of bells at this inauguration, but there will be a great many vestiges of its origin, the coronation.

Pomp and circumstances include concerts, academic regalia, a mace, and a silver medallion on a silver chain will play a major part in the ceremonies.

Academic costume history is as long as the history of institutions of higher learning. In England, gowns for instructors have been recognized and even demanded since the 14th Century. First at Cambridge and then at Oxford, doctors, licentiates and bachelors were robed in accordance with strict regulations.

The origin of the gowns has been attributed, depending on which authority quoted, to the need for warm apparel in the often unheated early schools, or to the fact that many of the schools had their beginning under religious auspices.

Whichever was the original reason, academic dress plays a very large part in college functions such as graduation, or in this case, an inauguration.

In America the wearing of the gowns, hoods and hats is governed by the code approved in 1959 by the American Council on Education. This council established the firm of Cotrell and Leonard as the official academic clothiers. This firm maintains a large repository of information to help anyone requiring information to determine what is correct.

The modern day academic gown is almost always black in color. The material designed for bachelor's and master's degrees is cotton poplin. For the doctor's degree the material is silk or rayon. Only the doctor's gown will have any trim, usually consisting of facing down the front with black velvet and three black velvet bars across the sleeves. Both the facing and the crossbars may be of a color distinctive of the individual's degree.

It is the hood which has caused some of the most interesting problems, and which gives the viewer instant information about the wearer. The hood is worn as a decoration only, and is never raised to the head. It trails down the back in various lengths, doctors, four feet; masters, three and one half feet, and bachelors, three feet.

The hood is always black. But then comes the difficulty, the lining will be the colors of the school which granted the wearer his particular degree. Considering the limited number of colors, and the repetition of colors adopted by different schools, this has made way for some very interesting presentations of these colors, ranging from a plaid effect, to a simple division of the two sides of the lining into two appropriate colors, to the use of chevrons and inverted chevrons.

The hood is edged with velvet or velveteen material, once again by degree with the doctor's five inches, master's three inches, and bachelor's two inches. This binding will be in the color of the degree which the wearer holds (see table). In no instance may the binding be split into multi-colors, even though the wearer may hold more than one degree.

The cap is black. Poplin is the material for all caps except the doctor's which will be velvet in all cases. In addition the doctor's tassel may be gold thread.

The Mace to be used in this inauguration was designed by Thomas Johnston, instructor in the School of Architecture. Execution of the Mace was done by the Manufacturing Processes Department, School of Engineering. The design represents the eternal flame of education, symbolized by the rods which crown the upper part of the Mace. The number of rods represents the Schools and Departments at California State Polytechnic College, all of which contribute to the overall educational and social development of the student.

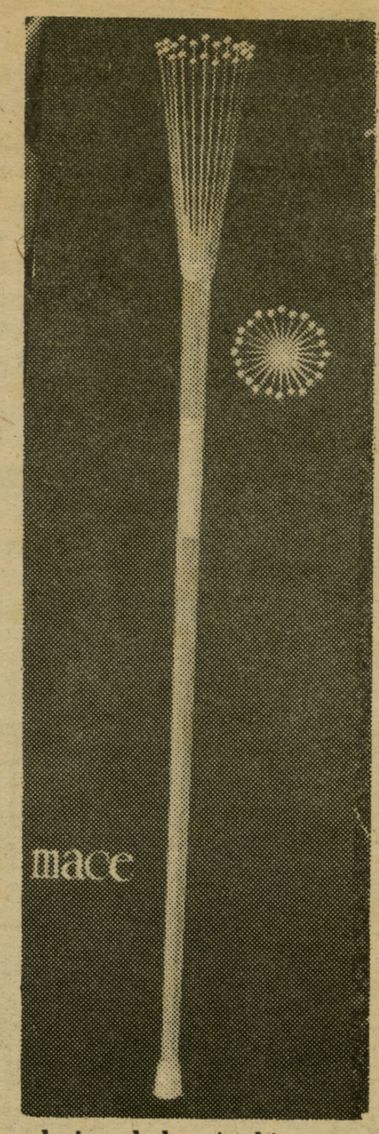
The history of the Mace is one of a powerful weapon of offense. This use has fallen by the wayside, but the idea of authority connected with the Mace still carries on. In President Kennedy's inauguration, the Mace will be carried at the beginning of the inaugural procession by the chairman of the Board of Trustees.

The medallion, which will be placed around the president's neck prior to his inaugural address, is symbolic of the authority conferred upon him as president of the college. The medallion, designed and executed by Roger Bailey, a member of the Art Faculty in the Education Department, is made of silver and is hand carved. The design is the great seal of the California State Colleges, with a tree having five limbs to represent the five schools of Cal Poly and the date 1901 in commemoration of the founding of California State Polytechnic College, San Luis Obispo.

Both the Mace and the medallion will be placed on permanent display in the Administration Building following the inauguration ceremonies.

