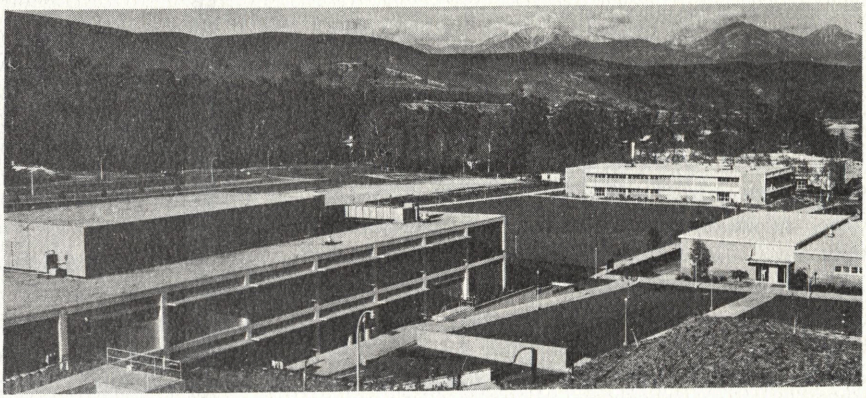
ANNUAL REPORT 1960-1961

CALIFORNIA STATE POLYTECHNIC COLLEGE



for the academic year, 1960-61, ANNUAL REPORT

Contents

Foreword

The following pages tell briefly the story of California State Polytechnic College for the academic year 1960-61. It is a story which, I believe, is in the best tradition of the College.

As specified in the Legislative act which established the College and as set forth in the Education Code, the objective sought during the year has been that of providing to young men and women occupationally-centered education in agriculture, engineering, business, home economics, and other branches of the practical arts and applied sciences.

The College has pursued its objective in 1960-61 through the use of the instructional philosophy and the practical methods which it has pioneered throughout its sixty-year history. Its "learn by doing" philosophy has been reflected in instructional method which has emphasized laboratory and field work with constant interplay between general principles and practical applications. Its use of the project system (sometimes called its "earn while learning" program) has been increased. Its curricular pattern which emphasizes work in the major subject beginning at the first of the freshman year has been carefully maintained.

As the material for this annual report has come in from the various campuses and divisions of the College, one fact has stood out in nearly all of it. That fact is growth. The college has more students, more faculty and staff members, more facilities, more educational program.

Growth in other more important but less definite and accountable respects, such as the College's educational effectiveness, for example, is more difficult to determine. Does a larger faculty produce better instruction? Do more and better buildings and a greater abundance of educational offerings assure students more thorough preparation for their occupations? The answers will be supplied by the achievements of Cal Poly's graduates in the years just ahead. We can find interim evidence, however, in the successes which our students enjoy in competition with those of other colleges and in the readiness with which members of our graduating classes are accepted into the ranks of industry, government and education.

This Annual Report is presented to the Trustees of the State Colleges, the State Board of Education, and the State Department of Education with great appreciation of the contribuion which all have made to solution of the problems of the College. In these groups Cal Poly has found dependable counselors and trusted friends.

Julian A McPhee

JULIAN A. McPHEE
President

Agricultural Division

The Agricultural Division at Cal Poly's two undergraduate campuses is the second largest in the United States according to an unofficial report of the most recent national survey of agricultural college enrollments. In the last preceding survey Cal Poly had ranked fifth nationally in enrollment.

SAN LUIS OBISPO CAMPUS

The Division supervised 369 projects in which 591 students participated during the year and earned $28,988. Project earnings were greatest in dairy production with a total of $17,832 and next largest in poultry with $3,992. The largest number of projects and student participants were in the field of animal husbandry.

Student projects continued the Animal Husbandry Department's tradition of winning at major livestock expositions. The fat lambs won a triple crown with grand champion wether and reserve champion pen at the State Fair, grand champion wether and grand pen at the Cow Palace, and grand wether at the Great Western. An unusually uniform load of Angus steers won the coveted award for grand champion carload of fat cattle at San Francisco and substantial awards were received also in the individual steer and fat hog classes to round out a fine collection of blue and purple ribbons and banners.

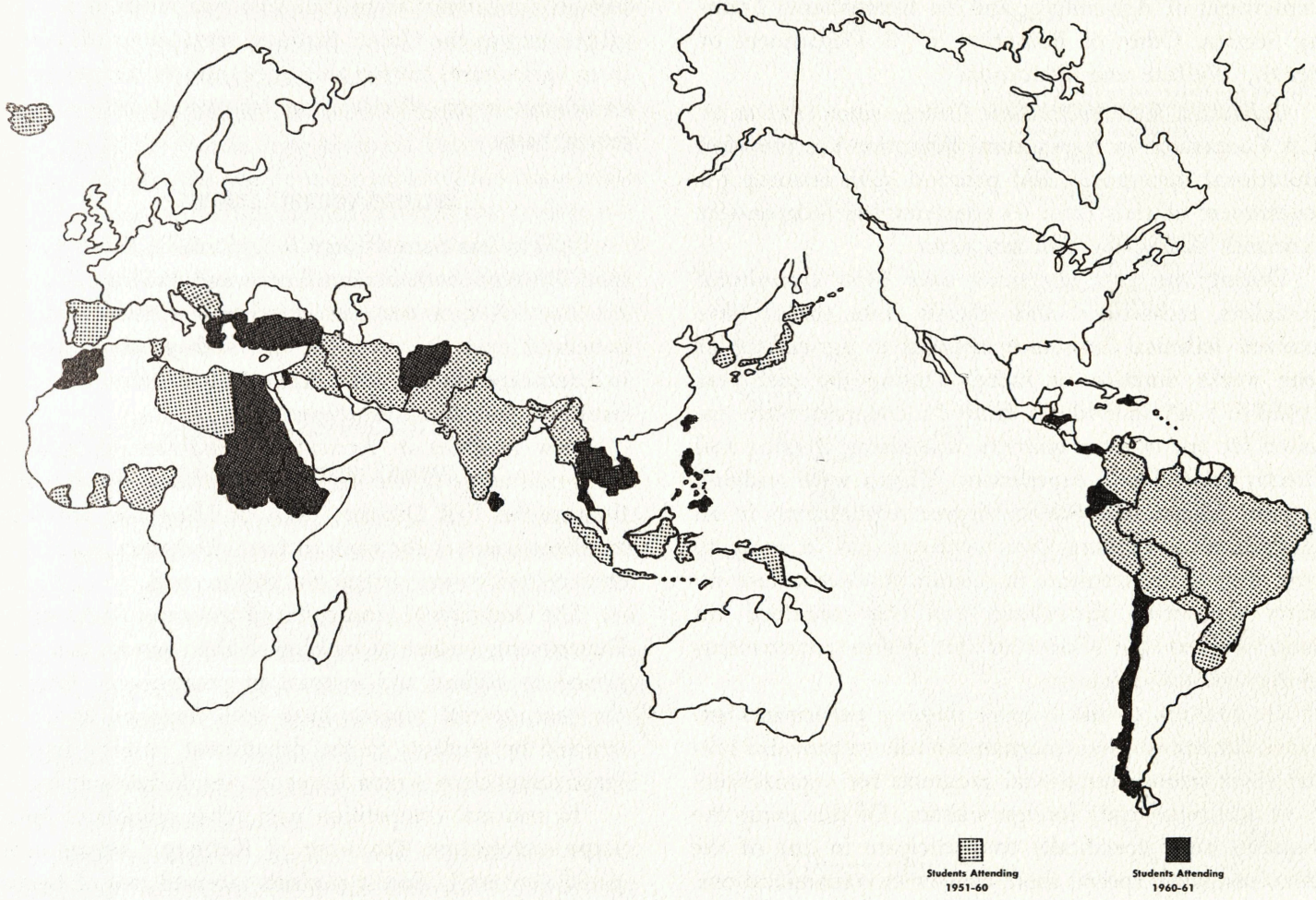
Dairy cattle were also showed to advantage at the Cow Palace show in November. The department exhibited the grand champion Guernsey cow, as well as the first place aged cow, first and second place four-year-old cows and first place for best three females. These animals were all bred at the college. The college Holstein herd made the highest lactine average in its history with 18,609 lbs. milk and 738 lbs. fat. This record likely will be in the top three in the nation for herds of this size.

