

BIENNIAL REPORT  
OF THE  
BOARD OF TRUSTEES  
OF THE  
CALIFORNIA POLYTECHNIC SCHOOL  
—  
1904

# FIRST BIENNIAL REPORT

OF THE

## BOARD OF TRUSTEES

OF THE

# CALIFORNIA POLYTECHNIC SCHOOL,

— COMPRISING THE

REPORTS OF THE DIRECTOR AND SECRETARY OF THE BOARD.

1902-1904.

SAN LUIS OBISPO, CALIFORNIA.

NOVEMBER, 1904.



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NOVEMBER 25, 1904.

*To His Excellency GEORGE C. PARDEE, Governor,*

*Sacramento, Cal.:*

DEAR SIR: I beg to hand you herewith the report of Prof. Leroy Anderson, Director of the California Polytechnic School, which is submitted as the biennial report of the Board of Trustees of that school.

The Director has covered the history and work of the school so thoroughly that little or nothing could be added by the Board.

There also accompanies this the Secretary's report of the proceedings of this Board, including a statement of the receipts and disbursements in detail.

By order of the Board of Trustees.

S. C. SMITH,  
President.

## REPORT OF THE DIRECTOR.

*To the Board of Trustees:*

GENTLEMEN: I have the honor to present the first biennial report of the Director of the California Polytechnic School. The report would naturally close with the fiscal year, June 30, 1904, but the beginning of the present fiscal year is so full of incidents tending to shape the policy of the school that it has seemed best to include this period in the report.

### LAYING OF CORNER-STONE.

The corner-stone of our first building was laid on January 31, 1903, under the auspices of the Masonic fraternity. The stone was put in place by Grand Master Orrin S. Henderson, who delivered an appropriate address upon the future usefulness of the school. He was followed by Mr. E. H. Hart, Grand Orator of the Masonic lodge. President Smith presided at the dedicatory exercises held at the pavilion in the evening, at which addresses were given by Mr. F. P. Johnson, County Superintendent of Schools; Director Leroy Anderson; Trustee Wickson; and President Benjamin Ide Wheeler, of the University of California, who was the principal speaker of the evening.

### BUILDINGS.

The Recitation and Administration Building is 47 by 100 feet, and has a concrete foundation, with Los Berros stone from the grade line to the first floor. The remainder of the structure is of wood, covered with a metal lath and cement. The roofing is of metal tile. The basement contains a temporary dairy-room, a temporary carpenter shop, storage-room, and a general lavatory for boys. The first floor contains the Director's offices, library, lecture-room, and laboratory for botany and entomology, photographic dark-room, and girls' cloakroom and lavatory. The second floor contains an assembly-room, with dressing-room, two drawing-rooms, and two classrooms.

The Dormitory is constructed in the same manner as the Recitation Building, except that the basement and foundation walls are entirely of concrete. Its dimensions are 40 by 100 feet. Its purpose is to provide a home on the school grounds for a few of the teaching staff and for as many students as can be accommodated. It contains thirty single rooms (each with a closet), a parlor, dining-room, kitchen,

laundry, and four bathrooms. Provision is made for one student in a room.

The Trustees are to be congratulated upon having decided upon so comprehensive a plan for future buildings. This plan provides that the rise of ground upon which the main buildings are now standing shall be reserved for future buildings of the same style. A glance into the future shows that the school will, in the course of time, need at least six more buildings to stand upon this site. When completed they will surround a court some five hundred feet square. One hundred and fifty feet to the rear of the most eastward of these buildings is to be located a row of shops, probably six or seven in number. Still farther to the rear of the shops and centering upon the axis of the main buildings is the site of the school barn; while to the left of the barn is the site of the poultry house, corrals, and pens for small stock. This plan allows for the growth of the institution for many years to come, and promises to be at once beautiful and symmetrical.

During the year just passed we have been enabled to begin the construction of the shops and barn according to the above plan. The shops as mentioned are expected to be of the general size of 40 by 100 feet and one story in height. During the spring and summer of 1904 a portion of the shop for forge work was completed. This portion is 40 by 56 feet, and is well equipped with down-draft forges of the latest type, and with a stock of tools and materials for student work.

The barn plan as adopted calls for a main building two stories in height and 50 by 100 feet in size, flanked on either end by a one-story wing 40 by 80 feet. The main barn is to be used for storage, while the wings are to be used as dairy barn and horse barn, respectively. Our present funds will permit the erection of the dairy wing only. The appropriation by the last Legislature of \$8,000 for the erection of shops, barns, and outbuildings was a most wise provision. It allows the Trustees to erect such buildings as are most needed from time to time, and it is to be hoped that similar appropriations may be made at each session of the Legislature.

#### GROUNDS.

A step in the right direction was made by the appointment of a landscape gardener, whose especial duty as outlined in the appointment is to make a map of the grounds, showing the location of walks and drives, and indicating the kind of plantings to be made, and the places where they are to be made for the best effects. Mr. Ernest Braunton, who was selected for this work, has made an enviable reputation as landscape gardener in southern California. Since June, 1904, he has been instructor in horticulture and landscape gardener at the Preston School of Industry at Ione. Mr. Braunton has submitted his

first plan showing the drives to the buildings from the entrance to the grounds, and these drives with the contiguous beds are being established. The plans of Mr. Braunton promise to give us an ornamentation which will add much to the beauty and attractiveness of the school.

It is to be regretted that we have been unable to build a substantial road from the city limits to the school. The possession by the school of the right of way of about one half mile in length imposes upon us a burden of roadmaking which our funds at present have been too meager to meet. The citizens of San Luis Obispo have expressed themselves as desiring to assist in building the road, but as yet no satisfactory arrangements have been reached.

#### THE FARM.

The farm comprises a trifle over 281 acres, about one half of which is arable and the other half either hilly pasture or is to be occupied by buildings and ornamental grounds. The equipment of tools now consists of one two-gang 12-inch plow; one single plow; one road plow; Fresno scraper; harrow, mower, and rake; in addition to a number of small hand tools. The stock consists of two registered Percheron mares, with one colt of the same breed; four Ayrshire cows, with three calves; two Jersey cows, with two calves; two grade cows and calves; one Ayrshire and one Jersey bull; and seven Poland-China swine, including five small pigs. The fencing is for the most part old and badly in need of repair. The farm is large enough for our present equipment, but the time is not far distant when we will need more land.

The school farm should be looked upon as a part of the laboratory in agriculture. It is as essentially a laboratory as though it were inclosed within the four walls of a building. Being so considered, it must be well equipped in order that it may yield the best results in instruction. Since the farm when it came into our hands was in a run-down condition, and since the funds have not been sufficient to equip it, except in a very meager way, it has not thus far filled a high place as a laboratory. The principal crops have been oats and barley, chiefly for hay; potatoes have been grown with fair success. During two seasons some corn has been grown, with such satisfactory results that we feel warranted in erecting a silo. I believe that we can grow a fairly good crop of corn on our low lands without irrigation, and of sufficient good quality to make an excellent silage. With irrigation the yield could be doubled. A small orchard of different varieties of apples, peaches, and plums has been set, and thus far is doing fairly well. The farm does not promise well for fruit-growing, except in restricted portions. Over most of the farm a rock formation is found at a depth of three or four feet, which of course makes fruit-growing a difficult proposition, except with large amounts of water for irrigation.

It is desirable on a school farm to do as much experimentation as is possible. Experimentation as carried on in experiment stations is expensive, and we, having funds only for instructional purposes, can not be expected to do experimentation on a large scale. We can do some, however, in a small way by the students as class instruction, and also to a certain extent in our regular farm crops. But even this can not be begun until we have a larger equipment of tools and more money for labor. Another urgent necessity for experimentation is water for irrigation.

