Presenting Georgia Tech
h's Fiftieth Year.....
The BLUE PRINT

1938

1888 * * 1938
COMMEMORATING GEORGIA TECH'S
The 1938 BLUE PRINT
Published by the Students of the Georgia School of Technology
Atlanta, Georgia
YEAR OF SERVICE AND PROGRESS
Our one aim and objective throughout the composing of this volume has been to create a symbol of the Class of 1938, a record of its achievements, a living memory of its days at Georgia Tech. At the same time we have attempted, in a new way, to commemorate Tech's fiftieth year. In an effort to avoid a duplication of the many old-fashioned anniversary yearbooks, we have built this book on the progress that Tech has made in its fifty years. To typify this progress our artists have illustrated on the main division pages the growth of the school by decades with full color drawings which symbolize the various departments added in each decade. The sub-division pages blend together the commemoration of the fiftieth anniversary and the portrayal of a year of college life at Tech in semi-comical, two-color drawings of scenes from campus life.
TO OUR ALUMNI...

For half a century the Georgia School of Technology has taken proud reckoning of the myriad prominent graduates whose distinctions reflect glory and honor on their alma mater. The aspirations, the traditions, the ideals of these men are faithful guarantors that coming generations of students may forever find guidance to a higher destiny, inspiration to a deeper faith.

To our alumni—that their glories may go not unrecorded—this, the Thirty-first edition of the

BLUE PRINT

is, in proud tribute, dedicated by the students and faculty of the Georgia School of Technology.
THESE FIFTY

Have brought progress, growth, and achievement, and have revealed the expansion of a school from a mere idea to a flourishing institution which ranks with the outstanding technical schools of the world. Georgia Tech began as a resolution of the General Assembly of Georgia in 1882. This resolution established a commission of five men which, headed by the Honorable N. E. Harris, in 1886, chose Atlanta as the site for Georgia Tech. By means of an appropriation from the State, this commission purchased five acres of land and erected on it two buildings—the Academic Building, which still stands, and the old Shop Building, which was destroyed by fire in 1892. Justly proud of these meager assets as a beginning, the Georgia School of Technology opened its doors on the seventh day of October, 1888.

The first decade of Tech's existence was largely a period of entrenchment. It found the school digging in, seeking a foundation, rather than growing to any appreciable extent. The campus consisted merely of two buildings and nine acres of rough, uncleaned land, surrounded by a few unpaved, deeply-rutted streets. One hundred and twenty-nine students entered in the fall of 1888 and were divided into four groups: the Apprentice Class, now called Freshman; the Junior Class, now the Sophomore; the Middle Class, now the Junior; and, the Senior Class. Later, due to the lack of preparation of students, a Sub-apprentice Class was established and served until 1916 to instruct students in high school subjects. Dr. I. S. Hopkins served ably as Tech's first president until his health failed in 1896. He was succeeded by Dr. Lyman Hall, Professor of Mathematics and a graduate of West Point. Mechanical Engineering was the only course of study available until 1896, at which time the demands of business for more specialized engineers brought about the installation of Electrical and Civil Engineering. This addition was the beginning of the most important evidence of Tech's growth—the constant increase in variety of its curricula. For the first few years no student activities or athletic sports existed at Tech. These began to develop in the new decade, under the impetus of the famous football game of which General Wood almost single-handedly defeated the University of Georgia.

A period of slow but constant growth marked Tech's existence from 1888 to 1898. Campus life became something other than mere class attending. The coming of an able director of athletics, Mr. J. W. Heisman, opened the door for inter-collegiate sports, and through that door a constant parade of outstanding athletes has passed, ever growing in quality and number. The Y. M. C. A. was operating on a sound basis by the year 1907. The BLUE PRINT and Yellow Jacket came, established themselves, and furnished valuable experience for students in journalistic activities. Physical growth of the school was evidenced by the addition of Knowles Dormitory, the Textile Building, Swann Hall, the Electrical Building, the President's home, the Chemistry Laboratory, and the Library. Textile Engineering, Chemical Engineering, and Chemistry came to fulfill the desires of students and industry for more variety in specialized engineers. Much of this expansion was the direct result of the able leadership of Dr. K. G. Matheson, who succeeded Dr. Hall as president in 1905. That Dr. Matheson labored constantly for the betterment of Tech is evidenced by the progress of the school during the next two decades.