Students in the division heard fifty-seven special lecturers and guest speakers during the year. Speakers visiting the campus under agriculture department auspices included five representatives of banks, seventeen representatives of commercial and industrial companies and representatives of the Agricultural Council of California, California Council of Growers, California Agricultural Aircraft Association, Soil Conservation Service, Agricultural Extension Service, California Woolgrowers Association, State Department of Agriculture, California Association of Nurserymen and Nulaid Farms Association.

ICA Program

During the year the college working primarily through the agricultural division continued to serve as a training cooperator with the International Cooperation Administration (ICA), U. S. Department of State; the Foreign

COUNTRIES SERVED BY THE I. C. A. PROGRAM AT CAL POLY



Training Division, Foreign Agricultural Service, U. S. Department of Agriculture; and the International Training Section, Office of Education, U. S. Department of Health, Welfare and Education.

California State Polytechnic College since 1951 as an ICA Cooperator in Agricultural Education has provided educational opportunity and practical skills training for government officials from 47 countries and independent territories during the past ten years.

During the past ten years over 3360 agricultural specialists, technicians, and officials from abroad have received technical assistance training in agriculture of four weeks duration or more. During the past year (1960-61) 45 individuals from 21 countries were enrolled for one or more quarters of academic training and directly related field experiences. Eleven were studying to meet Bachelor of Science degree requirements in an agricultural curriculum, two were engaged in study to meet degree requirements in science in a curriculum directly supporting agriculture, and one continued his study to meet the Master of Art degree requirements in Agricultural Education.

In addition to the foreign training participants enrolled for one or more quarters, the college provided special short period educational programs for approximately an additional sixty foreign visitors. Of this group the majority came specifically to participate in one of the three one-week special short courses in communications. The major objective of such training was to assist the foreign agricultural technician who had received technical training in the United States to serve more efficiently as an agricultural teacher and leader and to communicate knowledge more effectively in his special field on his return home.

KELLOGG-VOORHIS CAMPUS

Growth has been evident in 1960-61 in the Agricultural Division both in enrollment and facilities for instruction. A nine per cent enrollment increase was experienced over the previous year with greatest growth in Landscape Architecture, Animal Husbandry, and Agricultural Business Management.

New facilities in Agricultural Engineering, serving all departments in the division, were used for the first time in the Fall Quarter. This building has provided excellent quarters for work in farm mechanics, farm machinery and power, irrigation, and tractors.

The Ornamental Horticulture-Landscape Architecture Department, largest of its kind in the country, has continued to expand and increase in prominence. During the year, several projects have been designed and constructed by students in the department ranging from a large saran cloth screen house to simple landscaping.

In national competition with other schools of landscape architecture, the work of Kellogg Campus compared very well. Senior students received two of twelve

awards out of over 200 entries in a Mobile Home Park Competition. Two students received the only two Blue Seals (1st places) awarded in a national Exchange Problem — "A Recreation Area."

A new five-year lease is currently being developed for the use of the Pacific State Hospital Farm. For the past five years this 270-acre farming property has been leased by the Foundation and farmed through the project programs in the Fruit and Crops Departments. This land is a valuable addition to the instructional program providing more opportunity for student participation in actual farm production.

Arts and Sciences Division

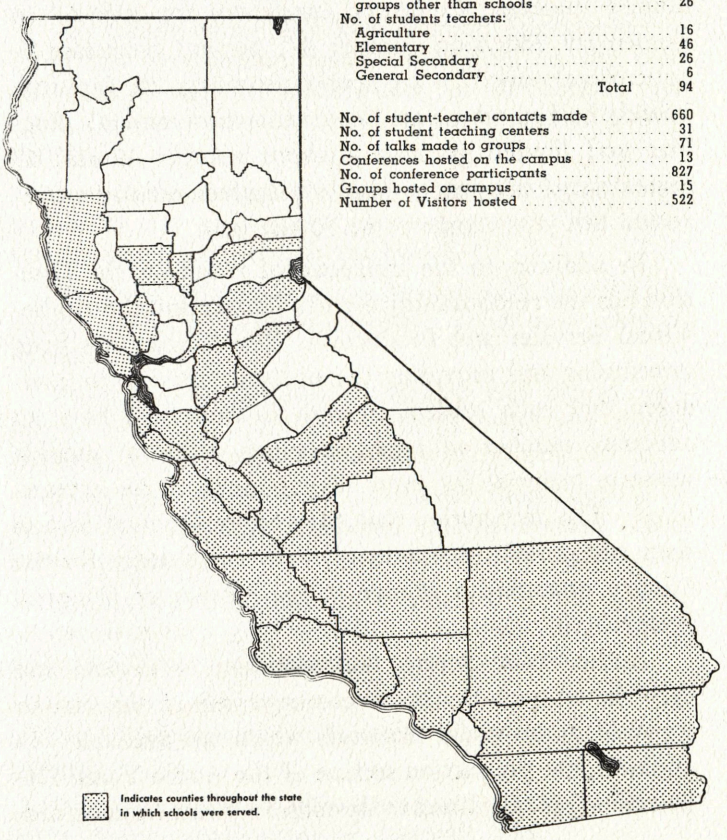
SAN LUIS OBISPO CAMPUS

The Arts and Sciences Division has continued its rapid growth during the past academic year showing an increase of 20.41 per cent in fall quarter enrollment for 1960 as compared to that for September, 1959. The new business major showed the greatest percentage increase, 201.92 per cent. Other increases show a percentage change of 80.81 for home economics, 62.5 for technical journalism, 50.54 for biological sciences, 28.57 for technical arts, 21.92 for education, 7.75 for mathematics and 5.63 for physical sciences.

Rapid growth in enrollment of regular students in elementary education from all sections of California

State-Wide Activities
OF THE S. L. O. EDUCATION DEPARTMENT
1960-61

No. of different schools served through the state	67
No. of consultant calls made to schools	25
No. of educational consultant services with groups other than schools	26
No. of students teachers:	
Agriculture	16
Elementary	46
Special Secondary	26
General Secondary	6
Total	94
No. of student-teacher contacts made	660
No. of student teaching centers	31
No. of talks made to groups	71
Conferences hosted on the campus	13
No. of conference participants	827
Groups hosted on campus	15
Number of Visitors hosted	522



highlighted developments in teacher education in the Arts and Sciences Division's largest department. Although the program is now only in its fifth year, the number of Bachelor-degree students preparing for elementary teaching increased to 259 in addition to 79 limited students. Credential candidates for 1960-61 in elementary education number 47, general secondary 6, agricultural education 18, special secondary 26, (approximately half of whom are home economics majors). Regular and limited graduate students number 48 and 47 respectively. Sixty-three Master's degrees are to be conferred this year compared to 50 last year.

In addition to the instructional programs the Division has the responsibility for the Library and the Audio-Visual Services and Production. The Library has been developing and providing the necessary services to guarantee that each student in each division will have an adequate number of books and periodicals to provide resource material for every course in which he is registered. The recognition that the Dewey Decimal System does not provide the necessary over-all coverage for the Library prompted a change to the Library of Congress System.

Audio-Visual Service has continued to expand and each department has made extensive use of the various types of audio-visual materials which are available. In addition, the production section of the Audio-Visual Department has continued to develop very fine training aids for the college as well as making them available to outside agencies.

KELLOGG-VOORHIS CAMPUS

The service activities of the Kellogg-Voorhis Arts and Sciences Division are increasing in scope. However, the divisions's major enrollment is also growing.

During the Fall Quarter, there were 689 undergraduate students enrolled in the division, while the teaching loads of the division provided instruction to 1382 students. This indicates that the Arts and Sciences Division is continuing one of its basic functions, that of a service division to the entire campus.

The Biological Sciences Department began offering instruction in its new physiology and zoology laboratories this year. These are excellently designed, modern facilities making possible a high quality of instruction. Planning has been completed for two new physics laboratories on which construction will be started as soon as administrative offices are moved.

This year freshmen physical science majors and engineering majors were launched into a new intensive science training program. In 1960 the division offered for the first time a course in general chemistry designed for engineering and science students which drew 290 students.

An outstanding feature of Cal Poly's Arts and Sciences Division is the fact that it has curricula with an

occupational emphasis in subject areas, such as the Social Studies, that are usually considered only general or cultural in nature. It is the intention of the Division to have every student working toward a specific employment objective no matter what his major academic field may be.

