

TWENTY - EIGHTH

# CONFERENCE NEWS

PACIFIC COAST ASSOCIATION OF COLLEGIATE  
REGISTRARS AND ADMISSIONS OFFICERS

Phoenix, Arizona

III

November 10, 1954

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Arizona State College at Tempe  
Tempe, Arizona



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 28th 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  
Dorothea E. Clay, Registrar-Bursar, Wenatchee Junior College  
Arthur W. Ehret, Registrar, Centralia Junior College  
Andrew Elwick, Asst. Registrar, Eastern Washington College of Educ.  
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. Waggenor, Registrar, Carroll College  
K. R. Weidaw, Registrar, Los Angeles Conservatory of Music & Arts  
E. Avar Whitman, Registrar, Linfield College  
H. Donald Winbigler, Dean of Students, Stanford University  
Wilma F. Wight, Registrar, Fresno State College  
Walter E. Wood, Registrar, Multnomah College

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.
3. Code of Ethics for Registrars and Admission Officers as approved in 1951.
4. An Adequate Transcript Guide prepared by a committee of the American Association of Collegiate Registrars and Admissions Officers.

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.

Mechanical Process of Recording  
and Reproducing Records

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Mr. C. Zaner Leshner, 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 to 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 effect 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.

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#### Housing of Permanent Records:

A system suggested for the smaller schools was discussed by Mr. C. Zaner Leshner 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.



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 information 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 membership 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 acceptable 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.

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.

Contents of Tuttle's New Guide: A Guide to the Evaluation of Educational 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 for Evaluation of Military Personnel--revised Jan. 1954.
- 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  $\frac{1}{4}$  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 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 \_\_\_\_\_ Date \_\_\_\_\_.

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.



SUMMARY OF ENROLLMENTS AND LONG-TERM PLANS

PRIVATE INSTITUTIONS

<u>COLLEGE</u>	<u>ENROLLMENT</u>	<u>INCREASE OR DECREASE</u>	<u>1965</u>	<u>NOTES</u>
Nameless	1280	<del>+</del> 9%	1800	New dorms, more afternoon classes
American Institute for Foreign Trade	214	<del>+</del> 9%	225	Additional screening devices
Armstrong College	487	<del>+</del> 26%	2000	Additional classroom buildings
Bible Institute of Los Angeles	730	-12%	1500	New campus, additional <sup>ment</sup> endow-/ enrollment.
California Institute of Technology	1000	----	1000	No plans for expansion of /
Claremont Graduate School	391	<del>+</del> 19%		Possible expansion under study
College of the Pacific	1037	<del>+</del> 7%	1500	Dormitory capacity already reached, projecting additional housing and only limited amount of classroom space. New library will be ready by February 1955.
Fuller Theological Seminary	253			Only graduate work, expansion under consideration
Golden Gate College	2400	<del>+</del> 36%	3500	Plans depend on "Restudy of Needs of California in Higher Education."
Immaculate Heart	775	<del>+</del> 5%	?	More space being made available
La Sierra	772	<del>+</del> 2%	1000	Additional housing and classrooms
La Verne	300		400	Additional dormitories (56 & 60) Additional Classrooms (60)
Lewis & Clark	1023	<del>+</del> 4%	1200	New dorms, music bldg., library classrooms-possibly more than 1200.
Linfield	535	<del>+</del> 25%	700	Increased physical plant
Loyola University	1351		3000	Expansion of facilities, improved faculty.
McGeorge College of Law	120	<del>+</del> 15%	150-200	Larger quarters in prospect
Medical Evangelists	700	<del>+</del> 5%	1000	In 2nd year of 10 year, 8 million dollar expansion of physical plant.
Occidental	1298	-2%	1500?	90% increase in library space, plans for additional dorms and classrooms.
Osteopathic Physicians and Surgeons	339	----	No Change	
Pacific Union	850	<del>+</del> 10%	1500- 1700	Question of expanding present plant or building another college.
Pasadena College	812	<del>+</del> 7%	1200	Additional building and budget promotion.
Pepperdine	950	10%	1500?	
Pomona	1048	----	No Change	
Stanford	7290	-0.9%	8000	Plans are being made to increase slightly the number of graduate students. No increase at undergraduate level is planned.