COLOR GUIDE

Agriculture	Maize
Arts, Letters, Humanities	White
Business Administration, Commercial Science	Drab
Dentistry	Lilac
Economics	Copper
Education, Pedagogy	Light Blue
Engineering	Orange
Fine Arts, Architecture	Brown
Forestry	Russet
Humanics	Dark Crimson
Laws	Purple
Library Science	Lemon
Medicine	Green
Music	Pink
Nursing	Apricot
Oratory	Silver Gray
Pharmacy	Olive
Philanthropy	Rose
Philosophy	Blue
Physical Education	Sage Green
Public Health	Salmon
Science	Golden Yellow
Social Service	Citron
Surgical Chiropody	Nile Green
Theology and Divinity	Scarlet
Veterinary Science	Gray



The mace — designed by Architecture Instructor Thomas Johnston.

COVER: Color photograph of Dr. and Mrs. Kennedy was taken by Mrs. Helen Coburn.

Kennedy–builds for future

Editor's Note: Staff members interviewed President Robert Kennedy recently about his philosophy and plans for the future. The questions and Kennedy's replies are printed here.

MUSTANG DAILY: What do you feel is in store for Cal Poly in the future?

KENNEDY: Basically two things: We are going to grow in size and improve in excellence. We have approximately 8000 students now and by about 1971-72 we will have 10,000; by about 1974-75 we will have 12,000. A recent recommendation of a Task Force committee appointed by the governor calls for a possible increase in the ultimate target enrollment figure of 12,000 to 20,000. It will be up to the trustees to decide whether we should plan to grow that large at this campus. Presently, we are working to strengthen all of our programs. Present efforts include preparation for accreditation of a number of programs, including engineering. We are increasing the number of faculty with advanced degrees.

We are developing a program of increased involvement in applied research for a number of instructional departments. Our curricular offerings are being expanded by many new programs already planned for implementation in the next five years. A considerable number of new masters degree programs are included in the expanding offerings. Our campus building program is following a master architectural plan that will bring considerable beauty and order to the physical plant.

Building a new campus on top of an old campus, with some of the old structures remaining in the center of the campus until they can be replaced, creates problems--and the correction of this complication is easily forseeable in the immediate future. Cal Poly already has a fine reputation throughout the country and in many parts of the world for its excellence in many scientific and technical fields. I anticipate this reputation as an institution of excellence will be expanded both in numbers of fine programs and in the geographical sphere of influence.

MUSTANG DAILY: Will there be any administrative policy changes?

KENNEDY: The major change in policies of administration already has taken place. In September, 1967 we initiated a form of management practice which utilizes what is called "overlapping, group participation" in the decision-making process. Basically, the concept calls for more team effort, more democratic procedures, more consultation with

'resident Kennedy as he appeared during his senior ear at San Diego State when he was student body resident.

During his year as editor of San Diego State's newspaper, Robert Kennedy became known as an administration agitator — a campus cynic.

individuals and groups affected by decisions.

We have placed student leaders, as well as faculty and administrative staff, on major policy determining bodies. We have added the School of Architecture to the other four instructional schools, and are giving the schools and the departments within the schools considerably more local autonomy for decision-making.

However, by having certain overlapping groups, we are able to maintain an optimum level of coordination by cooperative effort of the representatives of the various administrative segments of the college. While we expect to continue to permit specialization within the organizational structure, we hope to prevent splintering and fragmentation. We expect to succeed and thereby maintain a concern for the total college and its welfare and not just allegiance to small departmental groups.

MUSTANG DAILY: Why did you make the administrative organization changes?

KENNEDY: As an organization grows in size, spreads out geographically, specializes into many new areas, it cannot be properly managed, unless certain management or administrative responsibilities are delegated on a principle of decentralization. Too much decentralization, however, can be detrimental to orderly, designed growth. Therefore, we made a change to a form of organization structure which decentralizes much of the decision-making to schools and divisions, but maintains coordination through certain key positions, committees, and councils.

One thing we hope that will be maintained are certain traditions which Cal Poly has had from its earliest days as a small school. Those traditions include a reputation for being friendly, interested in students as individuals, alive with activities, helpful to everyone, fundamentally practical, attractive to students who want to learn, who want to be good citizens, and who desire to be productive members of their chosen profession or occupation.

We hope that our administrative and instructional processes will influence students into using orderly and democratic procedures, and thereby establish Cal Poly as a model of how much people can accomplish by working together.

MUSTANG DAILY: Do you visualize any change in the college's philosophy of learn by doing?

KENNEDY: No, I don't, and for the simple reason that the phrase is fundamental to the learning process--it is not just a slogan of a previous administration. Cal Poly didn't invent the phrase. It is sound educational practice.