Student use of the Library for which the Arts and Sciences Division has administrative responsibility rose sharply over former years. Book circulation doubled, while use of other categories of library services increased from thirty per cent to three hundred per cent. Additions brought the major collections to 27,378 bound volumes, 847 microfilm reels, and 414 phonograph records.

The most outstanding development in new library services was the rapid expansion of the Curriculum Library to meet the needs of the secondary education program.

Engineering Division

SAN LUIS OBISPO CAMPUS

The underlying philosophy of the Engineering Division is to maintain the fundamental framework of its curriculum but to change the details to keep pace with the ever changing technology of our times. Graduates are expected to be able to cope professionally with current engineering problems and to be prepared to learn to cope with the problems of the future. This philosophy necessitates constant detail adjustments in present operations and future plans. Some of the newer developments that have already been integrated into the instructional program follow:

Aeronautical Engineering — Rocket propulsion and missiles, thin-skin stress analysis, higher Mach numbers and re-entry effects.

Air Conditioning and Refrigeration Engineering — Ultra low temperature system bordering on the cryogenic, high velocity, double-duct air distribution systems, noise and vibration isolation, programmed control systems.

Architectural Engineering — Thin-shelled concrete structures, city and county planning, creative and intuitive structural design, soils mechanics.

Electrical Engineering — Analog and digital computers, advanced servomechanisms, solid state physics, dynamic instrumentation.

Electronic Engineering — Analog and digital computers, solid state physics, advanced pulse and digital circuitry, miniaturization of electronic equipment.

Industrial Engineering — Linear programming in production, advanced statistical quality control, computer applications, systems and procedures design.

Mechanical Engineering — Nuclear power plants, servomechanisms and vibrations analysis, high speed turbo machinery, computers in design analysis.

Metallurgical Engineering — Non-ferrous exotic materials, radiographing techniques, ultrasonic inspection methods.

Printing — Photo type setting, art factors in laying out a design, applications of magnetic inks.

Instruction

Special lecturers have made a substantial contribution to the instructional work of the Engineering Division during the year. By the end of the present college year some eighty such guest speakers will have appeared before engineering students. Most of these lecturers have been presented at meetings of the very active student engineering societies.

Results of the engineering instructional program continued to be highly satisfactory.

1. The following student Senior Projects completed during 1960-61 are illustrative of the caliber of the instructional program: A Master Plan for the City of Santa Barbara, Applications of the Vierndeel Truss Principles, Hydronic Heating Systems, Ultrasonic Welder for Microscopic Wires, Standards for Magnetic Ink Printing and Automation, Statistical Quality Control in Printing, Photo-stress Analysis of Honeycomb Panel.

2. Industrial and professional support were good.

The Western Air Conditioning Industries granted $4,000 for an engineering preview for high school students. Restricted to 40 participants, the program attracted 400 applicants and was highly successful.

The American Institute of Architects through the California Council and the Santa Barbara Chapter contributed $600 for student participation in the State Convention.

The Western Electronic Manufacturers Association continued its scholarship grants and has made an additional grant to support new ventures.

New scholarship grants and loan funds were received from the American Institute of Electrical Engineers, the American Society of Heating, Air Conditioning and Refrigeration Engineers, the Richard Dawson Company, and the California Refrigeration Service Engineers Society.

Equipment grants were received from a variety of sources. The following are typical: Electrical components and instruments, Western Electric Company; model oil field, Texaco Company; Servomechanism components, Beckman Instrument Company; tempering furnace, General Electric Company; stud welding unit, Gregory Industries, Inc.; Bristol temperature-pressure recorder, California Refrigeration Service Engineers Society; noise figure meter, Hewlett-Packard Company; sweep frequency oscillator, Hewlett-Packard Company; fotosetter, Intertype Corporation; Pro-type machine, Merganthaler Company.

KELLOGG-VOORHIS CAMPUS

The year 1960-61 has been a year of growth and development for the Kellogg Engineering Division. Student growth reached a record high of 934 students enrolled in the fall. Curriculum development included preparation for offering the first two years of work in civil engineering in the fall of 1961. In industrial engi-

neering particular emphasis was placed on planning for areas which are of great concern to West Coast industries, such as I. E. Data Processing, Electronic Fabrication, and Industrial Incentives.

Emphasis has been increased on field trips to industry. In Machine Shop a considerable effort has been made to give the engineer a better understanding of what he will need to know in working with people in industrial processing, and to provide a more complete understanding of the basic machine tools, their capabilities, and limitations. In Aeronautical Engineering new courses in Rocket propulsion and Space Technology, and Aerodynamic Heating were taught for the first time as senior work was initiated.

A greater emphasis has been placed on bringing industrial leaders to speak to student clubs and professional societies, such as, Society of Automotive Engineers (newly organized by Mechanical Engineering this year), Institute of Aeronautical Sciences, Institute of Radio Engineers, Amateur Radio Association, the American Rocket Society, the Association of Industrial Engineers, the Mechanical Engineering Society, and the Society for Advancement of Management. The Engineering Council has been active, and an Engineering honorary for juniors and seniors has been organized.

The installation of equipment for the Engineering Center has neared completion. It has involved the installation of major machine tools, electronic recording equipment and a newly designed micro-hardness testor for Mechanical Engineering, etc. Much of the equipment provides the students with the knowledge of, and experience in operating the latest available equipment.

Of particular significance is the high caliber and the excellent nature of the "Engineering-application" in senior projects. Some typical senior projects are: Aerodynamic Shock Tube; Plasma Jet Generator; Survey of Industrial Engineering in Plants in Southern California; A Miniature Plating Operation; A Study of Scientific Approach to Plant Location; A Motion Picture of a Local Industrial Plant Operation; Development of an Electronic Analog for a Hydraulic System; Biological Telemetering System; Broad Band Micro-Wave Detector Mount; 10,000 Megacycle Parametric Amplifier, Hetrodyne Audio Frequency Spectrum Analyzer.

The Engineering Division was host to the First Western JETS (Junior Engineering Technical Society) Leadership Conference — a meeting for high school students, industrial people and educators interested in engineering and related technical fields. This program stimulates the interest of high school students in engineering.

Scholarships and loans included contributions from the Del Mar Foundation, the American Materials Handling Association, and the Southern California Meter Association. Gifts came from Convair, Pomona; Douglas Aircraft, Edgcomb Engineering and Engraving Company, the Hamilton Watch Company, and the General Instrument Corporation.

Allied Educational Activities

CAL POLY EDUCATIONAL CENTER [VOORHIS]

Removal of undergraduates from Voorhis campus dormitories to the new residence facilities at the Kellogg campus enabled the College to implement planning which began in 1956. The plan envisions the secluded 157-acre Voorhis unit as an Educational Center for special groups. Pilot programming began at the Center in September. Scheduling has steadily increased pace and there are some program reservations as far ahead as 1962 and 1963.

The Center is almost ideally located for service to business and industry, agriculture, education, and all levels of government. It is in Los Angeles County proper (some 30 miles from the Los Angeles Civic Center Interchange). Yet its site on a timbered mesa in the Puddingstone Hills, some 900 feet above sea level, provides an atmosphere conducive to creativity, and the completeness of the facilities tends to hold groups closely together.

The former dormitories and other facilities have been converted to conference and workshop needs. There is easy access the year-around. Staff members at each of Cal Poly's other two campuses are available for planning, conducting and evaluating programs. In fact, one of the most basic policies involved with development of the Center sees the facility as a tool by which the College staff can extend the College's occupationally-oriented philosophies and methods into service for special groups.

Presently, the Center is able to accept in-residence groups up to 125. Day groups up to 145 can be accommodated. Master planning sees an eventual maximum of some 400 for either day or in-residence programs.

Types of programming — requested by organizations and groups or initiated by the College staff to meet discernible need — have already included conferences, institutes, seminars, workshops, etc.

The Center's financial structure is based on the belief the facility should become self-supporting as soon as possible. Rates and services have been fashioned toward that end.

SPECIAL EDUCATIONAL EVENTS

During the past year, thousands of individuals, other than regularly enrolled students, have come to the San Luis Obispo and Kellogg campuses to participate in some 300 special educational activities. Through these educational events the resources of the college are focused upon the needs of people in their efforts to become better workers, parents or citizens. Each special educational event held on campus is sponsored by an appropriate college division and department and is staffed, at least in part, by members of the College faculty.