<u>COLLEGE</u>	<u>ENROLLMENT</u>	<u>INCREASE OR DECREASE</u>	<u>1965</u>	<u>NOTES</u>
University of Portland	1145	<del>f</del> 3%	1600- 1800	Have space for expansion
University of Redlands	961	----	1000	Expect to remain a small college but studying policy.
Reed	685	<del>f</del> 9%	750	New dormitories
University of Southern California	11,450	<del>f</del> 9%	15,000	Space utilization study, study of problems of growth & limit- ation of enrollment & of new methods of selection.
University of San Francisco	2500	<del>f</del> 1%	4000	New dorms & classrooms
Seattle University	2240	<del>f</del> 3%	5000	Increased faculty & bldgs.
Upland College	103	----	200	Facilities available
Westmont College	349	<del>f</del> 17%	500?	Faculty study of desirable size.
Whitman	705	<del>f</del> 1%	800	Improvement, but probably not expansion.
Whittier	1040	<del>f</del> 2%	1100	Higher standards of admission
Willamette	1063	-2%	2000	More Bldgs. and dorms.

JUNIOR COLLEGES

Boise J. C.	960	<del>f</del> 30%	2000 & 4-year School	Large expansion in facilities, recent bond issue provides million dollars for science bldg. & gymnasium.
Eastern Arizona J.C.	215	<del>f</del> 20%	275	Increase in physical facilities
Fulberton J. C.	1600	<del>f</del> 36%	5000	1. Acquisition of adjoining property for expansion. 2. Just completed large science & math bldg. 3. New gym under construction. 4. Tentative plan for new library and additional classroom facilities.
Glendale College	2011	<del>f</del> 15%	3000	Are trying to get facilities to take care of present enroll- ment. Doing some "dreaming" about what is needed to take care of anticipated 50% increase in enrollment.
Grand Canyon College	277	?20%	----	
Los Angeles City College	17,776	<del>f</del> 6%	----	
Los Angeles Valley J. C.	2,100 day 2,575 extended day	<del>f</del> 3%	6000day	Bond issue in spring of 1955 for Bldg. program consideration of selection admission program
College of Marin	590	<del>f</del> 12%	----	New vocational arts Bldg.
Menlo College	307	<del>f</del> 12%	?	Studying ways to accomodate further increase in enrollment in view of limited physical facilities.

<u>COLLEGE</u>	<u>ENROLLMENT</u>	<u>INCREASE OR DECREASE</u>	<u>1965</u>	<u>NOTES</u>
Modesto J. C.	1740	<del>+</del> 25%	2500	Bond issue to be voted Nov.16 for construction of two additional buildings
Pasadena City College	4250 day 3200 extended day	<del>+</del> 15% <del>+</del> 20%	7000	Reorganization of city school system building program at high school and college level.
Phoenix College	1322 day 1200 extended day	<del>+</del> 25%	2200	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. & curriculum needs.
Readley College	590	<del>+</del> 25%	800	Constructing new buildings (in central section of California J.C. Assc., six out of nine colleges are in process of building entire new plants.)
Riverside College	960	<del>+</del> 9%	2000	Accumulation of tax funds for construction. Expansion of vocational departments. Purchase of adjacent land; later bond issue. Better space utilization, etc. Perhaps selective enrollment.
Sacramento J. C.	2300	<del>+</del> 15%		Depends on whether or not another J. C. established in area.
College of San Mateo	2100	<del>+</del> 38%	2500- 3000	Building program now underway. Faculty increased to care for present student increase. Installing I. B. M.
Santa Ana College	806	<del>+</del> 40%	1500	Building program; curriculum studies; California survey of higher education.
Santa Rosa J. C.	1083	<del>+</del> 20%	2000- 2500	New Engineering Building under construction, other buildings projected. Curriculum committee making detailed study how better to meet needs of students.

<u>COLLEGE</u>	<u>ENROLLMENT</u>	<u>INCREASE or DECREASE</u>	<u>1965</u>	<u>NOTES</u>
Ventura	1125	<del>/24%</del>	2250	Moving to new campus on 2/1/55 with limited facilities to be expanded to handle projected enrollment by 1965.
Stockton College	1217	<del>/40%</del>	2200	Developing new campus. 32 classroom bldg. now under construction. Bond election Dec. 7, 1954, will include new music bldgs. Teaching staff being increased each fall.