#### LIBRARY.

The library consists of a total of 241 volumes, which are classified as follows: chemistry and physics, 25; plant industry, 27; animal industry, 79, including 58 volumes of the American Jersey Cattle Club's Herd Registers; irrigation and surveying, 5; domestic science, 11; general works, 6. The library also possesses a complete set of the United States Census Reports of 1900, presented by Congressman Daniels, and three volumes of the proceedings of the Constitutional Convention of 1878-79, presented by Trustee John. Of periodicals we are receiving ten monthly, ten weekly, and one semi-monthly. The library also receives the bulletins and annual publications of the United States Department of Agriculture and of the Agricultural Experiment Stations of the majority of the States.

#### FACULTY.

The following appointments as instructors have been made during the interval covered by this report:

Mr. Sydney S. Twombly was appointed instructor in agriculture, chemistry, and veterinary science. Mr. Twombly was graduated from the Maine State Normal School in 1881 and from the University of Maine in 1886, with the degree of B.S. During the following year he pursued graduate study in agricultural chemistry at Cornell University. During 1887-89 he was Adjunct Professor of Chemistry and Agriculture at the State University of Arkansas. He later attended the Veterinary College of McGill University, and was graduated therefrom in 1891. The following five years he was Professor of Chemistry and Veterinary Science in the Agricultural College of Utah. After resigning from that institution, he took up his residence in southern California and was instructor in science in the Fullerton High School until coming to us in 1903.

Miss Gwendolyn Stewart was appointed instructor in English and domestic science, and matron of the dormitory. Miss Stewart was graduated from Stanford University in 1900, with the degree of A.B. She immediately entered Pratt Institute, Brooklyn, as a student in the normal course of domestic science, from which she was graduated

in 1902. For part of the following year she was instructor in the School of Domestic Science at Pittsburg, Penn. The latter part of the year she spent in travel in Great Britain, studying the industrial schools. She came to us in the fall of 1903, and resigned at the close of the year to accept the position of housekeeper at the University of North Dakota.

Mr. Oscar Leslie Heald was appointed instructor in drawing, carpentry, sloyd, and iron work. Mr. Heald graduated from the normal training course at Throop Polytechnic Institute in 1903, and came to us in the fall of that year. He had had considerable training in machine work and had been assistant teacher in forging at Throop Institute during a portion of his last year.

Mr. Edwin Walter Yount was appointed instructor in drawing and carpentry, and began his duties in April, 1904. Mr. Yount was graduated from the Wilmerding School of Industrial Arts, San Francisco, in 1903. Both before and after his graduation he was variously employed as journeyman carpenter and in the Oakland Planing Mills. He brings to our school a good combination of the theoretical and practical work of building.

Mr. James Edward Roadhouse was appointed instructor in academic subjects, plant industry, and irrigation. Mr. Roadhouse graduated from the University of California, College of Agriculture, in 1904. While there he added to the agricultural course a large portion of the work given in irrigation and forestry. During two summer vacations he was special agent in charge of irrigation investigation for the United States Department of Agriculture. During the summer of 1904 he had special work in the testing laboratory of the Bureau of Forestry at the University of California. During the year 1904-05 Mr. Roadhouse is teaching English, and a portion of the mathematics, in addition to botany and horticulture. When the school is supplied with special teachers in these subjects, as we hope it may be in 1905, Mr. Roadhouse will devote his time to irrigation, horticulture, forestry, and land surveying, for which he is especially well qualified.

Miss Harriet Howell was appointed instructor in domestic art, vice Miss Stewart, resigned. Miss Howell graduated from the high school at Decatur, Ill., and afterwards was a student in domestic art at Pratt Institute. Following her study there she was successively superintendent of domestic art at Mechanics' Institute, Rochester, N. Y., two years; State Agricultural College, Manhattan, Kan., five years; and Throop Polytechnic Institute, Pasadena, Cal., two years. Miss Howell entered upon her work here in the fall of 1904.

Miss Naomi M. Lake was appointed clerk and librarian. She has been an attendant upon the State Normal School of Iowa and a teacher in the public schools of that State for some years. She graduated from

the Los Angeles Business College in 1903, and in addition to her duties in the office of the school has taught bookkeeping in a very creditable manner.

#### OPENING OF THE SCHOOL.

Although the corner-stone of the school was not laid until the last of January, 1903, the progress of the buildings was such that we seemed warranted in advertising that the school would open about the middle of September of the same year. By the first of September, however, it was seen that the buildings would not be in readiness, and a postponement was made until September 30th. At that date the dormitory was barely finished for occupancy. Not a single room was finished in the Recitation Building. Recitations, however, were held under the very disagreeable surroundings, and although the mechanics did not finish their labors until six weeks later the work of the school was carried on, and the results of the year's work showed that it was much better to open under the adverse circumstances than to have delayed opening until everything was completed.

The first year closed June 23d, with a very creditable exhibition of the work of the students. A reception was held, to which general invitations were issued, and a large number of the residents of town and country were present. The present school year, as adopted by the Trustees, now calls for three terms of about twelve weeks each, the year beginning the middle of September and closing about the middle of June, with a recess of two weeks at the holidays and one week at Easter.

#### NUMBER OF STUDENTS.

The total enrollment for the first year was 20, and represented the following counties: San Luis Obispo, 7; Monterey, 1; Santa Barbara, 6; El Dorado, 1; Santa Clara, 1; San Diego, 1; Orange, 1; Tulare, 1; and Ventura, 1. The enrollment for the year 1904-05 has, on November 1st, reached the number of 52, of whom 40 are boys and 12 are girls, which is more than double the first year's enrollment. Fifteen of last year's students have enrolled for the second year. The students are from various sections of the State, and represent the following counties: San Luis Obispo, 23; Santa Barbara, 8; Orange, 3; Riverside, 1; Ventura, 1; Kern, 2; Los Angeles, 2; Santa Clara, 2; Tulare, 4; El Dorado, 1; San Francisco, 2; Alameda, 1; Sacramento, 1; Fresno, 1.

The students are divided as to course of study, as follows: Agriculture, 20; mechanics, 13; domestic science, 12; unassigned, 7. The last number are taking the regular first year work, and will later decide upon their final course of study. It is a notable fact that the large majority of the students have entered with the expectation of completing the regular course of study. This speaks well for the earnestness of the students, and is of much promise for the stability of the insti-

tution. A school is known and largely advertised by its students. Therefore, the larger the number who complete the course in good standing, the more favorably known will be the institution.

#### COURSE OF STUDY.

We have endeavored to fulfill the declaration of the purposes of the school in so far as is possible in a secondary school. In the words of the Act establishing the school, the purpose is "to furnish to young people of both sexes mental and manual training in the arts and sciences, including agriculture, mechanics, engineering, business methods, domestic economy, and such other branches as will fit the student for the non-professional walks of life." Upon this foundation we have builded courses of study in agriculture, mechanics, and domestic science, believing these three to be the nuclei through which the purposes of the school are to be achieved. For convenience of reference I have added hereto the detailed courses of study as adopted in the spring of 1904, showing the periods per week devoted to each study :

##### COURSE OF STUDY. (BOYS.)

###### First Year.

Agriculture	5	English	3
Botany	4	Carpentry	10
Bookkeeping	2	Freehand Drawing	2
Physical Science	4	Mechanical Drawing	4
Algebra	3		

###### Second Year.

###### Agriculture      Mechanics.

Geometry and Trigonometry	5	5
Chemistry	6	6
English	3	3
Drawing Design	4	4
Freehand Drawing	—	2
Carpentry	4	8
Iron Work	4	8
Animal Industry and Dairying	8	—
Horticulture and Forestry	4	—

###### Third Year.

###### Required Work:

Physics and Agricultural Physics	5
History and Government	5

###### Elective Work:

Drawing,—building design	5
Agriculture, Horticulture, Irrigation, Forestry, Animal Industry, Dairying, etc.	15
For those who expect to become farmers	15

Mechanics—construction of buildings, plumbing, wiring, iron work, etc. For those who expect to become mechanics	15
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##### COURSE OF STUDY. (GIRLS.)