The following is a sample of the wide range of educational events which are regularly held on the San Luis Obispo and Kellogg campuses and is indicative of the scope and importance of this phase of the College's program:

California Nurserymen's Refresher Course; California Agriculture Teacher's In-Service Training; California Agriculture Teacher's Association Annual Conference; Soil Conservation Service Management Training Conference; California Farm Bureau Board of Directors and Staff; California School Lunch In-Service Training Program; National Institute of Farm Brokers Education Conference; California Association of Physical Education, Health, Recreation Workshop; Engineering Preview for High School Juniors and Seniors.

National Shade Tree Conference; Foreign Agricultural Service of U. S. D. A.; Bank of America Managers and Lending Officers Seminar, Pest Control Operators of California, Pesticide Review-Western Ag. Chemical Association; Conference of California Association of Refrigeration Service Engineers' Society.

California State Grange Youth Conference; Future Farmer State Championship Citrus Judging Contest; Future Farmers of America State Convention; FFA State Final Judging contests; FFA State Final Parliamentary Procedure contest; Sectional meeting of California Association of School Administrators.

The Western Society of Naturalists, Southern California Arabian Association, Bureau of Poultry Inspection meeting on Poultry Sanitation, California Fertilizer Association — 9th Annual Soil Improvement Conference, Junior Engineer Technical Society, Southern California Botanist's Association, Turf Grass Association, Orange County 4-H Leaders and Students, and American Society of Tool and Manufacturing Engineers meeting.

Although most of the groups coming to the college for special educational purposes return year after year, the College is constantly seeking new opportunities to serve the educational needs of other groups.

JUNIOR COLLEGE ARTICULATION PROGRAM

Tom Brown would have graduated from college in four years instead of five if he had not lost so many units of credit when he transferred.

Tom Brown's case is typical of many students who transfer from a two-year college to a four-year college.

California State Polytechnic College is trying to minimize this loss to the transfer student through a program is has carried on for years.

Every month throughout the school year Cal Poly staff members visit three or four junior colleges to discuss the transfer problem with the two-year college administrators and counselors. According to a report made by a state college-junior college committee at the Spring

Instruction

Articulation Conference held April 20-21 at Santa Monica, Cal Poly leads all of the state colleges in the number of meetings held each year with junior colleges. The survey indicated Cal Poly held 32 such meetings; Los Angeles State was second with 29. No other state college held more than ten such meetings and some reported that they held none.

An appraisal is made of every course in the junior college catalog. If the course compares with one that is offered at Cal Poly, the course is accepted for transfer credit.

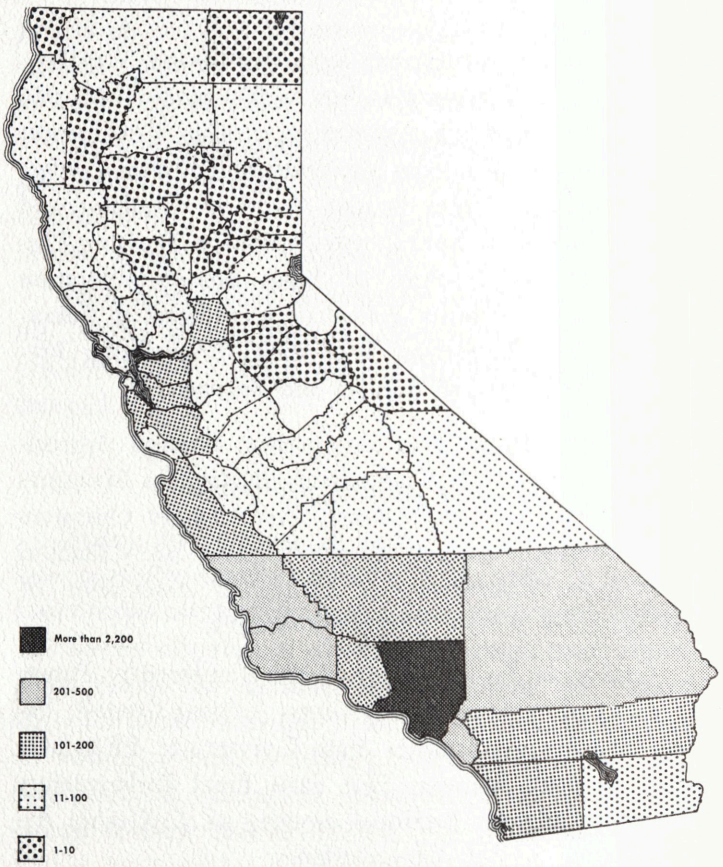
If Cal Poly does not offer a course with content similar to the one offered at the junior college, Cal Poly may give elective credit. It must, however, be a course that is normally accepted for credit at other state colleges and universities.

After the evaluations are completed for every course in the catalog, a set of course comparison sheets are drawn up. This set of course comparison sheets is referred to as an "articulation agreement."

There are approximately 70 junior colleges in the State of California. Forty of the articulation agreements between Cal Poly and junior colleges were drawn up in the last year.

Many junior college counselors have expressed their appreciation to the members of the Cal Poly staff for the interest they have taken in the articulation program. Cal Poly is also grateful for the cooperation received from the junior colleges. It is through the joint effort that the disappointment of the Tom Brown's can be minimized.

Distribution by Counties
OF CAL POLY'S TOTAL ENROLLMENT
1960-61



SAN LUIS OBISPO CAMPUS

Co-Curricular Activities

Leadership training proved to be one of the high lights of this year. A week end conference in Cambria served approximately 150 students with an intensive program of leadership skills, many of which have been observed in the performance of student leaders throughout student activities on the campus.

Planning for a 1961 conference started in January with a special conference planning class being conducted in the Social Science Department under the leadership of the Associate Dean of Activities.

The College Union program had an exceptional year of growth under the leadership of a new activities adviser. The new students' orientation program thrived with an exceptional program for new students at Welcome Week Camp where 300 new students were offered an excellent program by members of the administration and especially selected students who served on the camp staff. The Campus program under the leadership of a 100 student committee successfully orientated the largest new student group in the history of the College.

The Interfaith Council had an especially valuable Religion-In-Life Week program early in February with 91 meetings of different kinds that involved six religious speakers and 4,583 students.

The Annual Music Tour reached nearly 30,000 persons in the Southern California area March 19-25 as the clubs gave performances before 10 Los Angeles high schools and at El Toro Marine Base. The annual home concert in April was held in the Men's Gymnasium and attracted the largest audience in the history of the event.

The 29th annual Poly Royal April 28, 29 was blessed with clear skies and brought an estimated 15,000 persons to the campus.

Counseling and Testing

The Counseling Center, during the past year, has deemed it appropriate to devote its energies to personal counseling. The Center looks upon changes-of-major, academic failure in spite of ability, poor social adjustment, and the many other problems exhibited by college students as symptoms of more-or-less deep seated attitudinal conflicts. Students with attitudinal conflicts resolved generally show little difficulty in solving their vocational or educational problems. It could be said that the Counseling Center provides students who come for counseling with a method for looking at and attempting to solve future problems.

In addition to counseling and related testing, a placement test program is carried on as a service for the instructional divisions. Secondary responsibilities are consultation with faculty and administration and institutional research.

Student Personnel

The Center handled 1049 counseling cases in 1960-61. There was an increase in the number of referrals by instructors which may reflect increased awareness among the faculty of the variety of services offered the student. Many instructors are informing their students of the importance of going over test scores, of taking interest tests, of talking out personal problems with qualified persons.

A total of 7,439 tests was given to 2,828 students during 1960-61. Placement tests accounted for 6,637 of these, achievement for 294, aptitude for 225, vocational interest for 206, personality for 55 and individual tests for 21.

Since students at Cal Poly state their choice of major at the beginning of their four-year program, the Counseling Center is called upon by prospective students, many still in high school, to help in their choice of major. Assistance is given these students in making decisions about future goals.

Financial Aids

Individual scholarship awards totalling $55,525 were granted to 196 students at the San Luis Obispo campus during 1960-61. Of these, 50 were granted from the Leopold Edward Wrasse Scholarship Fund, an outlay of $23,200.