The psychologists who evaluate the educational processes have said time and time again that a student never really makes a subject his own until he begins to do something with it. When you just read facts and do nothing with them, the facts soon evaporate. Instead of dropping the idea of "learn by doing," we are going to find more and better ways to make the application of the principle so real that the student takes away with him those things which are really important. It's important that he learn theory, but it is equally important that he practice the application of those theories.

MUSTANG DAILY: Is the Senior Project requirement being evaluated?

KENNEDY: Yes, the senior project requirement is evaluated almost every year because almost every year some department proposes a different way in which to list the requirement in the catalog. In this regard, let me pass along to you some up-to-date information which comes from recent contact with alumni and their employers with whom I have been talking on monthly trips I make into different parts of the state.

Of the graduates I ask: "What one thing did you do at Cal Poly while an undergraduate that you believe helped you the most after you got on the job?" The answer 80 per cent of the time is "the work I did on my senior project."

If each senior project achieved what it was intended to achieve, it would require a student to be creative, innovative, accurate, factual and to solve a problem for which there was no known solution. In other words, it is not quite like a list of problems that the instructor gives you and which he can correct your solutions by turning to the answer book.

And when you are out on a job with IBM, US Steel, or any other firm, nobody will give you a problem for which they can turn to the back of the book and find the answer. They give you problems for which there are no

(continued on page 6)

In 1940 Robert Kennedy came to Cal Poly as a journalism instructor and worked in several positions before he became a member of the administration.

First lady likes being homemaker

Mrs. Kennedy expresses mixed emotions about her new role of "first lady."

Our "First Lady" is a lady of the first degree: quiet, unassumingly poised; prefers label "mother" and "homemaker" to "clubwoman;" has built her life around her family, yet preserved her own individuality.

Mary E. Kennedy is a lovely, petite woman with a warm smile, stylish attire and a matching short, sleek hairdo.

There seems to be no simple way to describe Mrs. Kennedy. Perhaps her own words best relate her character: "It's nice to leave a spot prettier than you found it."

This philosophy seems to permeate her whole life. Her 20-year-old home looks like it was built yesterday, due to her abilities in art and decoration.

The house is furnished in a blend of modern and antique pieces. The exterior reflects Mrs. Kennedy's enthusiasm for gardening, an enthusiasm brought into the house from the picture-window-surrounded courtyard.

"Even though we're enthusiastic about decorating, it appears that we're working rather slowly. We've been adding furniture, rooms and trees since we moved in."

But their work isn't finished. The Kennedys will be moving to the president's home on campus after its planned renovation. If Mrs. Kennedy adopts the campus as her "garden" the school will be in for a lucky break.

But Mrs. Kennedy's interest in decorating and gardening is merely second to her family. The Kennedys have four children, two boys and two girls, three of whom are Poly grads (and married to Poly grads), and the fourth is attending "the other Poly campus."

Bob Jr., the oldest, works for Boeing Aircraft and is the father of two little girls. Maridel is living in Ft. Knox, Kentucky, where her husband is an Army lieutenant. The youngest girl, Susan, lives with her husband in Berkeley, where she is a preschool teacher of baby hippies. Steve, a good-looking track star, is the only single one of the crowd and unfortunately chose not to attend this campus.

To say the Kennedys are proud parents is an understatement. Although their children are grown and scattered, they are still a chief concern, and the concern is mutual. This was illustrated on Valentine's Day when Mrs. Kennedy received dozens of cards made by Susan's nursery school class. "I'll have to admit I shed a tear," confessed Mrs. Kennedy.

When the Kennedys first came to San Luis Obispo in 1940 Bob Jr. was just a baby, but it took 10 years before Mrs. Kennedy called it home. Both Dr. and Mrs. Kennedy were from San Diego where they met while attending San Diego State.

"I just had to meet Bob, he was labeled as an administration agitator then. I, too, had my beliefs, but I learned to keep them to myself because when I told Bob it often ended up in print, as Bob was an editor of the school paper."

After graduation the Kennedys lived in San Diego for a year before coming to San Luis Obispo.

Mrs. Kennedy's first recollection of San Luis Obispo was that "it was very far away from any place! But after I began to get involved in campus and community activities I found what a charming place this was."

Mrs. Kennedy is an active member of the Poly Women's Club, the San Luis Obispo Monday Club and League of Women Voters. In fact she's listed in Who's Who of American Women 1966-67, as a clubwoman, the title she would gladly relinquish for homemaker and mother.

Mrs. Kennedy would prove false the idea that homemaking is a dull routine. For instance writing poetry is included among her activities. The reason she gives for her writing is, she says, adherence to Thoreau's philosophy that "Any sincere thought written down is of value." She writes her thoughts on any scrap of paper handy at the time, and calls her collection "Seaweed and Pearls."

"I'm afraid there's more seaweed than pearls, but they proved a kind of therapy over the years, and I'll have to admit my husband is my best audience."

Undeniably, Mrs. Kennedy will graciously fit into the role of "first lady." She claims to have no plans of beautification of Cal Poly or San Luis Obispo as seems to be popular with first ladies.