###### First Year.

Household Economy	1	Botany	4
Cookery	8	Drawing	2
Sewing	6	Physical Science	4
Housework	8	Sloyd	4
English	3		

Second Year.			
Household Economy .....	1	Chemistry .....	6
Cookery .....	8	Drawing .....	2
Sewing .....	6	Dairying .....	4
Physiology and Bacteriology .....	6	Sloyd .....	4
English .....	3		

Third Year.			
Household Economy .....	1	Entomology .....	6
Dietetics .....	5	Home Nursing and Sanitation .....	4
Dressmaking and Millinery .....	6	Horticulture and Gardening .....	4
Catering .....	8	House Construction and Furnishing .....	2
Psychology and Education .....			

A few explanatory words regarding the first two years of the boys' course may lead to a better understanding of its import. All the boys are expected to pursue the same studies during the first year, for the reasons that many are too young to know definitely for what business they are best fitted and that each should give at least one year to a general training before beginning to specialize.

So far as agriculture is concerned, all of the work of the first and second years is essential to one who expects to manage a farm. Botany, physical science, physics, and chemistry are the essential elementary sciences which underlie agricultural practice. The mathematics and drawing are necessary for land surveying, irrigation, and the planning of buildings which good business farmers are called upon to do. Carpentry and iron work are the inseparable accompaniments of the kind of farm engineering in which farmers are more and more expected to engage.

In regard to mechanics, there is nothing which even the novice in educational matters can find not bearing directly along the mechanical lines except agriculture and botany. Agriculture is prescribed because, in this land, where tilling the soil is the chief source of the nation's wealth, every man should know something of the why and the wherefore of the industry. Something of the same virtue belongs to botany, but the study of the subject moreover gives the student those "setting up" exercises in the study of science which are invaluable in after years.

The aim is to make the instruction as practical as is found possible under modern educational methods. In mechanics, the students draw things and build them. In agriculture, the field work thus far has consisted in tree planting, pruning, laying out roads, study of soils and soil conditions, seed testing, scoring and judging cattle, milk testing, and conducting official tests of dairy cows.

The course of study for girls as given above is not being followed in 1904-05, so far as concerns the strictly domestic subjects. The course was planned by Miss Stewart, instructor in domestic science, in 1903-04, who has specialized in domestic science, which, according to modern

usage, includes cookery, housework, household economy, and the like. She is followed by Miss Howell, who is a specialist in domestic art, which includes sewing, dressmaking, millinery, and kindred subjects. The course given by Miss Howell is a very thorough one and contemplates doing trade work in the school for outside parties who may desire to bring orders. The students will thus have actual practice in cutting and fitting. The study of cookery and allied subjects will be taken up again in 1905-06, when another instructor will be needed.

#### LENGTH OF COURSE.

The faculty is already beginning to feel that the course of study should be increased to four years. Three years is too short a space of time to give to the preparation of a life work, as the majority of the students are looking upon their life in the school. Other schools of the same grade in the State, such as the California School of Mechanical Arts and the Throop Polytechnic Institute, have a course of study four years in length. They pay very little attention to special students who wish for a year or more of individual work. The fact is, that as the student body increases in numbers, and out of proportion to the equipment and teaching staff, as all schools are likely to do, less and less attention can be spent upon special students. The time and energies of the faculty and the equipment of the institution must, perforce, be spent upon those who expect to complete the prescribed course, rather than upon a few special students who wish only a year or so of work, for which they are usually not well prepared. It is to be regretted that distinction is to be made, but as young as we are, we have already been obliged to face the problem.

I would not be understood to advocate that no provision be made for special students. On the contrary, our school should be open to all earnest searchers after knowledge, who are otherwise qualified. But a practical difficulty arises, in that a student who desires instruction in one subject, e. g., carpentry, is in a dilemma. If he takes the subject with the regular class, only a portion of his time is occupied, and he finds the expense of residence too great for what he is getting. If he is permitted to work at the bench continually he is monopolizing the time of the instructor, which is too expensive for the school. I sincerely hope that some satisfactory arrangements may be reached whereby persons may be admitted for study in special lines for a year or more, whether it be in agriculture, mechanics, or domestic science. And I can now foresee that such a goal will be attained only with an enlarged corps of teachers and a greatly augmented equipment.

I am of the opinion that it will not be unwise for us to plan in the future to fit our students for entrance to the universities; at least to the courses in mechanics, engineering, agriculture, and science. If we

can do this without introducing the languages, with the exception of English, I believe that it will redound to the honor and growth of the school and not interfere in any way with the principal objects of its founders.

#### ENTRANCE REQUIREMENTS.

Students are admitted without examination, upon presenting a diploma of graduation from any grammar school. They are also admitted upon passing a satisfactory examination in English, history, and arithmetic. In some cases and upon urgent appeals from parents or guardians, we have admitted students who have not completed the eighth grade. We have, as a rule, subjected them to the entrance examination, and it is a pleasure to report that the majority of the students so admitted have worked hard, and, while failing in some subjects, still the benefit which they have derived has shown that our action was warranted in admitting them. Unfortunately there are a few cases in which the opposite may be said. The most unfortunate cases are where students show no inclination to work. If the student is industrious and shows that he is trying to do his best, the faculty can excuse a shortage in some of his studies. As the numbers of students increase, however, and as the time of the faculty becomes more and more taxed, it will undoubtedly be necessary to refuse to admit any student without a diploma of graduation from the grammar school. That standard of admission is not too high, for the faculty can not afford to do grammar school teaching.

An industrial school is often asked to take a student who has not shown an adaptability to the academic studies of the public schools. It has been found true, in many cases, that a student who cared nothing for academic work would become interested therein if a few periods of industrial work were added to the daily routine. It has been a source of surprise to us, therefore, that we find this fact not wholly true with our students. On the contrary, we find that a student who does the best academic work is most skillful with his hands, and also that the one who does not do good work in the shops is found lacking in application to academic studies.

#### STUDENT PROBLEMS.

In an industrial school the question sometimes arises as to the exact line of demarcation between labor as instruction and labor for remuneration. With us the general rule has been adopted that no remuneration shall be expected by the student for manual labor which carries instruction with it. In the work of the shops, many articles of value are made which are equal in workmanship with what might be purchased in the market. This is no reason, however, why the student should be remunerated for such work. The ultimate object of mechan-

ical work is educational: Training of the eye and hand is, in this present day, looked upon as important a part of education as academic instruction. To be of the most educational value, the mechanical work should therefore be systematic, beginning with the small operations and working gradually toward the more complex. Only in this way can the student be most quickly taught to do accurate work.

It has been our desire, and indeed it is a worthy one, that students should do as much as possible of the actual construction of the smaller buildings used by the school. In this manner the student is instructed in practical construction and the school is expected to have its buildings erected more economically. During the first school year the students constructed a poultry house, 12 by 20 feet, with double yards, 20 by 150 feet. The material for completing the building and yards cost a trifle over \$100. The forging shop, mentioned in another portion of this report, was partly constructed by the students. All of the framing of the building, including the trusses for the roof, was done by the students as class instruction. All of the work done by them in this way has been most creditable.