Long and short term loans other than those in the National Defense Student Loan Program were made to some 1,100 students in total amount of $58,800 of which $8,750 was new money made available by donors to the funds. National Defense Education Act loans totalled $95,767.

Student Health Service

The Student Health Service maintains an outpatient clinic and hospital. Students will make 22,000 visits this year to the outpatient clinic for some 40,000 services. The average cost per visit is $3.02. The average cost per student to operate the clinic was $20.90. The hospital has 30 beds (24 regular, 6 isolation) with central supply, food service and emergency surgical unit. Approximately 500 patients are admitted to bed with an average stay of 3.7 days. The cost of operating the hospital is $11.69 per student. The cost per hospital day is $24.42.

The purpose of the Health Service is to protect and maintain the health of the student during his stay at this college with the same understanding, interest and scope of care as that of the student's family physician at home. On admission to the college, the student is given a complete health examination. The environmental sanitation and safety program maintains a constant survey of the potentially hazardous areas of the campus.

Student Personnel

Placement

The annual search for talent continues to be big business on the San Luis Obispo campus of California State Polytechnic College. Recruiters from agriculture, business, government and educational institutions carefully and painstakingly seek graduates who can become working employees quickly and who they think have the ability to keep their operations competitive and effective 10, 20, or 30 years from now. A list of companies which send recruiters to the Cal Poly Placement Office reads like the roster of American industry. In addition, the number of opportunities listed in the office by employers not conducting formal campus recruitment programs continues its sharp upward trend.

During the 1960-61 recruitment season it is estimated there will have been over 400 employer representatives visit the campus with 3,700 individual interviews being conducted in a highly competitive top level recruiting effort.

The Placement Office, working with the instructional departments, performs the following functions:

1. Provides a central office of the college which employers may contact in their search for professional personnel.
2. Provides occupational information for students, counsel regarding application and interview procedures, and assistance in obtaining employment commensurate with their abilities.
3. Works for the expansion of employment opportunities open to graduates by constantly increasing contacts with potential employers and by interpreting the Cal Poly program to those employers.
4. Assists students in obtaining part-time and summer employment which will help them meet their college expenses, encourages the development of good work habits and attitudes and, wherever possible, gives them practical experience related to their major.

In that connection, it is interesting to note that between September 1, 1960, and March 31, 1961, 17,417 student visits were recorded in the Placement Office. Over 975 part-time, off-campus employment opportunities were filled. On campus in the college dining hall alone each week 1,381 specific two- hour or more employment assignments are filled by students.

The Placement Office compiles and maintains a placement folder for each student completing the Teacher-Training program. Teachers and teacher candidates using services of the Placement Office in 1960-61 totalled 200 and compared with 162 in 1959-60. The number of confidential folders mailed to school officials was 550 as compared to 444 in the preceding year.

Student Personnel

KELLOGG-VOORHIS CAMPUS

Co-Curricular Activities

The Student Activities Office's educational functions of supervising, co-ordinating and advising students' programs, have continued with a primary objective of providing first-hand experience in student affairs for all students as an avenue of preparing them for a purposeful life in their community when they graduate.

A laboratory in group activities was offered in each quarter for club and student body officers stressing parliamentary procedure, the conduct of effective meetings, the techniques of leading group discussion, and program planning. A leadership conference, open to all students but designed specifically for club and student body officers, was held during the Spring Quarter at a mountain resort. The Student Activities Office has also continued its functions of coordinating and supervising a college-wide orientation program.

"Slow Boat to China," The Associated Students' entry in the annual Pasadena Tournament of Roses Parade, won first prize in Class H, Educational Organizations.

The annual music department's "Road Show" between the Winter and Spring Quarters featured the college Glee Club and dance band in a variety show for nine high school student bodies in San Bernardino, Los Angeles, Riverside, Orange and San Diego Counties, before an estimated 14,000 high school students.

The Eleventh Annual Agricultural Education Field Day held on April 8, featuring competition in agricultural judgment and skills for high school and junior college students, has continued to grow each year in number of participants and activities.

Guidance Center

The Guidance Center provides the counseling, testing services and vocational guidance information for the Kellogg-Voorhis campus. The central focus of the counseling service is on the academic advisory system carried on by the academic departments with which Guidance Center staff works closely. Counseling seeks to help students to work out problems through a program of coordinating all aspects of the student's campus life with his academic-vocational work load.

The Guidance Center serves as the coordinating agency and provides the technical services of selecting appropriate test batteries for counselees, gathering the necessary test data, and interpreting these data to department advisers and/or students. There has been an increase in traffic in the counseling offices regarding change of major, personal problems, vocational choices and the like.

Some 7,000 tests have been administered by the Guidance Center during the year. These have included

academic aptitude and subject matter placement tests given to all entering students, individual interest inventories, personality tests and vocational guidance surveys administered to students who sought assistance from the Center. Special services to instructional departments have been developed in such areas as reading speed and comprehension testing in the English composition classes. Similar services have been provided for other departments.

Basic Study Skills Laboratories have been conducted by Guidance Center staff during the school year for those students who are on academic probation or who feel a need for improved study habits.

Financial Aids

The school year saw considerable increase in activity in the programs concerned with financial aids to students. A total of 20 students were awarded scholarships with a total value of $2,350. It is estimated that by the end of the school year over 700 short and long term loans will have been made. The total amount of these loans will approach $29,000. Students, alumni and community friends contributed over $1,850 in new funds to these loan programs during the year. National Defense Education Act (NDEA) Student Loans were issued to 74 students for a total of $49,750.

Student Health Center

The primary purpose of the Student Health Center is to maintain the best possible level of health for the students so that they might be at their top efficiency in their academic activities. This service includes both treatment for physical illnesses and counseling of psychosocial problems. It is the endeavor of the Health Center staff to provide the services of the family physician while the student is in college.

On admission all new regular students are screened by the college physician, either through an examination of their health history as supplied by their family physician or by a complete health examination, or both. The Student Health Center is also responsible for the public health of the campus.

On September 1, 1960, the new Health Center, which is staffed by two physicians, two registered nurses, one laboratory technologist, one x-ray technician, one receptionist and one secretary was occupied. Approximately 8,500 student visits have been made to the Health Center since its occupancy in the fall of 1960. About 690 diagnostic x-rays have been performed. The new laboratory, with its excellent equipment, has performed approximately 3,200 examinations. Physical therapy has administered approximately 1,000 treatments.

Student Personnel

Placement

The program included employer recruiting on-campus for full-time career employment, part-time on-campus employment, off-campus part-time employment, and close student contact through personal interviews and placement staff appearances before seminar and classroom groups.

A healthy growth in numbers of firms scheduling interviews on the Kellogg campus was noted during the period of October, 1960, through April, 1961, compared to a similar period the previous year. Eighty-two firms and governmental agencies visited the campus and conducted an estimated 830 interviews with graduating students. Compared to the previous recruiting year this constitutes a 19.5 per cent growth in number of companies and agencies.

During 1959-60 an average of about 3.45 interviews per graduating senior were held while the 1960-61 average was 3.15. Increasing numbers of graduates necessitate annual growth in recruiting to maintain this level.

Diversity in the type of firm interviewing also increased over the previous year with more opportunity offered for Business Administration, Accounting and Agricultural Business Management majors. Agricultural firms making definite job offers increased in number.

In line with the Cal Poly philosophy of work experience closely coordinated with academic training, considerable emphasis has been placed upon the program of part-time employment. Integration of Job Supervisor reports on student performance into the permanent records of students is an important feature of the on-campus work program. Development of good work habits and closer supervision have been primary assets of this effort.

Off-campus employment has been strong throughout the year. The Pomona Valley area and nearby communities of Riverside, San Bernardino, Covina, West Covina, Glendora, City of Industry, Whittier, Corona, Norco, Chino, and Azusa have all contributed part-time jobs to Cal Poly students.

Women Students

Women students will be admitted to the Kellogg campus for the first time in September, 1961. The College anticipated that coed enrollment in the initial year may number around 300.

Coeds that come to the Kellogg Campus in September will be able to enroll in any of the majors currently being offered in the three instructional divisions in addition to Civil Engineering and Office Administration which will be offered for the first time in September.

Coeds living on campus will be housed in the new residence halls constructed a year ago.

