SUPPLEMENTAL REGISTRATION LIST

Muriel F. Armond, Humphrey's College
W. H. Bell, Utah State Agriculture College
Adelaide P. Betz, College of Pacific
Leala N. Brown, Grand Canyon College
J. Spencer Carlson, University of Oregon
Glenn Eason, Grand Canyon College
Maude F. Genochio, Humphrey's College
Russell M. Hackler, Stephens College
William E. Kratt, Menlo College
Richard A. Nies, University of Southern California
G. A. Reimer, Reedley College
Norma K. Snyder, Phoenix College
Benjamin K. Swartz, Los Angeles City College
J. Lee Thompson, Phoenix College
REGRETS

The following members of our Association wrote that they would be unable to attend the 26th Annual Conference. We wish to express our regret that they were unable to be here.

Lincoln J. Aikins, Registrar, Eastern Montana College of Education
Estella E. Baldwin, Registrar, Whitworth College
C. E. Byrd, Registrar & Director of Admissions, University of Nevada
Wallin J. Carlson, Registrar, Chico State College
Philip S. Clapp, Dean-Registrar, Cascade College
Dorotha E. Clay, Registrar-Bursar, Wenatchee Junior College
Arthur W. Ehret, Registrar, Centralia Junior College
Donald A. Ferris, Registrar, Western Washington College of Educ.
Sister Francis Mary, Director of Admissions, Marylhurst College
Cecily A. Hall, Registrar, Scripps College
Walter Helsel, Registrar, Seattle Pacific College
Alyce Jones, Asst. Director of Admissions, Reed College
Mary Jane Learnard, Registrar, City College of San Francisco
Rev. William J. Lee, S.S., Registrar, St. Edward's Seminary
R. E. Lieuallen, Registrar, Oregon College of Education
Douglas V. McClane, Director of Admissions, Whitman College
Myrtle M. McKittrick, Registrar, Humboldt State College
George W. Martin, Registrar, Olympic College
O. J. Miller, C.M., Registrar, St. John's College
Ward S. Robb, Registrar, College of Southern Utah
Donald W. Robinson, Registrar, Calif. College of Arts & Crafts
Edward Sanders, Dean of Admissions, Pomona College
M. O. Skarsten, Registrar, Pacific University
Leo Smith, Registrar, Montana State University
Harold J. Soeters, Registrar, San Francisco State College
Bess Steunenberg, Registrar, The College of Idaho
Eldred C. Stephenson, Registrar, Ricks College
Rev. W. L. Waggoner, Registrar, Carroll College
K. R. Weidaw, Registrar, Los Angeles Conservatory of Music & Arts
E. A. Whitlow, Registrar, Linfield College
H. Donald Winbigler, Dean of Students, Stanford University
Wilma F. Wight, Registrar, Fresno State College
Walter E. Wood, Registrar, Multnomah College
1. Orientation Meeting for New Members

Sunday, November 7, 1954, 2:00-4:30 p.m.
Fiesta Room, Hotel Westward Ho
Phoenix, Arizona

The meeting was called to order by the Chairman, Miss Florence Brady, Registrar at Occidental College. Miss Brady presented each new member with a packet of material containing the following items:

1. Suggestions for the Registrar’s Professional Library, a bibliography giving emphasis to the varying types of information of value to the offices of most registrars of collegiate institutions.

2. Historical sketch of the Pacific Coast Association of Collegiate Registrars and Admissions Officers. This brief sketch traced the growth and accomplishment of the Association from its inception in 1926 to the present date.


Miss Brady commented briefly on the contents of the packet and outlined the purposes and proposed procedures for the meeting.

Committee members, Miss Ellen Deering, College of the Pacific, Dr. D. T. Ordeman, Oregon State College and Mr. John B. Weldon, Pasadena City College were presented to the group. Mrs. Ethelyn Toner, Washington University was unable to be present.

Dr. Ordeman spoke on the place of the Registrar as an officer in his relation to his institution as a whole, pointing up the importance of the Registrar or Admissions Officer. He outlined the characteristics needed by such an officer for success in his work.

Miss Deering reported on studies and research projects available to new Registrars through various organizations, including the National Association, the United States Office of Education and others. She pointed out the most valuable material as listed in the bibliography previously mentioned.
Mr. Weldon made a few brief remarks concerning problems related to the Junior College field.

After the preliminary remarks by the committee members the meeting was thrown open for the discussion of questions presented by the new members. The major portion of the time was spent in this manner with general participation by all members of the group. An exchange of experiences relating the various questions and problems presented provided an interesting and enlightening discussion.

The twenty or more new members were asked for an evaluation of the meeting. The comments and suggestions included the following:

1. The general feeling was expressed by several that the meeting was profitable to new members. It was recommended that it be made a regular part of subsequent convention programs.