While it may be desirable to erect buildings as instruction in carpentry, still we find a serious difficulty in so doing. The work progresses very slowly, owing to the fact that the students can work thereon only a few hours of the day. In the general plan of instruction the first-year students have eight periods of carpenter work out of a possible forty periods during the week. Moreover, the student should be occupied during the first term upon elementary exercises in the shop. At this rate it would take a much longer time to complete a building than the needs of the school would justify. In these early days of the institution, when buildings are so greatly needed, it will probably not be possible to do much of the construction as class work.

Our school is not an exception to the rule, in that many of the students entering wish to pay part of their way by labor. It is fortunate that we can employ a number about the school. All of the janitor work is done by the students. Two boys wait upon table in the dormitory, for their entire board and lodging. Another student earns half of his board by doing the heavier work of house cleaning. Only two persons are paid for labor in the dormitory, namely, the cook and laundress. The dairy herd and the driving horse of the school are cared for by students. Another student is regularly employed as postboy for carrying mail from town, while two boys are operating the power plant. It is a pleasure to report that all of this work is, as a rule, done with efficiency.

## WHERE THE STUDENTS LIVE.

The dormitory originally provided by the State accommodates twenty-eight persons. Inasmuch as a part of the faculty and the two employés reside therein, there are accommodations for but seventeen students. Up to the present time only boys have been admitted to the dormitory. The remainder of the students reside in the city of San Luis Obispo. The majority of the boys living in town are at their own homes. The majority of the girls are boarding in private families or doing light housekeeping. Had there been in attendance upon the school a sufficient number of girls to have filled the dormitory, that building would have been given to them the present year. The prospect is that in another year the boys will be obliged to relinquish the dormitory to the girls and find homes in town. A much larger number of good families offered to take students into their homes than there were applications from students. The life of the students in town has been so acceptable that I see no reason why the question of finding homes for the students may cause any anxiety.

## STUDENT ACTIVITIES.

During the first few weeks of the school the students organized an athletic association, which has since held regular bi-weekly meetings. The association is composed of members of the faculty as well as of students. With their own labor and their own funds the students built a tennis court and purchased some athletic apparatus. The faculty encourages athletics among the students, and various members of the faculty take an interest in the association meetings. With the largely increased attendance at the beginning of the school year 1904-05, it seemed that the desire of some to organize teams for competitive games might be realized. The final decision, however, was to give up the attempt to form a football team, and to devote their energies to the formation of a baseball team for games in the spring of 1905. So many students are obliged to do manual labor for a livelihood that the number of boys available for sport is limited.

At the beginning of the second year, the students, with a number of the faculty, formed a choral society. The object of the society is to increase the interest in music and to be prepared to assist in any musical way at socials and entertainments of various kinds. It will enhance very greatly the pleasure of the social life of the school. It is to be hoped that social functions may become more and more common at the school. It is my personal wish that some attractive entertainment might be the feature of our school life every Friday evening.

## STATUS OF THE SCHOOL.

It will be of interest to consider that our school is planned after the type of the agricultural and mechanical colleges which were founded

under the Morrill Land Grant Act of 1862. The Morrill Act provided for the establishment of a college in each State, wherein should be taught military science, agriculture, and mechanics, without excluding other subjects. In some States the land-grant college was attached to the State University, as is the case with Wisconsin, Minnesota, Ohio, and some others. Michigan, Iowa, Kansas, Washington, Oregon, and others established the land-grant college as an institution separate from the State university. The three main lines of work in these colleges are agriculture, engineering, and domestic science. I mention these to show that our school is established with the same general lines of work, although of a lower grade. They are of the university or college grade, while ours is of the high school or secondary grade. The same causes which have led to make those colleges so popular will be found true in making our school likewise popular. The majority of young men and women can not for one reason or another graduate from college, which presupposes a high school course. We are therefore offering to the graduate from the grammar school a course of study which will fit him for an active industrial life, although he may not be able, without thereafter attending a university, to attain so high a position in educational or business circles as the college graduate.

#### AGRICULTURAL HIGH SCHOOL.

One feature of our work requires special attention at this time. It is that our course in agriculture is similar to that of the agricultural high schools. The people of the State are more and more demanding education in agriculture. They are asking that agriculture be introduced into the high schools and the normal schools, and that much larger appropriations be made for the betterment of the Agricultural College of the State University. All of these demands are right and just, as is proven by the results of similar demands in Eastern States. Another kind of agricultural education which has grown very popular in these days is what is found in the so-called agricultural high school. The first one of these to be established was in connection with the University of Minnesota, something more than ten years ago. More recently, similar schools have been added to the Agricultural Colleges of Nebraska, Washington, Rhode Island, Connecticut, and Maine. Separate and individual county high schools of agriculture have been established in Wisconsin. All of these are meeting with most gratifying success. They are the schools which are to turn out the actual farmer, while the university or the college is more particularly turning out the teachers and experimenters. Since there will always be more farmers than teachers, it follows that the agricultural schools of the secondary grade are bound to have a large number of students, and therefore will exert a most powerful and beneficial influence upon the agricultural education of the country.

This institution can not, therefore, pay too much attention to its agricultural course, and it can not spend too much of its funds upon the equipment of the farm and the laboratory which bears upon agricultural instruction. I believe that I am within the bounds of truth when I say that the course of study here established is a more thorough one than that of even the Minnesota School of Agriculture, which has always been looked upon as a model. There the course of study is for three years of six months each; here the course is three years of nine months each. But our equipment is as nothing as compared with theirs. It is a source of deep gratification that one half of our male students are taking the course in agriculture. To keep the students with us and to secure more we must have largely increased equipment. I believe that we can spend more money profitably in this direction than in any other. We need not materially diminish our ideals of mechanical training, but we will gain favor throughout the State and do the State the greater service as we pay more attention to our agricultural development.

In this connection permit me to say a word regarding the matter of appropriations. An industrial school, and above all, an agricultural school, needs a much larger equipment in proportion to the number of students than does a school of an academic nature. In the latter, with the instructors and a good library and a little apparatus and a building, the school is equipped. But an agricultural and industrial school must have shops, with good machinery; large laboratories, with more expensive apparatus; a farm, with up-to-date tools and machinery; and a goodly selection of the various breeds of live stock, with the best specimens that can be obtained of each breed.

#### A BUILDING (SCIENCE HALL) NEEDED.

The growth of our school in its second year has shown that the pressing need of the institution is for a larger building to accommodate the necessary increase that there must be in laboratories, drawing-rooms, and recitation-rooms. For two years past, the thought has been that the next building which we should need would be one devoted to the study of domestic science and for a girls' home. While these two objects are exceedingly worthy ones, they can be supplied in our present building. The present dormitory may be given to the girls next year and the boys find homes in town. The laboratory instruction in domestic science that is of such a nature that it can not be given in the dormitory may be housed in our present Recitation Building. The present chemical laboratory would make a splendid domestic science laboratory for the teaching of cooking and kindred subjects. The present drawing-rooms are well adapted to sewing and other domestic art work. The sloyd would be given in the basement, which is now occupied by the carpenter shop. Our library and reading-room is outgrowing its quar-

ters, and by another year should be moved into larger rooms. The present botany classroom and laboratory are well suited for library and reading-room purposes. The present building would therefore be entirely utilized if the new building were provided.

By another year the assembly-room of the Recitation Building will be the only one large enough to seat the first-year class. This room is not at all suited for classroom purposes, and should be left in its present condition as an assembly-room. The growth of the work in chemistry and botany demands that larger rooms shall be available; and in addition to that we must next year equip a laboratory for the study of physics and electricity. I would recommend the proposed new building to be about the size of 60 by 150 feet, which will accommodate our classes for several years to come. Without such a building we will be seriously handicapped and the work of the school will be greatly retarded. Our architect, Mr. W. H. Weeks, says that the building suggested would cost about \$70,000. The sum which the State has expended for buildings is about \$50,000, and it will thus be seen that the appropriations made and asked for are small in comparison to what has been expended in founding other State institutions.