PUBLIC UNIVERSITIES AND STATE COLLEGES

Arizona State College	5125	<del>/6%</del>	8500	Board of Regents of Ariz. Univ. & State Colleges authorized by U.S. Office of Educ. to conduct a study "Hollis Report". New bldg. construction authorized. Improved academic program with new degree offerings projected.
University of Ariz.	5750	<del>/8%</del>	10263	Studies being made of school population increase and reports prepared for legislature and governing boards.
Univ. of British Columbia	5875	<del>/6.8%</del>	<del>-6300</del> 10,000	There is to be no restriction on enrollment; bldgs. needed are in blueprint form but money required must be provided by legislature.
Univ. of Idaho	3200	<del>/11%</del>	4700	New classrooms, laboratories, and dormitories. Legislature being informed of future needs.
Idaho State College	1792	<del>/18%</del>	3000	Needs being discussed at faculty & academic council meetings.
Northern Montana College	350	<del>/13%</del>	500	Working for additional appropriations.
Montana State College	2315	<del>/16<math>\frac{1}{2}</math>%</del>	?	Bldg. program now under way, but classroom & Laboratory space already inadequate. Officials working toward additional appropriations.
Dental School of Univ. of Oregon	318	<del>/1%</del>	330	Dentistry facilities not readily expanded so 330 total enrollment is maximum.
Eastern Oregon College of Education	512	<del>/15%</del>	850	Increase in bldgs. State Board of Higher Educ. concerned with increased budgets.

<u>COLLEGE</u>	<u>ENROLLMENT</u>	<u>INCREASE or DECREASE</u>	<u>1965</u>	<u>NOTES</u>
Oregon State College	5241	↑8%	10000	Space utilization study. Education of legislature & public to additional classroom, dormitory, & staff needs.
Southern Oregon College of Education	702	↑22.5%	1200	State Board of Higher Educ. has a bldg. plan for future. Acquainting public with anticipated needs.
Univ. of Oregon	4435	↑9%	7000	Studies of population & college attendance trends; reconditioning of present physical facilities; expansion of facilities in population center (Portland).
Utah State Agricultural College	3222	↑6%	4000	
Central Washington College of Education	1365	↑6.3%	2500	State-wide study by State Legislature of increased need for classrooms and other educational facilities; projected enrollment studies to plan for meeting needs such as dormitories, parking, etc.
State College of Washington	5184	↑2.7%	5250	Completed a survey of classroom and laboratory space. Completed a 10 year enrollment projection. Washington State Census Board has been projecting enrollments for each state institution.
Univ. of Washington	13675	↑4.7%	?	(1) Institution-Studies of room utilization, & enrollment projections. Special committee on long range planning. (2) State-Governors Conference to take place this month; Legislative Com.; Census Board enrollment projections.
San Diego State College	5800	↑10%	11000	Additional bldgs. etc. Suggested "double session"; running second session into early evening classes.
San Jose State College	7654	↑7%	12000	Proposals & plans being considered to determine costs, etc.
Univ. of Calif. at Berkeley	15800	↑4%	20000-23000	Under legislative direction, there is now in progress a "Restudy of the Needs of Californians in Higher Education". Public Institutions (Junior Colleges, State College, & the Univ.) with specialized & assigned functions, expect to assume necessary responsibilities for students who can profit from post-high school education. The "Restudy" is
Univ. of Calif. at Los Angeles	13978	↑4%	20000-23000	
Univ. of Calif. at Riverside	516	No previous fall figures.	3000	
Univ. of Calif. at Santa Barbara	1725	↑8.7%	3500	
Univ. of Calif. at Davis				

<u>COLLEGE</u>	<u>ENROLLMENT</u>	<u>INCREASE or DECREASE</u>	<u>1965</u>	<u>NOTES</u>
Hastings College of Law, San Francisco	393	↓21%	750	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 Witworth, 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 PCACRAO 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 int 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!"