Building Program

The physical planning and plant of a college should, in great measure, be a reflection of the program of the college and the aspirations of the college staff. Most of the facilities in use and under construction were requested by present college staff members and their requests and ideas have been reflected in the buildings by the architects. The present staff is participating in a great venture of building a college that few faculties ordinarily experience in a lifetime.

Next fall, the San Luis Obispo campus will have a rated capacity of 5,300 students and with other facilities under construction or planned, the master plan for a 12,000 student body campus is rapidly being fulfilled.

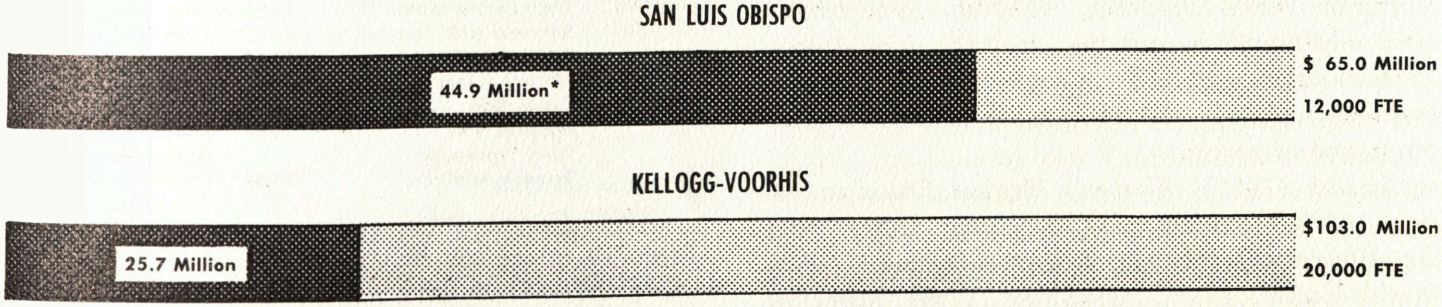
The Kellogg-Voorhis campus is beginning to move at a faster building pace and if plans do not go awry, the campus will have a larger capacity than San Luis Obispo by 1966. The capacity next fall will be slightly in excess of 3,000 students; however, the building pace then quickens to get in phase with estimates of a 20,000 student body campus in the 1970's.

Master plan estimators, national and state, indicate that a college plant for 12,000 students (San Luis Obispo) should cost $65 million and a college plant for 20,000 students (Kellogg-Voorhis) should cost $103 million. Thus far, in excess of 70.6 million is in existing or funded facilities and equipment for the San Luis Obispo and Kellogg-Voorhis campuses.

SAN LUIS OBISPO CAMPUS

The year 1955 marked the beginning of the spectacularly rapid expansion of the San Luis Obispo campus into the modern permanent buildings which form the

BUILDING PROGRAM DEVELOPMENT



*Expended through 1961-62

Building Program

basis for a college plant ultimately capable of housing 12,000 full-time students. Prior to that year, the permanent instructional buildings were relatively few as the following list indicates: Agricultural Education (1906), Natatorium (1937), Administration (1941), Welding Shop (1941), Machine Shop (1941), Air Conditioning (1946), Crandall Gym (1948), Library (1949), Mechanical Engineering Lab (1954).

The above list does not include such important outlying agriculture units as the Ornamental Horticulture Unit (relocated in 1957), Dairy Unit (1954), Swine Unit (1937), Sheep Unit (1937), Beef Unit (1951), Horse Unit (relocated in 1960); nor such major residence hall units as Chase (1931), Heron (1925), Jespersen (1928), Deuel (1908), and the five mountain dorms (1952).

Buildings completed or scheduled for completion during the period September, 1955, through September, 1962, significantly increase the size of the physical plant. Instructional capacity is being augmented and temporary buildings replaced. The following list shows this vigorous period of growth:

Science (1955), Women's Physical Education Annex (1955), Horseshoe Lab (1955), Aero Labs (1956), Ag Engineering (1956), Engineering East (1957), Health Center (1959), Agriculture (1959), Mathematics and Home Economics (1960), Men's Physical Education (1960), Outdoor PE Playfields (1960), Little Theatre and Music (1961), English and Speech Wing (1961).

In addition to the above instructional and related buildings, the state has completed for Cal Poly's use, six new residence halls (1960), a new cafeteria (1960), a new corporation yard (1960).

The estimated value of the San Luis Obispo facilities which have been funded through the 1961-62 school year is $44,918,295.

During the coming five budget years, the college will request construction funds to keep pace with our expected increases in enrollment. Our five-year program is geared to our expected classroom needs of the 1968-69 academic year. The following table illustrates how our building completion schedule is planned so as to keep pace with our expanding enrollment.

Completion Year		Completion Year	
1962	Engineering West	1963	New Administration
	Remodel old Administration		Remodel Eng. East
	Library Annex	1965	Business and Ed. (Demolition of Ag Education)
	Crops Unit		
	Graphic Arts	1967	Science Annex
	Food Processing		Engineering Bldg.
	Science Addition	1968	Classroom No. 3

The above facilities will serve 8,659 full-time students in lecture and lab rooms; the rest of the expected 9,200 students in 1968 will be taken care of in such "non-classroom" areas as the farm and outlying ag units, physical education facilities, and other schools (for practice teaching).

KELLOGG-VOORHIS CAMPUS

Master planning for the Kellogg-Voorhis campus began in 1950. The plans drawn then for a campus of 3,500 students bear little resemblance to today's master plan for a 20,000 student campus.

The college moved from the Voorhis campus to the Kellogg campus in the Fall of 1956 to the partially completed Science Building. Today we find the following facilities in full operation.

Completion Year	
1956	Science
1957	Gymnasium
	Cafeteria
	Crops and Fruit Unit
	Ornamental Hort.
	Ag Units
1958	Engineering Center
	Business
1959	Corporation Yard
	Library
1960	Residence Halls
	Outdoor Physical Ed
	Ag Engineering
	Health Center

The following facilities were under construction during 1960-61: Cafeteria addition, Administration, Meats Lab. Approved, and in the planning stage are: Agricultural Classroom building, Feed Mill, Little Theater-Music.

The following table indicates the programming of the next five years by anticipated completion year:

Completion Year	
1964	Engineering Addition
	Men's Gymnasium
1965	Residence Halls
	Cafeteria
1966	Sci. and Home Ec.
	Library Addition
1967	Engineering
	Residence Halls
1968	Business Addition

If the above program is adhered to, the Kellogg campus will have a capacity of 8,710 students for an estimated enrollment of 8,846 students in 1968.

The estimated value of Kellogg-Voorhis facilities funded through 1961-62 is $25,737,032.

Aid to the instructional and administrative program of the college was provided throughout the year by the California State Polytechnic College Foundation as has been the case since it was organized in 1942 to perform those functions. The aid to the instructional divisions is given through the student project program and the semi-commercial agriculture and engineering enterprises which provide the practical learn-by-doing program pioneered by Cal Poly. The Foundation's aid to the administrative program was in its management of the major functions of the housing and feeding of students.

At the San Luis Obispo campus 591 students had agricultural projects under Foundation sponsorship last year and earned $28,988 with them. At the growing Kellogg-Voorhis campus there were 55 projects involving 194 students under Foundation sponsorship as of March 31.

Further learn-by-doing opportunities were provided by the agricultural division in connection with agricultural work done for the California State Polytechnic Foundation which paid 224 students a total of $42,407. The student payroll was largest in connection with dairy production which had a total of $13,620. Next largest student payroll was $11,495 for the feed mill with dairy manufacturing third with an $8,139 payroll.

Foundation

A major function of the Foundation is the feeding of students and staff. During the year two cafeterias were activated, one on the Kellogg campus for resident students and one on the San Luis Obispo campus. The cafeteria at Kellogg has a 200 seat dining room providing food service for 600 resident students. During May, 1961, the Kellogg cafeteria will be expanded by the addition of a 550 seat snack bar.

The growth of the Kellogg food service program during the past year is shown by the increase in costs of raw food purchased from $28,528 in 1959-60 to $69,682 in 1960-61.