2. It was suggested that new Registrars be identified earlier so that letters inviting them to be present and requesting submission of questions and problems, could be sent to them well in advance of the convention.

3. It was also suggested that a more convenient time for the meeting would be desirable.
Mr. C. Zaner Lesher, University of Arizona, discussed his experiences with dry processing equipment. His remarks were essentially concerned with his use of Ozalid equipment. He found the following advantages:

a. The equipment may be installed anywhere in the office.

b. Although the machine may have a slight odor (if not properly ventilated) there is no pronounced or disturbing machine noise.

c. Reproduction comes out dry and flat - ready for distribution.

d. Will reproduce nearly all material including some opaque forms if they are not too thick. Bond paper letters will reproduce.

e. Easy to operate - takes no technical knowledge.

f. Other distributors' paper can be used in the machine with good results.

g. Possible to make opaque forms translucent by coating with carbon tetrachloride and then running coated form through the machines.

h. May be used in place of Ditto or Mimeograph equipment where a relatively few copies are required.

i. Cost of prints range from less than 2 cents to about 4 cents.

Some disadvantages found to be evident were:

a. Making erasures on some paper caused some problems. Comments from other members suggested that papers were available which would eliminate this situation.

b. Permanency of print was not clearly determined although it was reported that one member had been using prints 24 years of age. It was also suggested that faded prints can be restored by running them through the machine again.

Additional points of interest brought out were:

a. By using a washable blue ink it is possible to record confidential data on the master sheet and it will not show on prints.

b. The grain of the print paper will often effect the degree of curling.

c. The Bruning process is too a large extent similar to the Ozalid and the prints made are much the same.
Comments on the use of the "wet process" were made by Mr. Benjamin Swartz of Los Angeles City College. He mentioned two types of equipment with which he had had experience, namely, Dexigraph and Paco. His experience was that:

a. The process entails printing, washing, and drying. Hence, there is an element of considerable time involved in the work.

b. Fluorescent light can affect the sensitized printing paper so that some care needs to be taken to protect printing paper from exposure.

c. It is possible to mask off confidential data on the permanent record before the print is made.

d. It is possible to reduce the master record to a smaller size. However, this may present handicaps for those who receive the transcripts.

e. Costs of prints range from 3 to 4 cents on one machine to approximately 9 cents on the other. (Dexigraph costing more).

f. Some technical competency is required of the operator of the machines. It was mentioned that the operator at this institution was a student with photographic experience who did this work.

**********

Housing of Permanent Records:

A system suggested for the smaller schools was discussed by Mr. C. Zaner Lesher from the University of Arizona. This system is the use of any 35mm camera to photograph your records and then keeping these individual negatives in small envelopes about 2" by 3". It would then be possible to keep these in a small amount of space in the office and transfer the originals to a vault.

For the larger schools a system used at Stanford University was discussed by Dr. Elmer C. Wagner of that institution. The regular micro film process is used. The complete roll of the negative is developed at the actual size of the negative. These photographs include a copy of every item in the individual folder. The miniature photographic copies are fastened to a 3x5 card, which is called the students micro folder. All originals are then destroyed except the scholastic record, which is stored in a vault. They also own the equipment for viewing these records.
Another suggestion for the smaller schools is to have the micro-filming done by service contract by Remington Rand or some similar company. This will eliminate the heavy expense of buying the equipment, which will no doubt be of little use in the small schools after the initial job is completed.

Demonstrations:

The last section of the session was given over to the representatives of the various equipment for demonstrations.
1.

The Foreign Student

This workshop consisted mostly of reports by four excellently qualified panel members. Subsequent discussions are included within the four respective areas.

Mr. Kenneth F. Temple, Public Relations Officer, Los Angeles Office, U. S. Department of Immigration. Mr. Temple first officially defined "an alien student (as one) admitted temporarily . . . for the purpose of pursuing a full course of studies at a specified school, college, or other educational institution." He enumerated the steps which a person must take in preparing to come to the United States as an alien student: (1) obtains funds from his family or from a sponsor in the U. S.; (2) applies to a U. S. consular officer for a student visa form I-257. Among the requirements which must be met locally before this visa is issued are: (1) medical examination, (2) blood test, (3) fingerprints, (4) police clearance as to returnability, (5) a nominal demonstration of English-speaking ability. Additional documents include: (1) a letter from a sponsor in the U. S. guaranteeing his expenses here and a return ticket to his native country; (2) a letter of admission from a qualified educational institution in the U. S. When all of these are satisfactory and the required fee is paid, the consular officer stamps the application which then becomes his visa. The student must at all times in this country carry either his visa I-257 or the related form I-94.