#### OTHER NEEDS.

In addition to Science Hall, the following are imperative needs:

Carpenter shop, 40 by 100 feet, to cost, with equipment, about \$6,000.

Completion of iron-working or forge shop, with equipment, to cost about \$2,500.

Remodeling and enlarging of power-house and adding thereto equipment in machine and electrical work, to cost about \$4,500.

Erection of a dairy wing of the barn, for which money is now available.

Additional poultry houses, to cost about \$200.

Propagation house for botany and horticulture, to cost about \$300.

Corrals and fencing, to cost about \$500.

Construction and equipment of main portion of the barn, to cost about \$7,500.

Construction of a dam in Brizzolero Creek and the necessary piping to provide water for irrigation and fire protection.

The appropriations for these needs should be made available immediately upon the passage of the Act.

#### NEEDS IN THE REGULAR APPROPRIATIONS FOR THE TWO FISCAL YEARS BEGINNING JULY 1, 1905.

For salaries of instructors and employés, \$48,000; for support, \$22,300; for care and improvement of grounds, \$5,000; for library, \$1,000; for the printing and binding done by the Superintendent of State Printing, \$900; for Trustees' expenses, \$800.

The present year is a critical one in the life of our school. The State has established the institution and we believe that the money appropriated has been wisely expended. Even though it has been so expended we find ourselves lacking in the necessary equipment. Students are coming to us in such numbers as to indicate a rapid increase in our enrollment. To provide for this increase we need the building, shops, and barns, and the funds for operating expenses as above mentioned. I trust that the Legislature at its coming session may see and feel our needs, and make such appropriations as will enable us to carry on the work which has been so well begun. All that we ask for are crying needs.

I believe that the object and work of the school should appeal to those of our citizens who are endowed with more than the usual amount of this world's goods and who have a kindly feeling toward industrial education. Our school would gladly receive donations or bequests, whether they be small or great. Our needs are modest in comparison with the demands made by other institutions. A large part of our work is done in buildings which are small and simple in construction, and therefore a benefaction which would in other institutions seem small, would mean great things to us. I trust that the institution may ever prove itself worthy to receive all the funds that it asks from the State and all that any kind friends may see fit to bestow.

Respectfully submitted.

LEROY ANDERSON,  
Director of the California Polytechnic School.

## REPORT OF SECRETARY OF BOARD OF TRUSTEES.

*To the Board of Trustees:*

GENTLEMEN: I have the honor to present the following report as Secretary. Inasmuch as no reports of your Secretaries have heretofore been printed, I have thought best to give a brief summary of the more important transactions of the Board of Trustees since its organization. I have also taken the liberty to include in this report that period covered by the services of Trustee Wickson as your Secretary, my occupancy of the office dating from April, 1903. The report, therefore, includes the period from January, 1902, to June 30, 1904.

### BOARD OF TRUSTEES.

#### EX OFFICIO.

HIS EXCELLENCY, GEORGE C. PARDEE ..... Sacramento  
Governor of California.

HON. THOMAS J. KIRK ..... Sacramento  
Superintendent of Public Instruction.

#### APPOINTED TRUSTEES.

HON. WARREN M. JOHN ..... San Luis Obispo  
Term expires, 1908.

F. A. HIHN, Esq. ..... Santa Cruz  
Term expires, 1905.

PROF. E. J. WICKSON ..... Berkeley  
Term expires, 1906.

R. M. SHACKELFORD, Esq. ..... Paso Robles  
Term expires, 1906.

HON. S. C. SMITH ..... Bakersfield  
Term expires, 1907.

#### OFFICERS OF THE BOARD OF TRUSTEES.

S. C. SMITH	President
R. M. SHACKELFORD	Vice-President
LEROY ANDERSON	Secretary
COMMERCIAL BANK OF SAN LUIS OBISPO	Treasurer

#### STANDING COMMITTEES OF THE BOARD OF TRUSTEES.

Trustees SMITH, JOHN, SHACKELFORD	Finance
Trustees HIHN, JOHN, SHACKELFORD	Site

**TRANSACTIONS OF THE BOARD OF TRUSTEES REGARDING SITE,  
BUILDINGS, AND APPOINTMENTS.**

SITE.

*Offers of Site for School.*—March 8, 1902, the following offers were read:

1. Edward Lowe: 50 acres anywhere on the Fernandez place for \$2,500, or 100 acres for \$10,000.
2. Dawson Lowe: Westerly portion of Phil Reedy place and 40 acres adjoining—\$4,000 for 100 acres; or 40 acres at \$40 per acre, plus 80 or 100 acres at \$35 per acre.
3. W. F. Wood: Agricultural Society grounds, 97.7 acres, with all improvements, for \$18,000.
4. D. D. Barnard: 205 acres, more or less, on the Chorro Rancho, at \$80 per acre.
5. Goldtree Bros.: 100 acres, more or less, near Southern Pacific depot, at \$125 per acre.
6. Goldtree Bros.: 120 acres ten minutes from courthouse, near City Water Company's reservoir, at \$100 per acre.
7. J. H. Orcutt: 100 acres adjoining city limits along Southern Pacific railway line, \$180 per acre for 100 acres; and more at the same rate.
8. James Crittenden: Dr. Hay's ranch near town, 115 acres, with good house, etc., \$13,000.
9. County Bank: Breed place adjoining city, 70 acres for \$4,200, or 10 acres for \$1.
10. Grant & Vachell: 15 acres free, and 90 acres at \$100 per acre. Later offered to give 20 acres free.
11. J. L. Crittenden: Gregory ranch,  $93\frac{3}{4}$  acres, on road east and partly in city, \$9,000.
12. F. C. Cherry: Phillips addition, over 100 acres at \$100 per acre.
13. McD. R. Venable: 40 acres north of town known as Spinning place; price \$10,000, perhaps for \$8,000.
14. Luigi Marre: 5 acres free, and 75 acres additional at a price to be fixed by Board.
15. A. McAllister: Carizzo Cattle Company. Priest ranch, 330 acres, at \$15,000; 100 acres without the spring, at \$35 per acre.
16. Mr. Fillmore: No description.

*Selection of Site.*—Ballots upon the sites offered were as follows:

First—	McAllister site .....	1 vote.
	Phillips Addition site .....	1 vote.
	Dawson Lowe site .....	4 votes.
Second—	Grant & Vachell site .....	3 votes.
	Dawson Lowe site .....	3 votes.
Third—	Grant & Vachell site .....	2 votes.
	Dawson Lowe site .....	4 votes.

Trustee John introduced the following:

*Resolved*, That the Board of Trustees of the California Polytechnic School, in session March 25, 1902, herewith select as a site for the said institution the so-called Lowe tract, near the City of San Luis Obispo, provided the title to said land is good.

[Adopted unanimously, March 25, 1902, upon a call of ayes and noes.]

Trustees Graves, Hihn, and John were appointed a special committee for final purchase.

*Purchase of Site.*—The Special Committee on Site reported a deed executed by Dawson Lowe and his wife and Edward Lowe for the tract of land selected for a site, for the consideration of \$7,709.30 (281.04 acres), and recommended its acceptance by the Board. [Concurred in May 26, 1902, upon call of ayes and noes.]