On January 1, 1961, the San Luis Obispo campus cafeteria was moved from the two previous cafeterias to the new college dining hall. This facility includes two resident student dining rooms each with 300 seats, a 400-seat snack bar, and the staff dining area of 228 seats. The staff area is used for such special events as banquets, luncheons, afternoon parties, etc. Approximately 240 different groups with an attendance of 19,500 persons will be served on special occasions in this and other campus areas during 1960-61. The number served in 1959-60 was 11,500.

Consumption of raw food products by the students and staff on the San Luis Obispo campus for 1960-61 shows a 30 per cent increase over 1959-60 and will be: meat and poultry 179 tons, fish 9 tons, cheese 6 tons, eggs 46,800 dozen, milk 131,400 gallons, ice cream 10,560 gallons, fresh produce 4,200 crates, frozen vegetables 85,000 lbs., canned goods 5,730 cases.

Raw food products purchased from the Foundation agricultural projects average per week: milk 3,100 gallons, eggs 900 dozen, beef 1300 pounds, ice cream 80 gallons, fresh produce 15 crates.

Student labor is vital in the operation of Foundation activities. The Foundation paid slightly more than twice as much for student labor at the Kellogg-Voorhis campus in 1960-61 as it did in 1959-60 reaching a total of $30,591. At the San Luis Obispo campus, it paid $218,757 in 1960-61 as compared to $143,753 the preceding year. More than $55,000 of this increase was in the larger amount of student wages paid in connection with dining hall operation.

The opening of six new residence halls at San Luis Obispo in July of 1960 increased the campus capacity for resident students by 1200. Also, 534 students were housed in the older permanent halls and during the fall quarter 260 students were housed in the temporary wooden dormitories.

The 1960 fall quarter at Kellogg opened with a demand for resident housing greater than the 400 capacity of the two new men's residence halls. One hall built for women students for use starting in September 1961 was used for men during 1960-61. Occupancy for November, 1960, was 608 and occupancy on April 1, 1961, was 511. A shortage in men's on-campus housing is expected in the fall of 1961.

Statistics

TABLE I. SAN LUIS OBISPO CAMPUS FALL ENROLLMENT

REGULAR STUDENTS	Men	Women	Total
Engineering Division	1867	13	1880
Agricultural Division	1125	67	1192
Arts & Sciences Division	763	662	1425
	3755	742	4497

By Departments

AGRICULTURAL

	Men	Women	
Agricultural Business Mgt.	72	2	74
Agricultural Engineering	101	0	101
Mechanized Agriculture	110	0	110
Animal Husbandry	325	38	363
Farm Management	122	1	123
Field Crops Production	88	1	89
Fruit Production	30	0	30
Truck Crops Production	19	0	19
Dairy Husbandry	62	1	63
Dairy Manufacturing	31	1	32
Food Processing	4	0	4
Ornamental Horticulture	49	16	65
Poultry Husbandry	40	3	43
Soil Science	72	4	76
	1125	67	1192

2-Year Technical Students in Agriculture (Included in Agricultural Division totals shown above.)

Agricultural Business Mgt.	12
Mechanized Agriculture	29
Animal Husbandry	88
Dairy Husbandry	16
Dairy Manufacturing	4
Farm Management	21
Field Crops Production	12
Fruit Production	7
Truck Crops Production	1
Ornamental Horticulture	12
Poultry Husbandry	6
Soil Science	5
	213

	Men	Women	Total
Regular Students	3755	742	4497
Limited Students	131	85	216
TOTAL	3886	827	4713

ARTS AND SCIENCES

REGULAR STUDENTS	Men	Women	
Agricultural Chemistry	20	1	21
Technical Journalism	23	31	54
Biological Sciences	83	57	140
Business	123	36	159
Elementary Education	23	235	258
English and Speech	11	9	20
Home Economics	0	168	168
Mathematics	124	24	147
Physical Education	88	46	134
Physical Sciences	50	3	53
Social Sciences	80	48	128
Technical Arts	95	0	95
Graduate:			
Education	28	5	33
Agricultural Education	15	0	15
	763	662	1425

ENGINEERING

	Men	Women	
Aeronautical	185	0	185
Architectural	341	9	350
Air Conditioning and Refrig.	78	0	78
Electrical	124	0	124
Electronic	495	4	499
Industrial	102	0	102
Mechanical	409	0	409
Metallurgical	29	0	29
Printing	104	0	104
	1867	13	1880

TABLE II. ENROLLMENT OF VETERANS

San Luis Obispo

	Vets	Non-Vets	Total
Freshmen	38	1432	1470
Sophomores	106	1275	1381
Juniors	182	843	1025
Seniors	189	510	699
Graduates	12	126	138
	527	4186	4713

TABLE III: COMPARATIVE ENROLLMENTS BY YEARS, REGULAR STUDENTS

(San Luis Obispo) 1-Yr. Intervals	(Kellogg-Voorhis) 1-Yr. Intervals
1938-39 — 651	1938-39 — 113
1939-40 — 780	1939-40 — 137
1940-41 — 739	1940-41 — 136
1941-42 — 711	1941-42 — 117
1942-43 — 570	1942-43 — 69
1943-44 — 80	1943-44 — Closed
1944-45 — 128	1944-45 — Closed
1945-46 — 819	1945-46 — Closed
1946-47 — 1571	1946-47 — 280
1947-48 — 2229	1947-48 — 393
1948-49 — 2575	1948-49 — 411
1949-50 — 2909	1949-50 — 438
1950-51 — 2767	1950-51 — 405
1951-52 — 2213	1951-52 — 331
1952-53 — 2259	1952-53 — 413
1953-54 — 2259	1953-54 — 423
1954-55 — 2745	1954-55 — 384
1955-56 — 3163	1955-56 — 385
1956-57 — 3767	1956-57 — 506
1957-58 — 4040	1957-58 — 790
1958-59 — 3942	1958-59 — 1185
1959-60 — 4210	1959-60 — 1662
1960-61 — 4497	1960-61 — 2209