The college or university which issues a letter of admission for an alien student must be satisfied that the student's command of English is adequate for the intended course of study. When the student enrolls, the institution is obliged to file "a report in writing stating the name, age and local address of such student; the name and complete address of a friend, or relative of such student in the United States; the date when such student was admitted, and the course of study pursued by him." When the student
ceases attendance in the institution "a report in writing, stating the
date when, and the reasons why, such attendance was terminated, the whereabouts of the alien, if that information is available, and the date, ship, and the port of proposed departure if the alien is about to leave the
country." Since student visas are valid only for the designated institution, colleges must be alert to students who go elsewhere. Institutions to which unauthorized students might apply (after they are in this country) should insist on prior written approval of the Immigration District Director in whose area the original visa was applicable. Detection of these students would be aided by a notation on transcripts of foreign student status.

Alien students may be allowed part-time employment on application to the District Director under either of two categories: (1) economic necessity (if such employment will not interfere with full load of studies); (2) practical training in place of study when required or recommended by the institution (generally for 6 months only, but may be renewed for two additional 6-months periods).

Mrs. Hamiel J. Eliel, Director West Coast Office, Institute of International Education. Mrs. Eliel reported that last year there were more than 34,000 foreign students, from 129 nations, attending colleges and universities in the U. S. Only about 4,000 of these have come through arrangements with the Institute of International Education; about 80% of these are graduate students. The I.I.E. is under contract with the State Department and the Army to place their "grantees" in appropriate institutions here. The I.I.E. through student selection committees abroad, assembles necessary information on applicants, advises as to suitable institutions, and is in a position to do some screening as desired by the institutions. The basic philosophy is that achievement of the valid education of each student is the essential, and that effects on social change and international understanding are the byproducts. Factors considered important when judging foreign applicants
include: (1) a program which is realistic in terms of background, available
time, applicability of training; (2) firm and continuing ties to his home
country; (3) desirability of two or more students studying and returning
together.

There is some feeling that the number of foreign students in the U.S.
has reached the saturation point, in view of the financial cost to this
country. Improvements in the program may come thru wider distribution of the
students (now they are mainly in 10 states, with large concentrations in only
5 institutions), and through better selection. Our responsibility is clear
since the U.S. has become the teaching nation of the world, especially in
technical fields.

Mr. Gilbert S. Moore, Foreign Student Counselor, Los Angeles City College.
Mr. Moore reported that a definite written contract is obtained by his
college before a foreign student is admitted. Most difficulties with foreign
students have appeared in the language or financial areas. L.A.C.C. has
organized an orientation and remedial course including composition, speech,
and listening; subject matter for these techniques is the course in
"American Institutions". Financial difficulties arise through changing
rates of exchange, currency export restrictions, premature exhaustion of
resources, and sometimes confusion of languages and procedures. Besides
scholarships and loan funds, the foreign student adviser must seek funds
from service clubs and other charity organizations. With these and community
contacts there are dangers of students' exploitation and excessive demands on
their time, and misunderstanding of social and cultural differences. Within
the institution there must be clear assignment for various responsibilities
with foreign students.

Mrs. Martena Tenny Sasnett, Formerly Foreign Student Credentials Evaluator,
U.S.C., author of "Educational Systems of the World". Foreign students
coming here have tremendous adjustments to a new set of living conditions,
food and other customs, a new educational system with different classroom and grading systems, new social mores, and a new language with which to make the adjustments. These make emotional demands and shake the student's confidence in his own judgment, a "culture shock." Since his credentials are his only tangible testimony to his status at home, it is essential that academic evaluations be made correctly and then carefully explained to the new foreign student. Evaluation problems arise through the forced adjustment of various national systems and educational philosophies to the different rules and requirements of U.S. colleges and universities.

Mrs. Sasnett proposed that further study in this area be set up as follows:

1. "That the American Association of Collegiate Registrars and Admissions Officers call together for a special meeting a small key group of admissions officers and foreign student advisers--to confront de novo the issues involved in the Selection of Foreign Students.

2. That AACRAO set up two permanent committees:
   a. a Committee on Selection of Foreign Students
   b. a Committee on Evaluation of Foreign Credentials.

3. That the Committee on Selection of Foreign Students make available to its national membership a report of the meeting of admissions officers and foreign student advisers; that it study the best admissions procedures for foreign students being used on our campuses and make official recommendations; and that it study briefing materials suitable to be sent to foreign students before their arrival.

4. That the Committee on Evaluation of Foreign Cre-
dentials address itself to increasing the inform-
mation about foreign education; that it select a
permanent mailing address to which ministries of
education and foreign institutions may send their
latest material; that it poll its national member-
ship to discover how many institutions now do their
own evaluating of foreign credentials, asking those
who do evaluate what further information might
prove useful, and finding out from those who still
do not evaluate what kind of help would make them
self-sufficient; that the Committee devise accept-
able techniques for evaluating; and that it consider
the matter of some kind of accreditation of foreign
institutions.