#### BUILDINGS.

*Buildings to be Erected.*—Trustee Hihn submitted the following:

*Resolved*, That this Board deems it necessary and advisable to erect a two-story and basement recitation building and a two-story and basement dormitory building on the school site near San Luis Obispo, and that for the construction of the two buildings there be set aside \$35,000 from the sum appropriated by the Legislature "for the purchase of a site, the construction and furnishing of the necessary buildings and the maintenance of said school."

[Adopted September 23, 1902, upon call of ayes and noes.]

*Advertising for Plans and Specifications.*—Trustee Smith submitted the following:

*Resolved*, That the Secretary of this Board be and is hereby authorized and empowered to advertise for plans and specifications for the buildings heretofore determined by the Board to be erected, such advertisement to be published in the San Luis Obispo Tribune and San Luis Obispo Breeze in each of their respective publications from September 24 to October 3, 1902; such advertisement to contain the information required by law, stating also that the Board will meet at 612 Safe Deposit Building, San Francisco, for the purpose of examining such plans and specifications as may be presented and that a premium of \$10 be paid to the successful competitor.

[Adopted September 23, 1902, upon call of ayes and noes.]

*Selection of Architect.*—Plans were submitted by Architects Weeks, McDougal, and Tobey.

Trustee Kirk submitted the following:

*Resolved*, That the plans and specifications of Mr. W. H. Weeks, of Watsonville, for a recitation building, and for a dormitory building, be adopted by the Board; that the premium of \$10 be awarded to him; that he be employed to proceed with the preparation of papers involved in the advertisement for proposals for the construction of the buildings, and to prepare details, drawings, and supervise the construction of the same if the Board should enter into contract therefor.

[Adopted October 4, 1902, upon call of ayes and noes.]

Trustee Shackelford introduced the following motion: That the architect be instructed to insert alternative proposition for the use of stone, with real tile roof, in the advertisement for proposals, and to submit to the Board at its next meeting an estimate of the cost of construction with such materials. [Adopted October 4, 1902.]

*Reception of Bids for Buildings.*—November 22, 1902, the following bids were received:

		Recitation Building.	Recitation and Dormitory.	Alternative Plan.
1.	Masonry work: No bids received.			
2.	Iron work: W. E. Green, Watsonville.	\$95 00	\$145 00	
3.	Carpenter work: W. E. Green, Watsonville.	14,520 00	25,997 00	\$14,545 00
	J. H. Stevens and Jos. Maino, San Luis Obispo	12,956 00	24,223 00	11,011 00
	F. W. Hickox, Bakersfield	14,400 00	25,900 00	13,300 00
4.	Plumbing, etc.: Byrne Bros., Santa Cruz (material only) ...	1,375 00	2,725 00	1,375 00
	Byrne Bros., Santa Cruz (material and labor)	1,825 00	3,600 00	1,950 00
	Vetterline & Butcher, San Luis Obispo (material and labor) ...	1,838 00	3,801 00	1,838 00
	E. M. Payne, San Luis Obispo (material and labor) ...	1,627 64	3,340 00	1,727 64
5.	Heating: W. Morgan & Co., San Francisco.	1,648 00	1,183 00	1,740 00
6.	Tinning, galvanized iron work, and roofing: Vetterline & Butcher, San Luis Obispo.	1,846 00	3,427 00	3,196 00
7.	Painting, tinting, etc.: E. N. Williams, San Luis Obispo	1,967 70	3,280 20	1,370 50
	J. P. Lynch, San Luis Obispo	2,127 00	3,922 00	1,795 00
8.	Alternative Plan: E. W. Davis, San Luis Obispo (mason work complete) ...			20,354 00

Trustee Hihn introduced the following: That final action on the bids presented be postponed until the next meeting. [Adopted November 22, 1902.]

*Reception of Bids for Masonry Work on Buildings.*—November 29, 1902, the following bids were received:

Lease Bros.:			
Recitation building			\$3,826 75
Both buildings			5,992 50
Stevens & Maino:			
Recitation building			4,224 00
Both buildings			6,556 00

*Action on Bids.*—Trustee Kirk introduced the following: That the bids of Lease Bros. for masonry work, \$5,992.50; Stevens & Maino, carpenter and iron work, \$24,223; Vetterline & Butcher, tinning and galvanized iron work and roofing, \$3,427, and E. M. Payne, plumbing, gas fitting, and sewers, \$3,340, be accepted. [Adopted, upon call of ayes and noes, November 29, 1902.]

Trustee Hihn introduced the following: That the bids of Morgan & Co. and E. N. Williams be reserved for future consideration, and that all other bids be rejected and ordered returned to the respective bidders. [Adopted November 29, 1902.]

*Painting and Heating Buildings.*—The Committee on Site reported the following:

That the contract for painting the school buildings be let to E. N. Williams at the price of his bid, \$3,280.20, and that Architect Weeks be instructed to draw contract for same.

That the buildings be heated by steam, direct radiation to be used for the Dormitory and direct and indirect for the Recitation Building, according to the needs of the rooms; and that Architect Weeks be instructed to draw plans and specifications for the same.

That Architect Weeks be authorized to draw plans and specifications and advertise for bids for a heat, light, and power plant.

[Concurred in, May 16, 1903.]

Plans and specifications for heating the school buildings by steam, as submitted by Architect Weeks under instruction of the Committee on Site, were presented and adopted, upon call of ayes and noes.

The Committee on Site reported the following bids for installing the steam radiation: E. D. Hough, \$2,500; E. M. Payne, \$2,575; Mangrum & Otter, \$2,668; and recommended awarding the contract to E. D. Hough. [Adopted, upon call of ayes and noes, July 11, 1903.]

*Equipment of Power-House.*—Trustee Shackelford submitted the following: That the Board accept the proposition of the Tracy Engineering Company to furnish their complete boiler plant as specified, for \$2,997. [Adopted, upon call of ayes and noes, July 11, 1903.]

Trustee Hihn submitted the following: That the Board accept from the Tracy Engineering Company a 7x7 Bayley engine, with all fixtures complete, for \$895, and a 6½ kilowatt generator, with switchboard, reostat, wiring and all accessories complete, for \$672. [Adopted, upon call of ayes and noes, July 11, 1903.]

*Electric Fixtures for Buildings.*—The Secretary presented the following bids to furnish and install the electric fixtures in the buildings:

San Luis Supply Co., San Luis Obispo	-----	\$291 75
Roberts Manufacturing Co., San Francisco	-----	271 85
California Gas and Electric Fixture Co., San Francisco (not hung)	-----	261 75
Woodhill-Hulse Electric Co., Los Angeles	-----	241 00

The Secretary recommended that the contract be awarded to the Woodhill-Hulse Electric Company. [Concurred in, upon call of ayes and noes, September 25, 1903.]

*Construction of Barns and Shops.*—Director Anderson recommended the following apportionment from the available building fund:

Construction of iron-working shop	-----	\$1,300 00
Equipment of iron-working shop	-----	1,000 00
Construction of dairy barn	-----	2,500 00
Reserve for other construction	-----	1,815 17
Total	-----	\$6,615 17

[Concurred in, May 23, 1904.]

REPORT OF BOARD OF TRUSTEES OF THE  
APPOINTMENTS.

*Election of Director.*—Trustee Wickson offered the following:

*Resolved*, That the management of the institution in accordance with rules and policies approved by the Board of Trustees shall be vested in a principal officer, whose title shall be "Director of the California Polytechnic School," to hold office during the pleasure of the Board. It shall be the duty of said Director to maintain discipline; to supervise instruction, and to participate therein so far as found practicable; to keep accurate account of receipts and expenditures, and conduct the business of the school in accordance with the methods prescribed by the Board; to examine into the qualifications, characters, and suitability of applicants for election as instructors and other employés of the Board; to nominate persons for election to the various positions created by the Board; to temporarily suspend and immediately report to the Board any incumbent of such position guilty of gross dereliction of duty or willful insubordination; to submit to the Board at each regular meeting a detailed report on the operations of the institution, and to make recommendations for its future operation; in short, to do everything within his power for the promotion of the work and interests of the school.