However, can we believe this? Didn't she once say she likes to leave a place prettier than she found it?

The Kennedys in 1962, left to right: Steve, Maridel, Dr. and Mrs. Kennedy, Bob Jr., and Susan.

Dr. and Mrs. Kennedy enjoy the garden and patio they created in their spare time.

Continuity

This place has put up with me for so many seasons;
Why have I stayed? Oh, perhaps many reasons.
Existence before essence — I had to live,
That's the first excuse I'd give.
Then larger pattern grew from small habit,
Conforming ways, some sheer Babbitt;
And pride, I'd say, in some little contribution
To this or that local institution.
At any rate I stayed,
And not until now have I exactly weighed
The reasons this place may have me 'till I die.
I need not strain to express the why.
This landscape in shadow or sunlight's brightest glow,
The seasons of this place I have come to know.
But most of all, you, the people and your way,
You comfort me as I move among you day by day.

—*Mary E. Kennedy*

Kennedy —

(continued from page 3)

known answers. And the senior project is the closest thing that we can come to for duplicating that type of real, life situation. The student learns to find the problem and solve it.

MUSTANG DAILY: Are you going to reassess fine arts?

KENNEDY: I was involved the other day in reassessing fine arts. (Kennedy was referring to the fact that he came out of the audience to speak extemporaneously at the conclusion of a college hour program.

It seemed to me that some proponents of "fine arts" were taking liberties with the facts. I would like to have had an opportunity to talk to a wider cross-section of students about their interests in the fine arts. I'm anxious for the fine arts to be evaluated but I want the dialogue to be about the fine arts--not about PLAYBOY magazine. Some of the proponents of the fine arts seemed to get off the track that day -- equating the fact that we do not have nude models posing in beginning, undergraduate classes in art, as evidence that the administration is anti-fine arts.

There is a difference between the objectives of art courses offered at this college and art courses offered at an art school. In an art school students are admitted to the school and enrolled in classes on the basis of a portfolio of what they have done already as artists. They are accepted as artists; they are going to be given further technical training in the techniques essential to the professional artist.

I'm not trying to be a moralist. I'm only trying to point out that art courses at this college are designed to give anyone interested more appreciation of art by enabling them to learn something about art. It is general education to most students; perhaps architecture students, for example, may take the courses because their chosen profession requires them to know how to make sketches in perspective, how to use water color, and various other techniques. But for student proponents of more "fine arts" to insist that this institution is old and antiquated because we do not have nude models shows a certain amount of ignorance of the educational objectives of this institution.

I would like to see a program here in which many more art courses were available as general education for students majoring in all fields. In this way, students would feel they could go into an art course and compete with anybody in that class; they would not feel that it was futile because everyone else in the class was already an artist.

MUSTANG DAILY: With that statement, do you mean to broaden the existing art program, or do you mean you approve having an art major?

KENNEDY: No, I'm not talking about an art major. I think that our music program, for example, is performing a very important general education function. It provides an important opportunity for all students (engineers, agriculturalists, scientists) to compete and to do something worthwhile in music. Music is not a major and it is not contemplated to make it one.

I think the same principle is true in art. I think it will narrow the opportunity the moment that you make music or art a major. Let me illustrate the point.

Last spring I visited another state college. They were putting on some musical activities and I noted that the musical groups were rather small. In talking to the head of the music department and some of the faculty of that department, I asked about the situation. The department head said "I know your Mr. Davidson at Cal Poly; we think that he's doing a tremendous job, and doing something we wish we could do. But we can't get 50 or 60 students to come out for our glee club." I asked why, and he said, "Well, the only people we can get to come out for our glee club, or for our orchestra, or for our other musical groups are music majors. The other students won't come out. They won't come near the place, because they figure that they can't compete with the music majors."

Obviously, the situation at that state college has narrowed down the influence of music just to those people who are going to be musicians. Now, I submit, there are very few opportunities in this world today for people to become professional musicians via the route of a bachelor's degree in college. Either they were musicians before college, in the sense of having studied strenuously since childhood, or their objective is to teach music but not earn a living as a performing artist. In either event, they should go to an institution that really specializes in music.

I believe the same situation is true of art. I believe you may be able to do something for a man who is already an artist -- perhaps improve his technique. But I question whether you can make a professional, creative artist out of a student whose first contact with art is in college. We must accept students who have the proper high school grade point average coupled with the right score on a standard aptitude test; we have no way in which to use the screening process which demands to see a portfolio of good art before a student can be accepted. This is the way the good art schools make better artists out of people who are already artists.

MUSTANG DAILY: Haven't there been enough people backing up the idea of having an art major?

KENNEDY: Oh, there are quite a few students who may be asking the question--but I doubt that of the 100 students who turned out to hear the panel discuss the future of fine arts at Cal Poly more than a fourth of them would have switched majors if an art major was available.