5. That AACRAO, on suggestions from its Committee
on Evaluation of Foreign Credentials, set up
regional Workshops in which a corps of experts
can give practical help on the techniques of
breaking down a student's record and allotting
equivalent credit."

It was moved, seconded, and unanimously voted that this workshop
endorse this program, with the further suggestion that financial aid
for the study be secured from educational foundations. This action
is transmitted to the PCACRAO Executive Committee for appropriate
action.
1.

SUMMARY OF WORK SHOP ON
SERVICE EVALUATIONS, SELECTIVE SERVICE AND VETERANS
AFFAIRS

Dr. Robert D. Eddy, Dean of Students Golden Gate College—Chairman

Dr. Ernest Whitworth, Director, Commission on Accreditation of Service
Experience—American Council on Education.

Experiences in the Armed Service.

1.

a. Summary of old guide. Suggested that old guides be retained as
there are page references to the old guide.

b. All courses offered since World War Two and those offered at the
present time.

c. Complete comprehensive index with exact and inverted titles.

Supplement to 1954 Revised Edition: United States Armed Forces Institute
and United States Marine Corps.

Distribution was to Presidents of institutions instead of Registrars. If
guide has not been received, a check should be made with the President
of each institution.

Publications available:

Bulletin No. 3: Accreditation Policies for Education Experiences in
Military Service.

Bulletin No. 5: Accreditation Policies of State Departments of Education

Bulletin No. 8: Evaluation of Education Experiences of Service School
Training.

Bulletin No. 9: Accreditation Policies of Institutes of Higher Education
for Evaluation of Experiences of Army Personnel.

Current Newsletters

Distribution of above material is made to Presidents and Directors of
Admission.

B.G. Schumacher—Chief, Vocational Rehabilitation and Education Division,
Arizona Regional Office, Veterans Administration

Contents of the second part of Bill 550:

1. One and one-half days of education for each day of military service
up to 36 months.

2. Veterans pay the institution directly.

3. Normal progression changes from AA to BA to MA is not a change of
program. Only a change in the major field of concentration or study is considered as a change of objective.

4. Changes after delimiting date must be granted by approval.

5. No payment made until report of monthly work is received.

Enrollment increases:

Arizona--100% increase over past year.
80-90% of veterans now enrolled in schools.

National--55% of veterans now enrolled in schools.

Expected increases: 25% increase each fall till March 1957 when the program should level off.

Success of Veterans program depends on cooperation between veterans offices and schools.

Lt. Col. Laurie C. Green, Manpower Officer for Students, National Headquarters Selective Service System, Washington, D.C.

Changes in program in 1951:

a. Age of liability for deferred persons extended to age 35.

b. Method of obtaining deferment either test score of 75 or satisfactory class standing.

New Regulations in Graduate Program:

a. Test Score must be 80 or above.

b. Must be in the upper \( \frac{3}{4} \) of the class.

c. Must enroll in the first class commencing after meeting requirement for such class.

d. Time has been extended to 5 calendar years to receive doctoral degree. Previously \( \frac{4}{4} \) calendar years.

e. Change on SS Form 109; Section 2, 8(a): The student identified in items 1 and 2 of this form has received or completed the requirements for the following degree(s) which he received or will receive on the date indicated: Degree________Date________

Degree

There still exists a strong opposition to students deferment and therefore it is necessary to keep standards for deferment high.

Commander Weaver V. Katchum--Deputy Director, Arizona Selective Service System.

Selective Service in Arizona:

1. Now a more relaxed atmosphere resulting in a more sympathetic attitude toward education.
2. Calls now in the 21 year age group.

3. Students encouraged to get as much education as possible.

Local Board Policy consists of:

- **80% common sense.** Each Local Board has final say in all cases
- **20% regulations.** subject only to appeal cases.

Administration of College deferments should be elastic. Each man should be considered on an individual basis.

IIS classification is discretionary depending on test score or class standing.

When there is a question of finance involved and it is impossible for a student to take a full-time load (i.e. sufficient hours to graduate in normal time) local boards should be advised and will usually go along.

Feeling of boards is that a man should go into the service after receiving his initial degree. State office does not intervene unless a technical problem arises.

Mr. Donald P. LaBoskey, Office of Special Services, University of California at Los Angeles

Organization at University of California

1. Dean of Students (Student Personnel Program)
   A. Office of Special Services
      1. Veterans affairs including counseling and administrative details.
      2. Selective Service Reporting and Counseling.
      3. Vocational and rehabilitation of handicapped students.