*Resolved*, That the compensation of said Director shall be \$200 per month, beginning with the date of his acceptance of the position, unless otherwise specified by resolution of the Board.

[Adopted, upon call of ayes and noes, May 26, 1902.]

Trustee Kirk introduced the following motion: That Leroy Anderson be elected to the directorship—his services to date from June 1, 1902, and that the Secretary be instructed to cast the ballot of the Board. [Adopted May 26, 1902, upon call of ayes and noes.]

*Election of Treasurer.*—Trustee Kirk introduced the following motion: That Mr. Frank Mills, of D. O. Mills Bank, Sacramento, be elected Treasurer, and that the President and Secretary be empowered to execute a power of attorney to the Treasurer to receive funds from the Controller of the State. [Adopted May 26, 1902, upon call of ayes and noes.]

*Change in Office of Treasurer.*—The Director reported that the present Treasurer, Bank of D. O. Mills & Co., was charging an exchange of 5 cents per \$100, and the Commercial Bank of San Luis Obispo had agreed to act as Treasurer without pay. Recommended, that the Commercial Bank be elected Treasurer in place of Bank of D. O. Mills & Co. [Concurred in, May 16, 1903, upon call of ayes and noes.]

*Instructors and Employés.*—The following instructors and employés have been appointed:

1903—April 6—Gwendolyn Stewart, Instructor in Domestic Science and Matron of the Dormitory.

Oscar Leslie Heald, Instructor in Drawing, Carpentry, and Sloyd.

Elsie J. Stephens, Clerk and Stenographer.

May 16—Sydney S. Twombly, Instructor in Science, Mathematics, and Agriculture.

Sept. 25—Naomi M. Lake, Clerk and Stenographer.

1904—Feb. 27—James Edward Roadhouse, Instructor in Academic Subjects, Plant Industry, and Irrigation.

Edwin Walter Yount, Instructor in Carpentry.

Walter W. Bradford, Engineer.

1904—May 23—Sydney S. Twombly, Instructor in Agriculture, Chemistry, and Veterinary Science.

Oscar Leslie Heald, Instructor in Carpentry, Sloyd, Drawing, and Iron Work.

Edwin Walter Yount, Instructor in Carpentry and Drawing.  
Naomi M. Lake, Clerk and Librarian.

#### RESIGNATIONS.

Resignation of Elsie J. Stevens. [Accepted, September 25, 1903.]

Resignation of Gwendolyn Stewart, Instructor in Domestic Science and Matron of the Dormitory. [Accepted, May 23, 1904; resignation to take effect August 1, 1904.]

#### FINANCIAL STATEMENT.

##### DISBURSEMENTS FOR THE YEAR ENDING JUNE 30, 1904.

###### *Salaries.*

Appropriation for year		\$12,250 00
Leroy Anderson, Director		\$2,400 00
S. S. Twombly, Instructor in Agriculture and Chemistry		1,500 00
C. L. Heald, Instructor in Drawing, Carpentry, and Sloyd		935 00
Gwendolyn Stewart, Instructor in Domestic Science and English, and Matron of Dormitory		825 00
E. W. Yount, Instructor in Carpentry. (Appointment began in April, 1904)		200 00
Elsie J. Stevens, Clerk and Stenographer (one month)		50 00
Naomi M. Lake, Clerk and Librarian (eleven months)		550 00
Allan Blaine, Foreman of Farm (three months)		180 00
S. C. Griffith, Foreman of Farm (nine months)		540 00
W. W. Bradford, Engineer (three months)		225 00
Kent S. Knowlton (student), Dairyman		166 00
Henry Wade (student), Janitor		122 00
Gustavus Wade (student), Janitor		91 00
Owen Hollister (student), general work		84 00
Herbert Cox (student), mail and errand boy		83 00
Francis Buck (student), hostler		85 00
		8,036 00
Balance July 1, 1904		\$4,214 00

###### *Support.*

Appropriation		\$2,950 00
Botany apparatus		\$17 40
Carpenter shop and drawing		100 88
1904 catalogue, and advertising		80 05
Dairy glassware		1 75
One driving horse		125 00
Two farm horses		400 00
Repairs and shoeing		34 35
Two cows		97 00
Harness and tools		167 02
Fruit trees and vines		21 90
Entertainments		29 70
Carried forward		\$1,075 05 \$2,950 00

## REPORT OF BOARD OF TRUSTEES OF THE

Brought forward		\$1,075 05	\$2,950 00
Heating and lighting Recitation Building		155 00	
Gas machine for chemical laboratory		343 72	
Supplies for chemical laboratory		314 94	
Office expenses		545 57	
Power-house supplies and repairs		62 77	
School supplies and fixtures		131 82	
Veterinary supplies		21 75	
Wire screen and fittings for reservoir		3 66	
Sewing-machine and supplies for domestic art		44 92	
			2,703 90

Balance July 1, 1904

\$246 10

*Grounds.*

Appropriation		\$1,000 00	
Labor grading		66 00	
Labor hauling rock, etc.		150 00	
Labor and materials blasting road rock		45 45	
Labor setting water tanks		85 63	
Lumber		16 33	
Water pipe and fittings		42 95	
Copy of topographical map		5 00	
Cartage		2 00	
Digging and curbing wells		127 58	
Seeds and plants		15 15	
20,000-gallon water tank		209 00	
Freight on same		20 65	
Laying 2,000 feet of pipe		94 92	
			1,000 00

*Library.*

Appropriation for year		\$350 00	
Books		187 29	
Periodicals		17 00	
Pamphlet cases		7 95	

Balance July 1, 1904

\$137 76

*Trustees' Expenses.*

Appropriation for year		\$400 00	
Expenses (traveling and hotel)		201 30	
Livery		7 50	

208 80

Balance July 1, 1904

\$191 20

*Printing.*

Special appropriation		\$250 00	
Appropriation for year ending June 30		250 00	
Printing from May 1, 1903, to June 30, 1904		500 00	
Deficit July 1, 1904, to be paid from appropriation of 1904-05		532 25	

\$32 25

## SPECIAL APPROPRIATIONS.

*School Buildings.*

\$50,000 appropriated in 1901, and \$18,000 appropriated in 1903 for finishing and furnishing the buildings. Total appropriation.....	\$68,000 00
Purchase of site.....	\$7,709 30
Construction of buildings:	
Carpenter contract .....	\$24,223 00
Carpenter extras .....	572 73
Masonry contract .....	5,992 50
Masonry extras .....	362 20
Plumbing contract.....	3,340 00
Roofing and tinning contract.....	3,427 00
Painting contract .....	3,280 20
Heating contract .....	2,500 00
Architect's fee .....	2,321 20
	46,018 83
Furnishing Dormitory.....	1,618 67
Furnishing Recitation Building.....	713 75
Furnishing Carpenter Shop.....	840 53
Reservoir .....	746 10
Pipe and piping, and laying pipe.....	1,505 50
Spring, excavation and curbing .....	149 51
Fencing and fence materials for farm.....	81 82
Tools and hardware for farm .....	206 06
Farm supplies and incidentals .....	132 80
Drawing Department.....	240 00
Laboratory Department.....	95 37
Office furniture .....	208 44
Farm labor .....	665 05
Grading road, etc.....	312 50
Two stone culverts.....	370 00
Purchase of cattle for farm .....	511 26
Repairs to farm buildings.....	196 54
Office rent and supplies .....	174 24
Freight and cartage .....	137 81
Livery hire and Trustees' expenses .....	844 40
Feed for farm stock .....	124 46
Seed for farm .....	68 80
Secretary's stenographer .....	232 50
Expenses, Director's office .....	213 25
Extra labor, furnishing school .....	257 00
Sewerage .....	50 45
Single harness and extras .....	31 10
Director's salary from June 1, 1903-June 30, 1904.....	2,600 00
Advertising for bids .....	533 45
Surveying for building sites .....	270 62
Hardware for buildings .....	118 40
	67,978 51
Balance.....	\$21 49