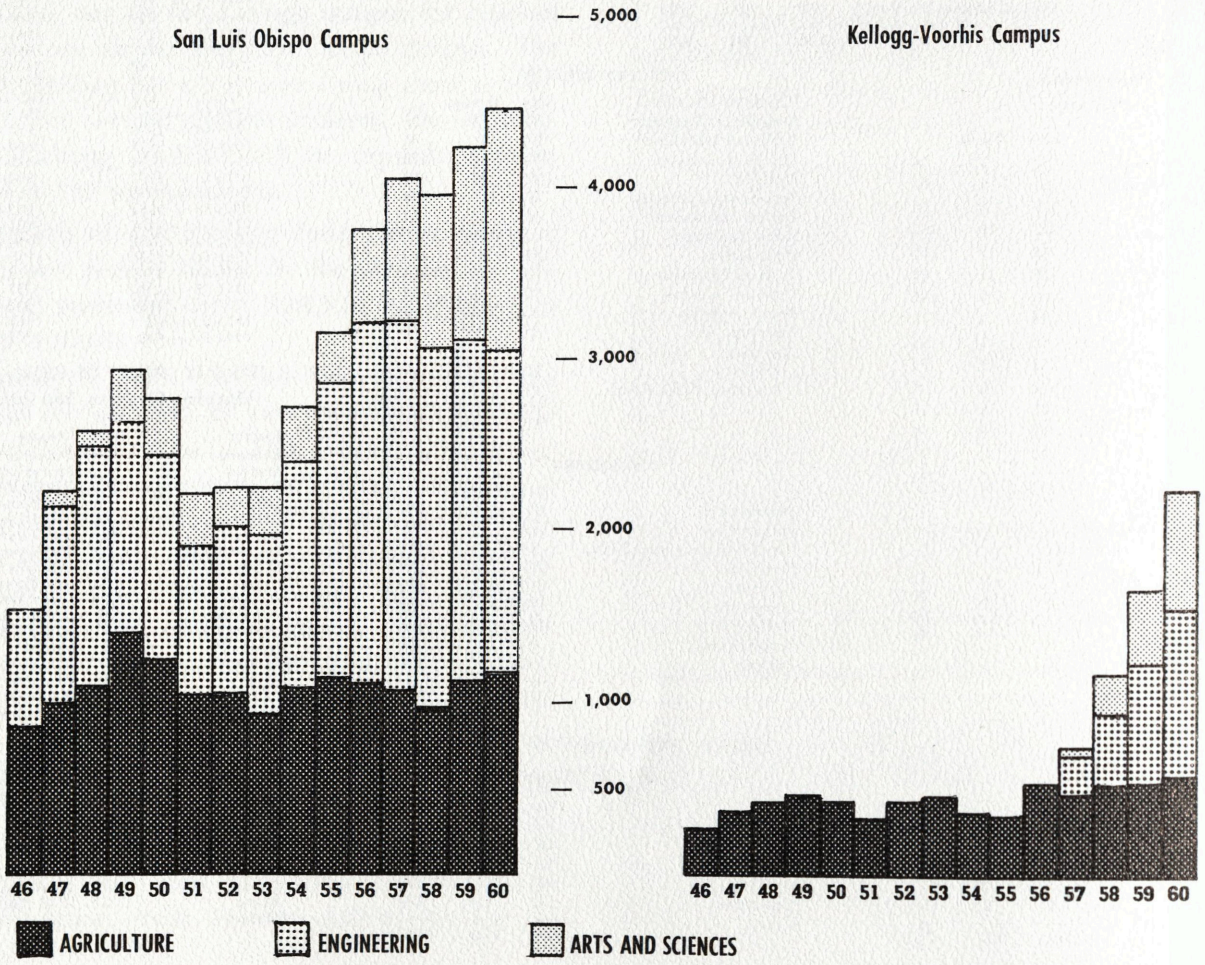
TABLE IV. PLACE OF LEGAL RESIDENCE

(Regular Students, San Luis Obispo)

County	Fall 1960	County	Fall 1960
Alameda	178	Riverside	63
Amador	3	Sacramento	110
Butte	8	San Benito	12
Calaveras	2	San Bernardino	115
Colusa	4	San Diego	107
Contra Costa	126	San Francisco	79
Del Norte	3	San Joaquin	46
El Dorado	14	San Luis Obispo	257
Fresno	82	San Mateo	129
Glenn	11	Santa Barbara	263
Humboldt	30	Santa Clara	133
Imperial	31	Santa Cruz	47
Inyo	14	Shasta	14
Kern	168	Sierra	1
Kings	38	Siskiyou	11
Lake	12	Solano	42
Lassen	11	Stanislaus	67
Los Angeles	946	Sonoma	40
Madera	27	Sutter	13
Marin	37	Tehama	10
Mendocino	21	Trinity	1
Merced	30	Tuolumne	8
Modoc	3	Tulare	83
Mono	2	Ventura	116
Monterey	94	Yolo	16
Napa	16	Yuba	3
Nevada	6	Other States	323
Orange	115	Foreign Countries	286
Placer	15	U. S. Territories	51
Plumas	4		
			4497

Statistics

YEARLY ENROLLMENT OF REGULAR STUDENTS 1946-60



Statistics

TABLE V. DEGREES AND CERTIFICATES

Number of Degrees and Certificates Granted
(June, 1960 — S.L.O. Campus)

Division and Department	Bach of Sci.	Bach of Ed.	Tech.	Master of Arts in Ed.
AGRICULTURE				
Agricultural Eng.	10			
Mech. Agriculture	17		4	
Animal Husbandry	43		11	
Dairy Husbandry	12		5	
Dairy Mfg.	5		1	
Crop Prod., General				
Deciduous Fruit Prod.	7			
Field Crops	12		2	
Farm Mgmt.	17		4	
Ornamental Hort.	5			
Poultry Husbandry	7		2	
Soil Science	19		1	
ENGINEERING				
Aeronautical Eng.	52			
Acft. Maint. & Op.	1			
Air Cond. & Ref.	18			
Architectural Eng.	45			
Electrical Eng.	30			
Electronic Eng.	54			
Industrial Eng.	15			
Mechanical Eng.	111			
Printing	21			
ARTS AND SCIENCES				
Agricultural Chem.	4			
Tech. Journalism	1			
Biological Sciences	14			1
Education				12
Education Agric.				20
Elementary Ed.	17	12		
English	9			3
Health and P. E.	26			8
Home Economics	12			
Mathematics	70			
Phys. Sciences	8			2
Social Sciences	16			5
Technical Arts	16			
	694	12	30	51

Total of S.L.O. Graduates, June 1960 — 787

TABLE VI.
Kellogg-Voorhis
FALL ENROLLMENT

Agriculture	586
Arts and Sciences	694*
Engineering	934
	2214

**Includes five students enrolled in graduate courses in education*

BY YEAR

First Year	727
Second Year	723
Third Year	386
Fourth Year	373
Graduate	5
	2214

BY DEPARTMENTS

Agriculture	
Agricultural Business Mgmt.	107
Animal Husbandry	128
General Crops Prod.	61
Fruit Production	40
Services and Inspection	38
Landscape Architecture	140
Ornamental Hort.	63
Soil Science	9
	586
Arts & Sciences	
Accounting	57
Biological Sciences	71
Business Administration	209
English	11
Mathematics	74
Marketing and Sales	29
Physical Education	102
Physical Sciences	44
Social Sciences	92
	689
Grad. Students in Education	5
	694
Engineering	
Aeronautical	91
Electronic	525
Industrial	81
Mechanical	237
	934
GRAND TOTAL	2214
Regular Students	2153
*Limited Students	61
	2214

**Enrolled in six units or less*

TABLE VII. PLACE OF LEGAL RESIDENCE
(Graduate Students Excluded)

County		County	
Los Angeles	1278	Sacramento	3
San Bernardino	316	San Francisco	3
Riverside	137	Contra Costa	2
Orange	137	Napa	2
San Diego	57	San Luis Obispo	2
Imperial	45	Calaveras	1
Ventura	22	El Dorado	1
Stanislaus	11	Fresno	1
Santa Barbara	11	Plumas	1
San Joaquin	10	San Benito	1
Tulare	9	Solano	1
Santa Clara	7	Tuolumne	1
Monterey	7	California Total	2086
Alameda	6	Other States	45
Kern	6	Foreign Countries	78
San Mateo	5		2209
Inyo	3		

TABLE VIII.
VETERANS AND NON-VETERANS
(Kellogg-Voorhis)

	Non-Vet	Vet	Total
*Regular			
Freshman	587	50	637
Sophomore	514	111	625
Junior	257	75	332
Senior	193	130	323
Graduate	1	3	4
	1552	369	1921
	Non-Vet	Vet	Total
**Part-Time			
Freshman	77	13	90
Sophomore	83	15	98
Junior	39	15	54
Senior	29	21	50
Graduate	1	0	1
	229	64	293
GRAND TOTAL			2214

**Enrolled in 12 units or more*
***Enrolled in 11½ units or less*

TABLE IX. DEGREES GRANTED
(June 1960, Kellogg Campus)

AGRICULTURE	
Agricultural Business Management	16
Animal Husbandry	12
Crops	11
Fruit Production	3
Services and Inspection	4
Landscape Architecture	16
Ornamental Horticulture	9
	71
ARTS AND SCIENCES	
Accounting	4
Business Administration	23
Biological Sciences	9
Mathematics	7
Marketing and Sales	1
Physical Education	4
Physical Sciences	2
Social Sciences	7
	57
ENGINEERING	
Electronic	4
Industrial	7
Mechanical	4
	15
TOTAL	143

TABLE X. GROWTH OF FACULTY

Year	SLO	K-V	Total	Inc. or Dec.
1950-51	176	25	201	—
1951-52	147	26	173	−28*
1952-53	159	29	188	+15
1953-54	167	37	204	+16
1954-55	194	36	230	+26
1955-56	208	38	246	+16
1956-57	254	40	294	+48
1957-58	270	69	339	+45
1958-59	292	101	393	+54
1959-60	292	124	416	+23
1960-61	303	146	449	+33

(*Korean War Period)

TABLE XI.
Educational Background of Faculty
San Luis Obispo Campus

Degrees	A & S	Eng	Ag	Total
Doctor's	53	0	10	63
Master's	72	37	21	130
Bachelor's	22	45	28	95
None	6	11	4	21
	153	93	63	309

Kellogg-Voorhis Campus

Degrees	A & S	Eng	Ag	Total
Doctor's	23	1	6	30
Master's	50	9	6	65
Bachelor's	3	26	19	48
None	0	3	0	3
	76	39	31	146

CALIFORNIA STATE POLYTECHNIC COLLEGE

The State-Wide State College