**Program**

April 3, 1968

10 a.m. - Carillon Concert
11 a.m. - Inaugural Ceremonies

- Men's Gymnasium
- Academic Procession
- Inauguration

**Speaker:**

The Honorable Ronald Reagan,
Governor, State of California

1:00 p.m. - Inaugural Luncheon - by invitation - Dining Hall
3:30 p.m. Reception - Engineering West Patio

**MUSIC**

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

A special concert was presented Monday night for staff and students, and again Tuesday night for staff and students, and again Tuesday night in the Engineering West Patio.

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

The Cal Poly Little Symphony, directed by Clifton E. Swanson, accompanied the pianists during the last half of the program, making a unique and entertaining combination.

The music presented included selections by Bach, Chopin and Mozart.

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

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

**Behind the tradition**

There won't be any white doves released, or any great ringing of bells at this inauguration, but there will be a great many festivities of its own kind.

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

Academic costume history is as long as the history of institutions of higher learning.

In England, gowns for instructors have been recognized by college since the 17th Century. First at Cambridge and then at Oxford, doctors, licentiates and bachelors were robed in academic dress with strict regulations.

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

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

In America, the wearing of the gowns, hoods and bars is governed by the code approved in 1959 by the American Council on Education. This code established the firm of Corelli and Leonard as the official academic clothiers.

This firm maintains a large reserve of information to help anyone requiring information to determine what is correct.

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

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

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

**COLOR GUIDE**

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

Coeditors: Ward Fanning, Elizabeth Lager.

Staff: Dave Brockman, Jack Halstead, John Reynolds, Ann Strauss.

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

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

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

KENNEDY: Basically two things: We are going to grow in size and improve in excellence. We have approximately 5000 students now and by about 1971-1972 we will have 10,000; by about 1974-1975 we will have 12,000.

A recent recommendation of a Task Force committee appointed by the governor calls for a possible increase in the ultimate target enrollment figure of 12,000 to 20,000. It will be up to the trustees to decide whether we should plan to grow that large at this campus. Presently, we are working to strengthen all of our programs. Present efforts include preparation for accreditation of a number of programs, including engineering. We are increasing the number of faculty with advanced degrees.

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

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

**MUSTANG DAILY:** Will there be any administrative policy changes?

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

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

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

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

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

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

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

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

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

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

**MUSTANG DAILY:** Is the Senior Project requirement being evaluated?

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

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

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

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

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During his year as editor of San Diego State's newspaper, Robert Kennedy became known as an administrative assistant — a campus sage.

In 1946 Robert Kennedy came to Cal Poly as a journalism instructor and worked in several positions before he became a member of the administration.
First lady likes being

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

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

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

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

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

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

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

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

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

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

Kennedy first came to San Luis Obispo when Bob Jr. was just a baby, but it took her some time before Mrs. Kennedy called it home. Kennedy were from San Diego before they met while attending San Luis Obispo High School. To meet Bob, he was labeled a political agitator then. I, too, had learned to keep them to myself, I told Bob it often ended up in practice when I was an editor of the school paper.

After the Kennedys lived in San Luis Obispo for a year before coming to San Luis, Mrs. Kennedy's first recollection of San Luis is that "it was very far away from home. But after I began to get involved in community activities I found this charming place was." Mrs. Kennedy is an active member of the Poly Club, the San Luis Obispo Montecito League of Women Voters, in the past and in Who's Who of Americans, as a clubwoman, the title she would not relinquish for homemaker and mother. It would prove false the idea that homemaking is a dull routine. For instance, she includes among her hobbies, adherence to Thoreau's philosophy. "I'm a sincere thought written down," she writes her thoughts on any subject handy at the time, and calls her book "Seaweed and Pearls."

"I had a more seaweed than pearls," she says. "I say I proved a kind of therapy over here, and I'll have to admit my husband's audience." Mrs. Kennedy will graciously fit herself of "First Lady." She claims to have a beautification of Cal Poly or San Luis Obispo as seems to be popular with Mrs. Kennedy will graciously fit herself of "First Lady." She claims to have a beautification of Cal Poly or San Luis Obispo as seems to be popular with first ladies. How can we believe this? Didn't she once have to leave a place prettier than this?

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

Continuity

This time has put up with me for so many summers;
If I have to stay? Oh, perhaps I reason.
That's the first excuse I'd give.

Then, in the Thomas Friedman, A 3
The number of people who love the community is all I care.
And pride, I'd say, in some little contribution
To this or that local institution.

At any rate I stayed.
And not until you have I sought the answer:
The reason this place may have me "all I die.
For not the reason to express the why.

This landscape in shadow or midnight's brightest gleam.
The reason of this place I have to know.
But most of all, you, the people and your way,
You comfort me as I move among you day by day.

—Mary E. Kennedy
Kennedy

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known answer. And the senior project is the closest thing we have to actually checking that type of real, life situation. The student learns to find the problem and solve it.

MUSTANG DAILY: Are you going to reassess fine arts?

Kennedy: I was involved the other day in reassessing fine arts. (Kennedy was referring to the fact that he came out of the architecture program at Cal Poly.) I believe you may be able to do something for our music majors. They were putting on some musical activities which to use the screening process which our orchestra, or for our other musical groups are music majors. The other students won't come out. They won't come near the place, because they figure that they can't compete with the musicians.