Purpose: To give the proper information to the student at the proper time in order that they might plan in such a way as to prevent many technical difficulties in the veterans and selective service program.
### PRIVATE INSTITUTIONS

<table>
<thead>
<tr>
<th>College</th>
<th>Enrollment</th>
<th>Increase/Decrease</th>
<th>1965</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nameless</td>
<td>1280</td>
<td>-9%</td>
<td>1800</td>
<td>New dorms, more afternoon classes</td>
</tr>
<tr>
<td>American Institute for Foreign Trade</td>
<td>214</td>
<td>-3%</td>
<td>225</td>
<td>Additional screening devices</td>
</tr>
<tr>
<td>Armstrong College</td>
<td>487</td>
<td>-26%</td>
<td>2000</td>
<td>Additional classroom buildings</td>
</tr>
<tr>
<td>Bible Institute of Los Angeles</td>
<td>730</td>
<td>-12%</td>
<td>1500</td>
<td>New campus, additional endowment enrollment</td>
</tr>
<tr>
<td>California Institute of Technology</td>
<td>1000</td>
<td>-</td>
<td>1000</td>
<td>No plans for expansion of</td>
</tr>
<tr>
<td>Claremont Graduate School</td>
<td>391</td>
<td>-19%</td>
<td></td>
<td>Possible expansion under study</td>
</tr>
<tr>
<td>College of the Pacific</td>
<td>1037</td>
<td>-7%</td>
<td>1500</td>
<td>Dormitory capacity already reached, projecting additional housing and only limited amount of classroom space. New library will be ready by February 1955.</td>
</tr>
<tr>
<td>Fuller Theological Seminary</td>
<td>253</td>
<td>-</td>
<td></td>
<td>Only graduate work, expansion under consideration</td>
</tr>
<tr>
<td>Golden Gate College</td>
<td>2400</td>
<td>-36%</td>
<td>3500</td>
<td>Plans depend on &quot;Restudy of Needs of California in Higher Education.&quot;</td>
</tr>
<tr>
<td>Immaculate Heart</td>
<td>775</td>
<td>-5%</td>
<td>?</td>
<td>More space being made available</td>
</tr>
<tr>
<td>La Sierra</td>
<td>772</td>
<td>-2%</td>
<td>1000</td>
<td>Additional housing and classrooms</td>
</tr>
<tr>
<td>La Verne</td>
<td>300</td>
<td>-</td>
<td>400</td>
<td>Additional dormitories (56 &amp; 60)</td>
</tr>
<tr>
<td>Lewis &amp; Clark</td>
<td>1023</td>
<td>-14%</td>
<td>1200</td>
<td>New dorms, music bldg., library classrooms—possibly more than 1200.</td>
</tr>
<tr>
<td>Linfield</td>
<td>536</td>
<td>-25%</td>
<td>700</td>
<td>Increased physical plant</td>
</tr>
<tr>
<td>Loyola University</td>
<td>1351</td>
<td>-</td>
<td>3000</td>
<td>Expansion of facilities, improved faculty.</td>
</tr>
<tr>
<td>McGeorge College of Law</td>
<td>120</td>
<td>-15%</td>
<td>150-200</td>
<td>Larger quarters in prospect</td>
</tr>
<tr>
<td>Medical Evangelists</td>
<td>700</td>
<td>-5%</td>
<td>1000</td>
<td>In 2nd year of 10 year, 8 million dollar expansion of physical plant.</td>
</tr>
<tr>
<td>Occidental</td>
<td>1298</td>
<td>-2%</td>
<td>1500</td>
<td>90% increase in library space, plans for additional dorms and classrooms.</td>
</tr>
<tr>
<td>Osteopathic Physicians and Surgeons</td>
<td>339</td>
<td>-</td>
<td>No Change</td>
<td>Question of expanding present plant or building another college.</td>
</tr>
<tr>
<td>Pacific Union</td>
<td>850</td>
<td>-10%</td>
<td>1500-1700</td>
<td>Additional building and budget promotion.</td>
</tr>
<tr>
<td>Pasadena College</td>
<td>812</td>
<td>-7%</td>
<td>1200</td>
<td>Plans are being made to increase slightly the number of graduate students. No increase at undergraduate level is planned.</td>
</tr>
<tr>
<td>Pepperdine</td>
<td>950</td>
<td>10%</td>
<td>1500?</td>
<td></td>
</tr>
<tr>
<td>Pomona</td>
<td>1043</td>
<td>-</td>
<td>No Change</td>
<td></td>
</tr>
<tr>
<td>Stanford</td>
<td>7290</td>
<td>-0.5%</td>
<td>8000</td>
<td></td>
</tr>
<tr>
<td>COLLEGE</td>
<td>ENROLLMENT</td>
<td>INCREASE OR DECREASE</td>
<td>1965</td>
<td>NOTES</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------</td>
<td>----------------------</td>
<td>--------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>University of Portland</td>
<td>1145</td>
<td>-3%</td>
<td>1600-</td>
<td>Have space for expansion</td>
</tr>
<tr>
<td>University of Redlands</td>
<td>961</td>
<td>-5%</td>
<td>1000</td>
<td>Expect to remain a small college but studying policy.</td>
</tr>
<tr>
<td>Reed</td>
<td>665</td>
<td>-9%</td>
<td>750</td>
<td>New dormitories</td>
</tr>
<tr>
<td>University of Southern California</td>
<td>11,450</td>
<td>-9%</td>
<td>15,000</td>
<td>Space utilization study, study of problems of growth &amp; limitation of enrollment &amp; of new methods of selection.</td>
</tr>
<tr>
<td>University of San Francisco</td>
<td>2500</td>
<td>-1%</td>
<td>4000</td>
<td>New dorms &amp; classrooms</td>
</tr>
<tr>
<td>Seattle University</td>
<td>2240</td>
<td>-3%</td>
<td>5000</td>
<td>Increased faculty &amp; bldgs.</td>
</tr>
<tr>
<td>Upland College</td>
<td>103</td>
<td>-20%</td>
<td>200</td>
<td>Facilities available</td>
</tr>
<tr>
<td>Westmont College</td>
<td>349</td>
<td>-17%</td>
<td>500?</td>
<td>Faculty study of desirable size.</td>
</tr>
<tr>
<td>Whitman</td>
<td>705</td>
<td>-1%</td>
<td>800</td>
<td>Improvement, but probably not expansion.</td>
</tr>
<tr>
<td>Whittier</td>
<td>1040</td>
<td>-2%</td>
<td>1100</td>
<td>Higher standards of admission</td>
</tr>
<tr>
<td>Willamette</td>
<td>1068</td>
<td>-2%</td>
<td>2000</td>
<td>More Bldgs. and dorms.</td>
</tr>
</tbody>
</table>