My advice to the student who wants to be an artist would be to go to a school that really provides an opportunity for art majors. If you wish to be a teacher and one of the subjects you hope to teach at the elementary or secondary level is art, we have enough courses now for a minor in art--and there will be more.

We are going to add more art courses to strengthen the art program -- there is no question about that.

Poly Royal is next

A Spring madness at Cal Poly around the month of April doesn't always mean the coming of the birds and the bees. For those who know it means the coming of fun and excitement of Poly Royal.

You ask, "What is Poly Royal?" Poly Royal is a time when the administration, faculty and students of Cal Poly turn classrooms and labrooms into a "country fair on a college campus."

Poly Royal will unfold on April 26-27.

This year will mark the 36th annual affair on this campus and from publicity director, Al Holmes, "it will be bigger and better than the last 35."

Last year over 50,000 spectators from all over the state of California traveled to Cal Poly to witness one of the most varied of educational exhibits and displays of any of the other 17 state colleges.

The festivities will begin Thursday night with a reception honoring Poly Royal Queen Renee Ellis and her four princesses.

The opening ceremonies will take place on the Dexter Memorial Library Lawn Friday morning at 10:30. At 11 a.m. all exhibits and displays will be opened for public viewing. Exhibits ranging from the newest of agricultural equipment to demonstrations on how to use rock in the garden will be featured.

One of the highlights of the two day "fair" will be the Poly Royal Rodeo in the Collet Arena beginning at 1:30 p.m. both days. Each year this event draws some of the top collegiate rodeo talent in the Western States.

All exhibits will close on Friday at 5 p.m. They will reopen for a final viewing at 6:30 and remain open until 8:30 p.m.

Another high spot of Poly Royal will be the annual carnival beginning at 6 p.m. on Friday. The carnival is staged by many of the various clubs on campus. Each club at the carnival builds a game booth for the five-hour bonanza. This year due to the new swimming pool construction behind the Men's Gym, the carnival will be moved to the parking lot on Grand Ave.

Highlighting Saturday's activities will be the annual pancake breakfast in the Engineering East Patio. The cost is $1 a plate.

All exhibits and displays will reopen at 9 a.m. Saturday and will remain open until 5 p.m. The day's activities will feature a sheep shearing demonstration, the Poly Goats four-wheel drive obstacle course, a hog calling contest and a square dancing exhibition.

Topping off the Poly Royal festivities will be the Coronation Ball featuring the Cal Poly Collegians Band.

The ball, to be held in the Men's Gym, is scheduled to begin at 9 p.m. with Queen Renee to be crowned at 10:30.

Inaugural guests

Twenty-four college or university presidents are expected to attend President Robert E. Kennedy's inauguration today.

On the list of honored guests are 15 of the 18 state college presidents, including Glenn S. Dumke, Chancellor of the California State Colleges.

Other state college presidents and their schools are Dr. Cornelius H. Siemens, Humbolt State College; Dr. Robert C. Kramer, California State Polytechnic College, Kellogg-Voorhis; Dr. Ellis E. McCune, California State College at Hayward; Dr. John Summerskill, San Francisco State College.

Dr. Robert E. Hill, Chico State College; Dr. Ambrose R. Nichols, Jr., Sonoma State College; Dr. John M. Pfau, California State College at San Bernardino; Dr. Alexander Capurso, Stanislaus State College; Dr. Paul F. Romberg, California State College-Kern County; Dr. Leo F. Cain, California State College, Dominguez Hills.

Dr. John A. Greenlee, California State College at Los Angeles; Dr. Robert Johns, Sacramento State College, Dr. Carl W. McIntosh, California State College at Long Beach; Dr. Malcolm Andres Love, San Diego State College; and Dr. William B. Langsdorf, California State College at Fullerton.

San Fernando Valley State College President Ralph Prator will be represented by his vice president of Administrative Affairs, Dr. Harold F. Spencer. San Jose State College President Robert D. Clark will be represented by Dr. Gerald E. Wheeler while Fresno State College President Frederic W. Ness will be represented by Dr. Harold E. Walker.

Nine presidents from private educational institutions also are expected to attend the inaugural ceremonies.

They are Dr. Harold D. Fasnacht, LaVerne College; Dr. Roger J. Vokuyl, Westmont College; Dr. Samson B. Knoll, Monterey Institute of Foreign Studies; Fletcher Harris Burnham, United States Naval Postgraduate School; Dr. William C. Rust, California Western University; Dr. Samuel H. Sutherland, Biola Schools and Colleges; Homer H. Grant, Jr., Northrop Institute of Technology; Dr. Loyed R. Simmons, California Baptist College, and Dr. M. Norvel Young, Pepperdine College.

The University of Santa Clara president will be represented by executive vice-president Rev. William B. Perkins, S. J.