## REPORT OF BOARD OF TRUSTEES OF THE

*Barns, Shops, and Outbuildings.*

Appropriation available January 1, 1904, for barns, shops, and outbuildings	\$8,000 00
Material for equipping carpenter shop and constructing toolshed	\$297 91
Shelving for chemical laboratory	35 23
Door panel	2 00
Sewers for farm house	14 00
Farm sheds and fencing	244 32
Oil and paint materials	39 31
Construction of iron shop (partial)	678 28
Shelving for library and office	4 68
Poultry house and yards	108 78
Power-house:	
Grading and constructing floor and foundation	\$528 74
Construction of building	256 32
Construction of roof on reservoir	785 06
	66 95
Balance July 1, 1904	<u>2,276 52</u> <u>\$5,723 48</u>

*Power-House.*

Appropriation available January 1, 1904, for power plant	\$5,000 00
Engine and accessories	\$895 00
Boiler and accessories	2,997 00
Boiler supports	80 00
Generator, wiring, etc.	672 00
Extra labor and materials	57 50
	<u>4,701 50</u>
Balance July 1, 1904	<u>\$298 50</u>

## CONTINGENT FUNDS.

*Farm.*

Receipts for year ending June 30, 1904—	
Sale of hay and corn	\$666 87
Sale of stock	257 80
Service of stock	20 00
Sale of milk	180 45
Sale of fruit	5 00
Rent of pasture	6 00
	<u>\$1,136 12</u>

## Disbursements for year ending June 30, 1904—

Animal industry and veterinary supplies	\$7 45
Garden	12 65
Labor	510 15
Expressing	3 62
Feed, seed, and squirrel poison	272 04
Stock	107 50
Shoeing and repairs	34 70
Rent of stock and tools	34 50
Registry of stock	16 00
Harness and general supplies	35 35
Milk supplies, hardware, etc.	50 34
	<u>1,084 30</u>
Balance July 1, 1904	<u>\$51 82</u>

*Dormitory.*

<i>Receipts</i> for year ending June 30, 1904—	
Board from students and faculty	\$2,487 45
Guests entertained	65 00
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<i>Disbursements</i> for year ending June 30, 1904—	
Supplies	\$1,790 12
Service	719 25
<hr/>	
Balance July 1, 1904	\$43 08

*Laboratory.*

<i>Receipts</i> for year ending June 30, 1904—	
Students' laboratory fees for year	\$255 50
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<i>Disbursements</i> for year ending June 30, 1904—	
Animal industry	\$1 50
Carpentry and sloyd	35 42
Chemical laboratory	20 35
Botanical laboratory	5 10
Domestic science department	18 06
Drawing department	16 00
<hr/>	
Balance July 1, 1904	96 43
<hr/>	
	\$159 07

**LEGISLATION.**

The following laws regarding the school were enacted by the Legislature at its sessions of 1901 and 1903:

*An Act to establish the California Polytechnic School in the County of San Luis Obispo, and making an appropriation therefor.*

[Approved March 8, 1901.]

*The People of the State of California, represented in Senate and Assembly, do enact as follows:*

SECTION 1. There is hereby established in the County of San Luis Obispo, at or near the City of San Luis Obispo, a school to be known as the California Polytechnic School. The purpose of this school is to furnish to young people of both sexes mental and manual training in the arts and sciences, including agriculture, mechanics, engineering, business methods, domestic economy, and such other branches as will fit the students for the non-professional walks of life. This Act shall be liberally construed, to the end that the school established hereby may at all times contribute to the industrial welfare of the State of California.

SEC. 2. Within thirty days after this Act goes into effect the Governor shall appoint five persons, who, with the Governor and the Superintendent of Public Instruction, shall constitute the Board of Trustees of said school.

SEC. 3. The said Trustees, as provided for in section two of this Act, are hereby appointed and created Trustees of said California Polytechnic School, with full power and authority to select a site for the permanent location of said school. Said Trustees shall, within ninety days after passage of this Act, examine the different sites offered by the people of San Luis Obispo County for the location of said school; and the site selected by them shall be and remain the permanent site for said school. But no money shall be expended for or on said site, until a deed in fee simple has been made for land so selected to the State of California.

SEC. 4. The term of office of the Trustees shall be four years, except that, in appointing the first Board of Trustees, the Governor shall appoint two members for one year, one for two years, one for three years, and one for four years. They shall be governed and regulated by the laws governing and regulating the normal schools of this State, in so far as the same are applicable to an institution of this kind.

SEC. 5. The sum of fifty thousand dollars is hereby appropriated out of any moneys belonging to the State not otherwise appropriated, for the purchase of a site, the construction and furnishing of the necessary buildings, and the maintenance of said school.

SEC. 6. The Controller of the State is hereby authorized to draw warrants from time to time, as the work shall progress, in favor of said Board of Trustees, upon their requisition for the same, and the State Treasurer is directed to pay the same.

SEC. 7. The moneys hereby appropriated shall be expended under the direction of the said Board of Trustees.

SEC. 8. This Act shall take effect and be in force from and after January first, nineteen hundred and two.

*An Act making an appropriation for the California Polytechnic School.*

[Approved March 18, 1903.]

*The People of the State of California, represented in Senate and Assembly, do enact as follows:*

SECTION 1. There is hereby appropriated out of any money in the State Treasury not otherwise appropriated the sum of eighteen thousand (\$18,000) dollars, to be used in the construction and furnishing of the buildings and the maintenance of the California Polytechnic School.

SEC. 2. The Controller is hereby authorized to draw warrants from time to time, as the work shall progress, in favor of the Board of Trustees of said California Polytechnic School upon its requisition for the same, and the Treasurer is hereby directed to pay the same; *provided*, that not more than one half of said amount shall be available before the first day of July, nineteen hundred and three.

SEC. 3. The moneys hereby appropriated shall be expended under the direction of said Board of Trustees, but all requisitions shall be audited and allowed by the State Board of Examiners before payment.

SEC. 4. This Act shall take effect and be in force from and after its passage.

*An Act to provide for certain improvements at the California Polytechnic School and making an appropriation therefor.*

[Approved March 18, 1903.]

*The People of the State of California, represented in Senate and Assembly, do enact as follows:*

SECTION 1. The sum of thirteen thousand (\$13,000) dollars is hereby appropriated out of any money in the treasury not otherwise appropriated, to be paid to the order of the Board of Trustees of the California Polytechnic School as follows, to wit:

For the purchase and installation of a power, heating, and lighting plant, five thousand (\$5,000) dollars.

For the erection of barns, shops and outbuildings, eight thousand (\$8,000) dollars.

All bills for materials, machinery or in payment, in whole or in part, of any contract, shall be audited by the Board of Trustees of said school, and approved by the State Board of Examiners before being paid.

SEC. 2. The Controller is hereby authorized to draw warrants from time to time in favor of said Board of Trustees upon its requisition for the same, and the Treasurer is hereby directed to pay the same.

SEC. 3. This Act shall take effect and be in force on and after January 1, 1904.

Respectfully submitted.

LEROY ANDERSON,  
Secretary of Board of Trustees.