**JUNIOR COLLEGES**

<table>
<thead>
<tr>
<th>College</th>
<th>Enrollment</th>
<th>Increase or Decrease</th>
<th>1965</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boise J. C.</td>
<td>960</td>
<td>-50%</td>
<td>2000 &amp; 4-year</td>
<td>Large expansion in facilities, recent bond issue provides million dollars for science bldg. &amp; gymnasiun.</td>
</tr>
<tr>
<td>Eastern Arizona J. C.</td>
<td>216</td>
<td>-20%</td>
<td>275</td>
<td>Increase in physical facilities</td>
</tr>
<tr>
<td>Fulborten J. C.</td>
<td>1600</td>
<td>-36%</td>
<td>5000</td>
<td>1. Acquisition of adjoining property for expansion. 2. Just completed large science &amp; math bldg. 3. New gym under construction. 4. Tentative plan for new library and additional classroom facilities.</td>
</tr>
<tr>
<td>Glendale College</td>
<td>2011</td>
<td>-15%</td>
<td>3000</td>
<td>Are trying to get facilities to take care of present enrollment. Doing some &quot;dreaming&quot; about what is needed to take care of anticipated 50% increase in enrollment.</td>
</tr>
<tr>
<td>Grand Canyon College</td>
<td>277</td>
<td>?20%</td>
<td>-----</td>
<td>-</td>
</tr>
<tr>
<td>Los Angeles City College</td>
<td>17,776</td>
<td>-6%</td>
<td>-----</td>
<td>-</td>
</tr>
<tr>
<td>Los Angeles Valley J. C.</td>
<td>2,100 day</td>
<td>-3%</td>
<td>6000/day</td>
<td>Bond issue in spring of 1955 for Bldg. program consideration of selection admission program</td>
</tr>
<tr>
<td></td>
<td>2,575 extended day</td>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>College of Marin</td>
<td>590</td>
<td>-12%</td>
<td>-----</td>
<td>New vocational arts Bldg.</td>
</tr>
<tr>
<td>Menlo College</td>
<td>307</td>
<td>?12%</td>
<td>?</td>
<td>Studying ways to accommodate further increase in enrollment in view of limited physical facilities.</td>
</tr>
<tr>
<td>College</td>
<td>Enrollment</td>
<td>Decrease</td>
<td>1965</td>
<td>Notes</td>
</tr>
<tr>
<td>--------------------------</td>
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<td>----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Modesto J. C.</td>
<td>1740</td>
<td>25%</td>
<td>2500</td>
<td>Bond issue to be voted Nov. 16 for construction of two additional buildings</td>
</tr>
<tr>
<td>Pasadena City College</td>
<td>4250 day</td>
<td>15%</td>
<td>7000</td>
<td>Reorganization of city school system building program at high school and college level</td>
</tr>
<tr>
<td></td>
<td>3200 extended day</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phoenix College</td>
<td>1322 day</td>
<td>25%</td>
<td>2200</td>
<td>1. Public relations program to acquaint public. 2. Recent survey of Phoenix high schools and Phoenix College on University of Southern California team. 3. Acquiring high school sites. 4. Faculty study of bldg. &amp; curriculum needs.</td>
</tr>
<tr>
<td></td>
<td>1200 extended day</td>
<td>25%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reedley College</td>
<td>590</td>
<td>25%</td>
<td>800</td>
<td>Constructing new buildings (in central section of California J.C. Assoc., six out of nine colleges are in process of building entire new plants.)</td>
</tr>
<tr>
<td>Sacramento J. C.</td>
<td>2300</td>
<td>15%</td>
<td></td>
<td>Depends on whether or not another J. C. established in area. Building program now underway. Faculty increased to care for present student increase. Installing I. B. M.</td>
</tr>
<tr>
<td>College of San Mateo</td>
<td>2100</td>
<td>35%</td>
<td>2500-3000</td>
<td>Building program now underway. Faculty increased to care for present student increase. Installing I. B. M.</td>
</tr>
<tr>
<td>Santa Ana College</td>
<td>806</td>
<td>40%</td>
<td>1500</td>
<td>Building program; curriculum studies; California survey of higher education.</td>
</tr>
<tr>
<td>Santa Rosa J. C.</td>
<td>1083</td>
<td>20%</td>
<td>2000-2500</td>
<td>New Engineering Building under construction, other buildings projected. Curriculum committee making detailed study how better to meet needs of students.</td>
</tr>
<tr>
<td>COLLEGE</td>
<td>ENROLLMENT</td>
<td>INCREASE or DECREASE</td>
<td>1965</td>
<td>NOTES</td>
</tr>
<tr>
<td>-------------------------</td>
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<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Ventura</td>
<td>1125</td>
<td>$24%$</td>
<td>2250</td>
<td>Moving to new campus on 2/1/55 with limited facilities to be expanded to handle projected enrollment by 1965.</td>
</tr>
<tr>
<td>Stockton College</td>
<td>1217</td>
<td>$40%$</td>
<td>2200</td>
<td>Developing new campus, 32 classroom bldgs. now under construction. Bond election Dec. 7, 1934, will include new music bldgs. Teaching staff being increased each fall.</td>
</tr>
</tbody>
</table>