Six junior college presidents are also expected to attend today's ceremonies: Dr. Merlin E. Eisenbise, Cuesta College; Dr. Walter M. Garcia, Rio Hondo Junior College; Dr. Garlyn A. Basham, Taft College; Dr. William P. Niland, Diablo Valley College; Dr. Ray Elwood Loehr, Ventura College and Wallace W. Hall, West Valley College.

Presidents of the past

Le Roy Anderson was director of the Polytechnic School from 1902 to 1907.

He was 36 years old when he took the job, and held a Doctor of Philosophy degree. He believed that there was an appalling lack of agricultural education in California, and set up a curriculum designed to provide practical education for the tasks of everyday life.

Anderson formulated a three-year course of studies with an emphasis on functional education interspersed with academic subjects. Courses were offered in agriculture, mechanics, and household arts. Anderson also taught animal and dairy husbandry, and agriculture.

He resigned in 1907 to accept the position of supervisor of the University Farm then being built at Davis.

LeRoy B. Smith, who took over the directorship in 1908, had been vice-director since June, 1907. He also taught history and English.

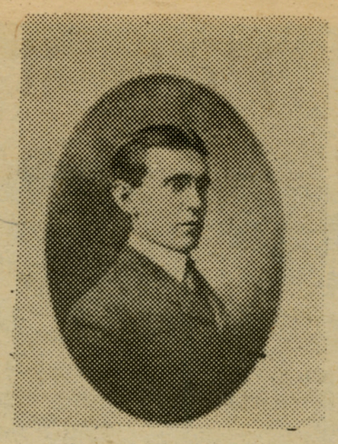
Smith directed the school along lines laid down by Anderson, and advocated no radical changes. The school didn't duplicate offerings of the typical high school, nor did it try to prepare students for universities. Study was increased to four years in 1913. In 1909, with Smith's encouragement, the Student Body Association was formed.

Smith resigned in 1914 to accept a position with the University of California.

Robert Ryder accepted the directorship in 1914. He was a graduate of the College of Mechanics of the University of California, and had training and experience in the field of engineering.

He had been an instructor at the Polytechnic since 1911, and had taught physics, electricity and surveying.

During his administration, a fourth distinctive division appeared. It was academics,



LeRoy B. Smith

Robert Ryder

Nicholas Ricciardi

and was originally set up as a convenience for those students who wanted to go on to college and needed acceptable academic credits.

Ryder submitted his resignation in the summer of 1920. He had been having difficulties with the Board of Control and with members of the faculty. He accepted a position with the Army Corps of Engineers.

Nicholas Ricciardi was selected to replace Ryder. He was the first "president" of the school; the title was changed during his administration. A graduate of the University of California, Ricciardi taught for several years, served as a principal, served as director of vocational training in the Oakland school system, and worked in the federal occupational education program.

He strengthened the school in the area of vocational guidance and succeeded in publishing its activities throughout the state. He expanded and improved counseling methods, and helped the faculty construct a vocational aptitude test. He also set up a placement bureau. It was the brightest period in the school's history to date.

During Ricciardi's administration, the school faced one of its toughest crises. The newly elected Governor, F. W. Richardson, had, during his campaign, promised drastic cuts in state spending. He stated that the Polytechnic was "out of joint with the state educational system," and recommended that it be used in some other capacity. Although the school wasn't put to other uses, the budget was severely cut. Ricciardi resigned within a year.

Margaret Chase had been on the staff since 1908 and had been vice-president during Ricciardi's administration. She was acting president until August of 1924. She encouraged the student body to continue all its regular activities despite the small budget and enrollment. She remained at the school after being replaced by Benjamin Crandall.

Benjamin R. Crandall was a graduate of Alfred University in New York and had wide experience in administrative functions. He held bachelor of science, master of arts, and two doctorate degrees, and had served as principal of several high schools. Crandall had been a member of the University of California staff and had supervised agricultural teacher training. He also had lectured in education.

He had a better relationship with the governor than Ricciardi had had, and was able to broaden the curriculum and establish a junior college division. The academic program and college preparatory programs were reinstated. The printing department was recognized as one of five major division. Enrollment was greatly expanded.

During Crandall's administration, in 1929, the state legislature passed a bill forbidding the enrollment of girls at the school.

In 1932, a budget cut was decreed, and the school cut back its offerings to agriculture and trades and industries. Then, in 1933, a new governor, with whom Crandall didn't have good relations, suggested that the school be closed or turned into a state prison. Crandall resigned in the face of severe budget cuts and took over the principalship of Wasco High School.

In 1933 Julian A. McPhee was selected to replace Crandall. Enrollment at the school was slightly over 100, and McPhee had to run the school on a $75,000 budget. He trimmed the school down to the essentials; other schools were teaching college preparatory and academic subjects, and Poly was not to be a wasteful duplication. Enrollment was limited to students with definite vocational aims in industry and agriculture.

Under these conditions, enrollment climbed rapidly and has grown fairly steadily since, except during the war years.