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

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

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

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

Last spring I visited another state college. They were putting on some musical activities and the musical groups were rather small. In talking to the head of the music department and some of the faculty of that college, I asked about the situation. The department head said, "I know your Mr. Davidson at Cal Poly; we think that he's doing a splendid job and doing something that we could do. But we can't get 30 or 60 students to come out for our glee club." I asked, "How many people we can get to come out for our glee club, or for our orchestra, or for our other musical
Presidents of the past

Le Roy Anderson was director of the Polytechnic from 1905 to 1907. He was 36 years old when he took the job, and held a Doctor of Philosophy degree. He believed that there was a prevailing lack of agricultural education in California, and set up a curriculum designed to provide practical education for everyday life. Anderson formulated a three-year course of study that included agricultural education interspersed with academic subjects. Courses were offered in agriculture, mechanics, and household arts. Anderson also taught animal and dairy husbandry, and agriculture.

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

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

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

Smith resigned in 1914 to accept a position with the University of California. Rodney Ryder accepted the directorship in 1914. He was a graduate of the College of Agriculture of the University of California, and had training and experience in the field of engineering.

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

During this administration, a fourth distinctive division appeared. It was academic, and was originally set up as a convenience for those students who wanted to go on to college and needed acceptable academic credits.

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

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

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

During Ricciardi’s administration, the school faced one of its toughest crises. The newly elected Governor, F. W. Richardson, had, during his campaign, promised drastic cuts in state spending. He stated that the Polytechnic was “out of joint with the state educational system,” and recommended that it be used in some other capacity. Although the school wasn’t put to other uses, the budget was severely cut. Ricciardi resigned with the 1920 budget cut was decreed, and the school cut back its offerings to agriculture and trades and industries. Then, in 1923, a new governor, with whom Ricciardi didn’t have good relations, suggested that the school be closed or turned into a state prison. Crandall resigned in the face of severe budget cuts and took over the principalship of Wasco High School. In 1933 Julian A. McPhee was selected to replace Crandall. Enrollment at the school was slightly over 100, and McPhee had to run the school on a $75,000 budget. He trimmed the school down to the essentials; other schools were teaching college preparatory and academic subjects, and Poly was not to be a wasteful duplication. Enrollment was limited to students with definite vocational aims in industry and agriculture.

The school had good conditions, enrollment climbed rapidly and has grown fairly steadily since, except during the war years.

In 1945 McPhee’s direction the size of the campus increased to nearly 3,000 acres and the school became a four-year degree granting college. The name of the school was changed to California State Polytechnic College, which McPhee shortened to Cal Poly. McPhee retired in 1966.

Dr. Dale W. Andrews, vice-president under McPhee, returned to Poly as an agricultural teacher trainer and had held several administrative positions before being appointed Chancellor. McPhee died in 1961 in an automobile accident. The San Luis Obispo and Kellogg campuses separated in 1967. They are now individually directed and controlled.

Sixty-five years of expansion

Cal Poly opened its doors to students as a state vocational high school on Oct. 1, 1903. The cornerstone for the administration building was laid on January 31 of that year, the road to the campus was a wagon track through the dormitory site. On the opening day, the main building was not completed and the debris left by the builders had to be cleared from the dormitory site.

Nevertheless, Director and Mrs. Leroy Anderson, the faculty and students (four of these girls) met to open the school in the unfinished building. It was at this time Dr. Anderson, by emphasizing earning-while-learning and learning-by-doing, set the basic philosophy.

World War I affected the institution considerably as military training became compulsory for all men students—a rule remaining in effect until 1922—and 147 Polytechnic joined the armed services.

Early in the 1920’s the legislature placed the institution under the direct supervision of the State Department of Public Instruction. During 1925-26 enrollment increased to 400, six additional major buildings appeared, the student papers were established. The Polytechnic became a six-year institution with the addition of a junior college division. In 1929 the enrollment of new students was limited to young men.

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

Then in 1933, with the enrollment falling from 500 to 150 students, Julian A. McPhee, chief of the California Bureau of Agricultural Education, agreed to take over the polytechnic as an experiment in vocational education. The institution was reorganized along vocational lines as a two-year technical institute.

By 1942 the Polytechnic had become a four-year college granting bachelor of science degrees in agriculture and engineering.
Growth for 12,000

More than 8,000 full-time students are presently enrolled at Cal Poly. Within six years there will be 12,000. On a campus that was originally designed for a maximum of 3,000 students, classroom and parking space is rapidly becoming scarce.

Some of the campus facilities will be expanded to accommodate the additional students. A new residence hall, being constructed on Grand Avenue, is scheduled for Fall of 1970. When all four units are completed, it is expected that the hall will house a total of 2,400 students.

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

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

Also, at about the same time (Fall of 1969 or early 1970), construction will start on a new Women's Gym. This will replace Crandall Gym which is now serving as the Women's Gym. At the present time, the site is under construction. The new gym will be located next to the main basketball court, including the outside basketball court.

According to the present master plan, additional classrooms will be added to the library. It is probable that only half of the building will be constructed there. The other half will probably go between Engineering West and the Library. Engineering South will, for the most part, be additional classrooms.