**PUBLIC UNIVERSITIES AND STATE COLLEGES**

<table>
<thead>
<tr>
<th>College</th>
<th>1965</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Ariz.</td>
<td>5750</td>
<td>Studies being made of school population increase and reports prepared for legislature and governing boards.</td>
</tr>
<tr>
<td>Univ. of British Columbia</td>
<td>5875</td>
<td>There is to be no restriction on enrollment; bldgs. needed are in blueprint form but money required must be provided by legislature.</td>
</tr>
<tr>
<td>Univ. of Idaho</td>
<td>3200</td>
<td>New classrooms, laboratories, and dormitories. Legislature being informed of future needs.</td>
</tr>
<tr>
<td>Idaho State College</td>
<td>1792</td>
<td>Needs being discussed at faculty &amp; academic council meetings.</td>
</tr>
<tr>
<td>Northern Montana College</td>
<td>350</td>
<td>Working for additional appropriations.</td>
</tr>
<tr>
<td>Montana State College</td>
<td>2315</td>
<td>Bldgs. program now under way, but classroom &amp; laboratory space already inadequate. Officials working toward additional appropriations.</td>
</tr>
<tr>
<td>Dental School of Univ. of Oregon</td>
<td>318</td>
<td>Dentistry facilities not readily expanded so 330 total enrollment is maximum.</td>
</tr>
<tr>
<td>Eastern Oregon College of Education</td>
<td>512</td>
<td>Increase in bldgs. State Board of Higher Educ. concerned with increased budgets.</td>
</tr>
<tr>
<td>COLLEGE</td>
<td>ENROLLMENT</td>
<td>INCREASE or DECREASE</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Oregon State College</td>
<td>5241</td>
<td>/8%</td>
</tr>
<tr>
<td>Southern Oregon College of Education</td>
<td>702</td>
<td>/22.5%</td>
</tr>
<tr>
<td>Univ. of Oregon</td>
<td>4435</td>
<td>/8%</td>
</tr>
<tr>
<td>Utah State Agricultural College</td>
<td>3222</td>
<td>/6%</td>
</tr>
<tr>
<td>Central Washington College of Education</td>
<td>1365</td>
<td>/6.3%</td>
</tr>
<tr>
<td>State College of Washington</td>
<td>5184</td>
<td>/2.7%</td>
</tr>
<tr>
<td>Univ. of Washington</td>
<td>13675</td>
<td>/4.7%</td>
</tr>
<tr>
<td>San Diego State College</td>
<td>5900</td>
<td>/10%</td>
</tr>
<tr>
<td>San Jose State College</td>
<td>7654</td>
<td>/7%</td>
</tr>
<tr>
<td>Univ. of Calif. at Berkeley</td>
<td>15800</td>
<td>/4%</td>
</tr>
<tr>
<td>Univ. of Calif. at Los Angeles</td>
<td>13978</td>
<td>/4%</td>
</tr>
<tr>
<td>Univ. of Calif. at Riverside</td>
<td>516</td>
<td>No previous fall figures.</td>
</tr>
<tr>
<td>Univ. of Calif. at Santa Barbara</td>
<td>1725</td>
<td>/3.7%</td>
</tr>
<tr>
<td>COLLEGE</td>
<td>ENROLLMENT</td>
<td>DECREASE</td>
</tr>
<tr>
<td>------------------------</td>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td>Hastings College of Law, San Francisco</td>
<td>393</td>
<td>42%</td>
</tr>
</tbody>
</table>