Under McPhee's direction the size of the campus increased to nearly 3,000 acres and the school became a four-year degree granting college. The name of the school was changed to California State Polytechnic College, which McPhee shortened to Cal Poly. McPhee retired in 1966.

Dr. Dale W. Andrews, vice-president under McPhee, came to Poly as an agricultural teacher trainer and had held several administrative positions before being appointed by Chancellor Glenn S. Dumke to serve as acting head of the college from McPhee's retirement in June, 1966, until Robert E. Kennedy was selected as president.

Benjamin R. Crandall

Julian A. McPhee

Sixty-five years of expansion

Cal Poly opened its doors to students as a state vocational high school on Oct. 1, 1903. When the cornerstone for the administration building was laid on January 31 of that year, the road to the campus was a wagon track through a muddy field.

On the opening day, the main building was not completed and the debris left by the builders had not been cleared from the dormitory.

Nevertheless, Director and Mrs. Leroy Anderson moved into the dormitory and called together the three faculty members and the students (four of these girls) to meet in the unfinished parlor of the building. It was at this time Dr. Anderson, by emphasizing earning-while-learning and learning-by-doing, set the basic philosophy.

World War I affected the institition considerably as military training became compulsory for all men students -- a ruling remaining in effect until 1932 -- and 147 Polyites joined the armed services.

Early in the 1920's the legislature placed the institution under the direct supervision of the State Superintendent of Public Instruction. During 1925-26 enrollment exceeded 400, six additional major buildings appeared, the project system commenced, and the Polytechnic became a six-year institution with the addition of a junior college division. In 1929 the enrollment of new students was limited to young men.

Cal Poly barely survived the economic depression of the early 1930's. Not content with drastically slashing the school budget, the legislature seriously considered abolishing the institution entirely.

Then in 1933, with the enrollment having fallen to fewer than 100 students, Julian A. McPhee, chief of the California Bureau of Agricultural Education, agreed to take over the presidency of the Polytechnic, now reorganized along vocational lines as a two-year technical institute.

By 1942 the Polytechnic had become a four-year college granting bachelor of science degrees in agriculture and engineering.

During World War II the campus was the site of a Naval Flight Preparatory School from which more than 3,600 naval aviation cadets were graduated.

The first five postwar years saw tremendous gains for the college in curricular offerings. In 1949 six master of arts concentrations were added, a new Science and Humanities Division was created, and enrollment reached the 2,900 mark.

The Kellogg Campus, which consists of 816 acres just outside of Pomona, was given to Cal Poly in 1949 by the W.K. Kellogg Foundation of Battle Creek, Mich. The property was deeded to the state to be used for occupational training consistent with the policy and educational aspects of Cal Poly.

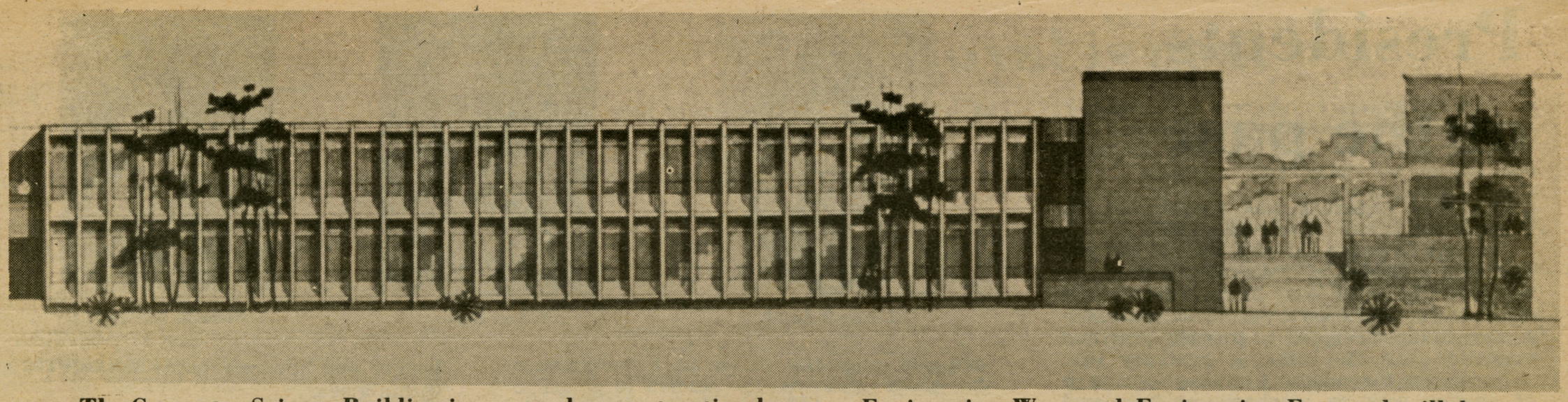
Expansion and change were the keynotes of the 1950 decade. Highlights included addition of numerous academic buildings and admittance once again after a lapse of some thirty years of co-eds, a master of arts program in education, new majors, and a four-year ROTC program.

