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

Pomp and circumstances include concerts, academic regalia, a mace, and a gold 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 since the 13th Century. First at Cambridge and then at Oxford, instructors, licentiates and bachelors were robed in gowns with strict regulations for the flower design.

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

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

In America the wearing of the gowns, hoods and garters is governed by the code approved in 1959 by the American Council on Education. The firm of Correll and Leonard of New York is the official academic clothing firm. This firm maintains a large repository of information to help anyone requiring information to determine what is correct.

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

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

The hood is always black. But then comes the difficulty, the lining will be the colors of the hood. For the bachelor's degree the material is soft velvet, for the master's degree the material is soft velvet, for the doctor's degree, the material is soft velvet. The lining is always black in color. It is the hood which has caused some of the most interesting problems, and which gives the wearer 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 history of the Mace is one of a powerful weapon of offense. This use has fallen by the wayside, but the idea of authority connected with the Mace still carries on. In President Kennedy's inauguration, the Mace will be carried at the beginning of the inaugural procession by the chairman of the Board of Trustees.

The medalion, which will be placed around the president's neck prior to his inaugural address, is the ponderous one of the authority conferred upon him as president of the college. The medalion, designed and executed by Roger Bailey, a member of the Art Faculty in the Education Department, is made of silver and is hand carved. The design is the great seal of the California State Colleges, with a tree having five limbs to represent the five schools of Cal Poly and the dates 1857 and 1901. The medalion will be displayed in the Administration Building following the inaugural ceremonies.

COLOR GUIDE

Agriculture Malte
Arts, Letters, Humanities White
Business Administration, Commercial Science

Dentistry Drab
Economics Lilac
Education, Pedagogy Copper

Engineering Light Blue
Fine Arts, Architecture Dimgrey
Forestry Brown

History Russet
Humanities Dark Crimson
Laws Purple

Library Science Lemon
Medicine Green

Music Pink

Nursing Apricot
Oratory Silver Gray

Pharmacy Olive
Philanthropy Yellow
Philosophy Blue

Physical Education Sage Green
Public Health Citron

Science Golden Yellow
Social Service Citron

Surgical Chiropody Nile Green
Theology and Divinity Scarlet
Veterinary Science Gray

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Kennedy builds for future

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

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

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

Building a new campus on top of an old campus, with some of the old structures remaining in the center of the campus until they can be replaced, creates problems — and the correction of this complication is easily feasible in the immediate future. Cal Poly already has a fine reputation throughout the country and in many parts of the world for academic excellence in many scientific and technical fields. I anticipate this reputation as an institution of excellence will be strengthened 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 is to decentralize administration. We feel that this is the logical way to manage a university, as it decentralizes much of the decision-making to the schools and departments within the school. We believe that this decentralization gives the schools and departments the flexibility to respond to the needs of their own students.

One thing we hope that will be maintained is 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 being evaluated this 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 you were 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 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.

As with any other job, 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 answers. 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 answers.

In 1960 Robert Kennedy came to Cal Poly as a journalism instructor and worked in several positions before he became a member of the administration.

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

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 instruction schools, and are giving the schools and departments within the school 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 to a principle of decentralization. Too much centralization, however, can be detrimental to orderly, designed growth. Therefore, we made a change to a form of organization structure which decentralizes much of the decision-making to the schools and divisions, but maintains coordination through certain key positions, committees, and councils.

One thing we hope that will be maintained is 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
Our "First Lady" is a lady of the first degree: quiet, unassuming; prefers label "mother" and "homemaker" to "clubwoman." She 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 hairstyle.

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

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

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

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

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

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

Bob Jr., the oldest, works for Boeing Aircraft and is the father of two little girls. Marj 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.
I'll have to
confess Mrs. Ken-
days called it
home. Mrs. Kennedy were from
San Diego. They met while attending San
Jr. was just a baby, but it
Mrs. Kennedy called it
San Fernando. But after I began to get in-
found this place very char-
before Mrs. Kennedy called it
land. Mrs. Kennedy were from
San Fernando before coming to San
In her first recollection of San
be a place to love, and I'll have to admit my
I was an active member of the
League of Women Voters,
her own, as a clubwoman, the title
I learned to keep them to myself,
I told Bob it often ended up
in private. I was an editor of the school
A year before coming to San
San Luis Obispo,
just a baby, but it
years ago I began to get in-
In the past,
the idea would prove false. The idea
Poe was included among her
writes, adherence to Thoreau's
the very far away
For instance, is included among her
writing. She writes her thoughts on
any other hand at the time, and calls
out of sheer routine, and I'll have to
in her own handwriting.
But after Mrs. Kennedy called it
as a clubwoman, the title
I told Bob it often ended up
in public. I was an editor of the school
A year before coming to San
San Luis Obispo,
had to get into
I found this place very charming.
But after Mrs. Kennedy called it
land. Mrs. Kennedy were from
San Fernando before coming to San
Dutiful homemaker would prove false. The idea
that being is a dull routine. For instance
as a clubwoman, the title
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Continuity

This place has put up with me for so many seasons;
If by have I stayed? Oh, perhaps many reasons.
That's the first excuse I'd give.
Then larger pattern grew from small tasks.
Conforming ways, some shall rank.
And pride, I'd say, in some little contribution
To this or that local institution.
At any rate I say now,
And not until now have I usually weighed
The reasons this place may have me "still I die."
I need not strain to express the why.
This landscape in shadow or sunlight's brightest glance,
The reason of this place I have come to know.
But most of all, you, the people and your way,
You comfort me as I move among you day by day.