**NOTES**
including statistics on private institutions. The figures below may be very wrong because the policy of larger colleges vs. most small colleges has not been settled; it is hoped that the "Restudy" will serve as the basis for proper decisions.

New bldg. ($1,800,000) completed in March 1953. Three new faculty members added to "65 Club" in 1954-55 and other appointments are in prospect.
MORE NEWS

Howard B. Shontz, Editor

Leo S. Arnold, former Registrar and Director of Admissions at Pacific University, is now Pacific Coast representative for Stephens College.

Did anyone take advantage of the "Siesta" Room so aptly proposed by Dr. Wagner at our noon luncheon yesterday?

The Association is pleased to have with us during the whole of our meetings, President Albert Scribner, AACRAO.

It's good to see Ernie Vitworth, Director of Commission on Accreditation, American Council on Education.

John K. Steinbaugh, Associate Director of Admissions at S. C. is attending for his first meeting. Before moving to his S. C. responsibility for H. S., College Relations he was principal at Torrance H. S. in California.

Dr. Herman "A", (for A golfer) Spindt, University of California can really spin some good old homespun stories. Urge him to tell his "no soda" joke!

We are pleased to have so many wives and faculty members join their Registrar husbands at these meetings. Particularly, do we want to say "Hello" to Mrs. Hall, Mrs. Brickley, Mrs. Sammis, Mrs. DuSault and Mrs. Pomeroy, who have been with us many times before.

Jerome Stickney, former Registrar at Eastern Washington College of Education, is now Director of Intercollegiate Athletics and Associate Director of Admissions at Washington State College.

Richard Neis, Assistant Director of Admissions at S. C., also a new-comer, was associated with Graceland College in Lamoni, Iowa before starting at S. C.

Mary Morgan, Golden State College, we understand, is on sick leave in Colorado. Here's wishes for a quick recovery, Mary.

Have you heard the definition of an educational screwball? One of our prominent PCAACRAO can give you the answer.

By strange coincident, Californians are billeted in Rooms 501, 701, and 901 in Westward Ho. Contact has been established by the bucket brigade just in case the telephone system breaks down.

Thanks to the Boy Scouts of America from the Phoenix Indian School. Their authentic dancing of the Indians of this area were enjoyed by all on Sunday evening. We will long remember the showmanship displayed.

The Dental School of the University of Oregon, Portland, Oregon is now well on its way in its new building program, since all footings and ground work are completed on a $2,200,000 Dental Science Building. The Dental School, barring acts of God, fully expects to be in its brand new home by July 1956. The new building will provide complete facilities for the entire four year curriculum.
dental students - sciences as well as technical and clinical phases of the complete program.

An "Oscar" to Mike Brickley for his fine performance as Master of Ceremonies at our banquet. The old timers will mark this occasion as one of the best. We were all moved by the closing remarks of our dear friend Mike and will be following him in his retirement years.

Phoenix says Welcome Home to Dr. and Mrs. Pomeroy. We hear Mrs. P. was born here and also took the marriage vows in the Southern Methodist Church.

See Peg Maple about the Japan Tour to come off next spring - oh yes, bring along your $3000 (semolions).

Mrs. Norma K. Snyder, Assistant Registrar of Phoenix College wishes to correct an error made at the time of her introduction and initiation to PCACRAO. Her association with the Registrars profession was at the University of Colorado at Boulder, Colorado and not at the University of California. She is a transplanted member of the Colorado-Wyoming Registrars Association having helped organize that Association some twenty-odd years ago. The persuasive California may have hypnotized her, but she does not want the organization to look upon her as an imposter.

"Retired status - Please notify the Association Historian, Miss Deering, of any active members of our Association who have retired from service during the past year!"