Expanding responsibilities brought about by greater size and advancing technology characterized the first half of the 1960's. To facilitate administration, the former Arts and Sciences Division was divided in 1961 into an Applied Arts Division and Applied Sciences Division.

In 1963 a Computer Center was established to enhance the instructional programs in engineering, agriculture, business and the sciences.

In these more recent years the college's international commitments have vastly increased. These include cooperation with the Agency for International Development, U.S. Department of State, in the training of foreign visitors and technical training participants from around the world, and in supplying teaching teams for educational aid to recently emerging countries in Africa.

The San Luis Obispo and Kellogg colleges separated in 1967. They are now individually directed and controlled.



The Computer Science Building is now under construction between Engineering West and Engineering East and will be ready for classes by Fall of 1969.

Growth for 12,000

More than 8,000 full-time students are presently enrolled at Cal Poly.

Within six years there will be 12,000. On a campus that was originally designed for a maximum of 3,600 students, classroom and parking space is rapidly becoming scarce.

Where will these 12,000 students attend class? Where will they park, live and eat? According to the present master plan, adequate facilities will be available to handle a maximum of 12,000 students by 1974.

During the next six years, additional classroom, parking, living and dining facilities will be constructed on campus. Right now there are three construction projects in operation, and within the month a fourth will start.

The first project to be completed will be a new residence hall cluster to house 600 students. This will be ready for occupancy for Fall Quarter. This new residence hall on the edge of the campus on Grand Avenue is the first of four units to be constructed. The second of the four halls is scheduled to be completed by Fall of 1970. When all four units are finished (probably by 1974), they will house a total of 2,400 students.

The new residence halls are unique in design, and are considerably different than the other halls on campus. First of all, one individual hall is actually a cluster of ten smaller units, each housing 60 students. A central building will house two head residents and recreation facilities.

Adding to the uniqueness of the new residence hall is the fact that it will be coed. The ten buildings will be separated into two clusters of five buildings each - one for women, and the other for men.

A new cafeteria is also planned for construction when the next residence hall is started, and will be ready by 1970. The cafeteria will serve all on-campus students. The site for the new cafeteria will be in the location of the present Ornamental Horticulture unit.

After the new cafeteria is built, the present one will be modified into a larger snack bar. The snack bar is now heavily congested during lunch with off-campus students, and more space for tables is needed. The present cafeteria portion of the dining hall will be reduced to a smaller scale to serve off-campus students with meal tickets. The staff dining hall facilities will also be enlarged.

The next building to be completed will be the new Biological Science Building -- Science North. It is scheduled to be ready for classes by Spring of 1969. Like most other buildings being constructed on campus, the new Biology Building is not replacing the present facilities, but is adding to them.

The new building will house three botany labs on the third floor, which, however, will replace the botany labs now being used. One large lecture room and two smaller ones will be on the second floor in addition to offices and other labs. In between the Biology Building and the English Building will be the new greenhouse and live animal quarters. A boat garage will also be connected to the animal quarters.

Just recently, construction got under way for the new Computer Science Building. It is located between Engineering East and Engineering West. Completion is scheduled for Summer of 1969. The new building will triple the present computer facilities and include additional classrooms.

This month construction will start on the College Union Building. The site for this is the present dirt lot between the Administration Building and the Dining Hall and is now being used for parking.

The new College Union will offer many new recreation facilities for the students and will be the hub of all campus activities. The building will house offices for the ASI officers and the College Union officers and advisors. Recreational features of the building will include an auditorium, a dance floor, bowling lanes, pool tables and many other similar facilities. A new bookstore will also be included within the new building as well as other types of shops.

The completion date for the College Union is set for September of 1969. About this same time, construction is set to begin on a new library, a new Women's Gym and Engineering South.

Originally it was planned to just make an addition onto the library. However, it is now planned that a totally new library will be built in the same site that the addition would have been. This is the present location of the old Navy barracks, commonly known as the "cardboard jungle." When the new library is completed, the present one will be converted into classrooms (at this time it is most probable that they will be used for architecture labs).

Also, at about this same time (Fall of 1969 or early 1970), construction will start on the new Women's Gym. This will replace Crandall Gym which is now serving as the Women's Gym. At the present, the site planned for the new gym will be next to the handball courts (eliminating the outside basketball courts) and extending down in front of the power plant.

A new engineering building, Engineering South, is planned at this time, but it is not definite yet as to where it will finally go. Originally it was to be constructed in the area now occupied by the college post office and the College Avenue dorms. However, now it is probable that only half of the building will be constructed there. The other half will probably go between Engineering West and the Library. Engineering South will, for the most part, be additional classrooms.

The new residence hall under construction on Grand Avenue will be ready for occupancy next Fall Quarter. The new hall will house 600 men and women.