—Mary E. Kennedy
Kennedy —

(continued from page 3)

known answers. And the senior project is the closest the student comes to illustrating that type of real, life situation. The student learns to find the problem and solve it.

MUSTANG DAILY: Are you going to reassess fine arts?

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

It seemed to me that some proponents of "fine arts" were taking liberties with the facts. They were talking about a widespread, cross-section of students about their interests in the fine arts. I'm analog for the fine arts to be evaluated, but I want to discuss the future of the fine arts — not about PLAYBOY magazine. Some of the proponents of the fine arts seemed to be trying to get off the hook by saying that the college is not about nude models and art school students are admitted to the school and enrolled in classes on the basis of general education function. It provides an immediate substitute for duplicating the school that we can come to for duplicating the student learning to find the problem and solve it.

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Presidents of the past

Le Roy Anderson was director of the Polytechnic from 1907 to 1914. He was 56 years old when he took the job, and held a Doctor of Philosophy degree. He believed that the college was suffering in the 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 with a strong emphasis on vocational 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.

Robert L. 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 teach students in university subjects. Study was increased to four years in 1913. In 1909, with Smith's encouragement, the Student Body Association was formed.

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

Robert Ryder accepted the directorship in 1914. He was a graduate of the College of 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 his administration, a fourth distinctive division appeared. It was academic.

LeRoy B. Smith

Robert Ryder

Nicholas Rictardi

Sixty-five years of expansion

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

On the opening day, the main building was not completed and the debris left by the builders had already covered the dormitory. Nevertheless, Director and Mrs. Leroy Anderson put together the three faculty members and the students (four of these girls) to meet in the unfinished public 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 ruling remaining in effect until 1922 — and 147 Polytechnic students were granted the armed services.

During the 1920's the legislature passed legislation to the University under the direct supervision of the Department of Public Instruction. In 1923-24 enrollment exceeded 400, six additional major buildings appeared, the project system commenced, and the Polytechnic became a six-year institution with the addition of a junior college division. In 1929 the enrollment of new students was limited to young men.

Cal Poly rarely survived the economic hardships of 1929-30. Not content with drastically slashing the school budget, the legislature seriously considered abolishing the institution altogether.

In 1932, a budget cut was decreed, and enrollment reached the 2,000 mark.

The Kellogg Campus, which consists of 816 acres just outside of Pomona, was given to Cal Poly in 1949 by the W.K. Kellogg Foundation of Battle Creek, Mich. The property was deeded to the school for educational purposes, and Poly was to be used in some other capacity. Although the school wasn't put to other uses, the budget was severely cut. Rictardi resigned in 1933.

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

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

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

During Crandall's administration, in 1929, the state legislature passed a bill forbidding the enrollment of girls at the school. A budget cut was decreed, and the school cut back its offerings to agriculture and trades and industries. Then, in 1933, a new governor, with whom Crandall had good relations, suggested that the school be closed or turned into a state prison. Crandall resigned in the face of severe budget cuts and took over the principalship of Wasco High School.

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

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

Dr. Dale W. Andrews, vice-president under McPhee, came to Poly as an agricultural teacher trainer and had held several administrative positions before being appointed by Chancellor Glenn S. Danowitz to serve as acting head of the college from McPhee's retirement in June, 1966, until Robert E. Kennedy was selected as president.
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. This fall will house 12,000 students attend class? Where will they park? And eat? According to the present master plan, adequate facilities will be available to handle a maximum of 12,000 students by 1974. During the next six years, additional classrooms, parking, living and dining facilities will be constructed on campus. Right now there are three construction projects in progress, and within the month a fourth will start.

The first project, to be completed will be a new residence hall closer to house 600 students. This will be ready for occupancy for Fall Quarter. This new residence hall on the edge of the campus on Grand Avenue is the first of four units to be constructed. The second of the four halls is scheduled to be completed in Fall of 1970. When all four units are finished (probably by 1974), they will house a total of 1,200 students.

The new residence halls are unique in design, and are considerably different than the other halls on campus. Each, of all, individual hall is actually a group of ten smaller units, each housing 60 students. A central building will house two head residents and recreation facilities. The uniqueness of the new residence halls is the fact that it will be coed. The ten buildings will be separated into two clusters of five buildings each - one for women, and the other for men.

A new cafeteria is also planned for construction when the new residence hall is occupied. This will be ready for occupancy for Fall Quarter. 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 completed school building has facilities for accommodating 12,000 students by 1974.

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

Growth for 12,000

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

A new engineering building, Engineering South, is planned at this time, but it will be definite as to where it will finally be located. Originally it was to be constructed in the area now occupied by the old Navy barracks, commonly known as the "cardboard jungle." When the new library is completed, the present one will be converted into classrooms (at this time it is used as the "cardboard jungle." When the new library is completed, the present one will be converted into classrooms (at this time it is used as the "cardboard jungle." When the new library is completed, the present one will be converted into classrooms (at this time it is used as the "cardboard jungle." When the new library is completed, the present one will be converted into classrooms (at this time it is used as the "cardboard jungle." When the new library is completed, the present one will be converted into classrooms (at this time it is used as the "cardboard jungle." When the new library is completed, the present one will be converted into classrooms (at this time it is used as the "cardboard jungle." When the new library is completed, the present one will be converted into classrooms (at this time it is used as the "cardboard jungle."