The next decade of Tech's history saw a marked increase in enrollment. Under President Hall the number of students reached the five hundred mark, but shortly thereafter a sharp increase brought the total to within the one thousand mark. By the
close of the 1908-1918 decade the number was substantially above one thousand. This welcome increase in enrollment was accompanied by a similar growth in physical size and curricula variety. Five new buildings were erected, the most outstanding of which were the Hospital, resulting from a Carnegie donation; the Y. M. C. A. Building, given by the Rockefeller Foundation; and the Military Building, which was to play an important part in Tech's life during the war. The Architecture and Co-operative Departments were added; the latter, coming in answer to the growing demands of industry, gave evidence that Tech was abreast of the times. Due largely to the efforts of the Anak Society, the *Technique* began to be published in 1911. Growth of accredited high schools in the South allowed the Sub-apprentice Class to be abolished, and the other groups to be given their present classifications. The close of the decade brought the war and the beginnings of a war-time situation to Tech.

Opening its fourth decade of life, Georgia Tech offered itself whole-heartedly to the government in support of war preparation. The entire school was placed under military supervision, and every student was required to live on the campus. To accomplish this, cots were placed in all available rooms, and tents dotted the campus. Approximately five hundred students were sent over in the summer of 1918, and those who returned in February were given credit for a semester's work. After the war another period of expansion set in. A serious campaign for a "Greater Tech" resulted in many contributions by friends and alumni, and these gifts in turn resulted in new and modernly equipped buildings. Nine new buildings were constructed by 1928. Graduate study in many courses, General Science, and Ceramic Engineering also came to Tech in this period. President Matheson, after seventeen years of faithful service, resigned in 1922 to become president of Exel Institute. His successor and our present president, Dr. M. L. Brittain, has been largely responsible for the constant development of Tech since 1922.

Recognition of Tech as a leader in inter-collegiate athletics became a reality in the fifth decade. On January 1, 1929, the Golden Tornado of Georgia Tech defeated the Golden Bears of the University of California to win, in the Tournament of Roses Contest at Pasadena, the football championship of the world for that year. This advancement in athletics can be attributed in a large measure to Coach William Alexander, Director of Athletics. Other activities kept pace with athletics. Many outstanding honor societies and engineering groups recognized Tech with their chapters. This period has also seen the culmination of the "Greater Tech" drive and has realized fully the benefits of it. By the aid of the Works Progress Administration and through gifts, new buildings have continued to be erected. The Aeronautical Building and the Department of Aeronautical Engineering came to Tech as a result of a gift of the Guggenheim Board. The latest departments added, General Engineering and Industrial Management, serve to complete a well-rounded variety of courses from which the prospective student may choose. An enrollment of twenty-three hundred and fifty students in the school's fiftieth year indicates that the number of these prospective students will grow even larger in the years to come.

This, briefly, is a record of Georgia Tech's first fifty years. To say that Tech has reached its height would be a gross misstatement; but, to say that it has progressed substantially and will continue to do so in the future would be a statement justified by this record.
The Book Contains

Book One
COLLEGE

Book Two
FRATERNITIES

Book Three
ACTIVITIES and ORGANIZATIONS

Book Four
FEATURES

Book Five
ATHLETICS

Book Six
ADVERTISEMENTS
UP THE HILL TO THE ADMINISTRATION BUILDING
Beginning its existence in 1888, Georgia Tech offered only MECHANICAL ENGINEERING to meet the demands of a rapidly expanding Nation for technically trained men.
Answering the call of a Nation for more highly developed transportation facilities, Tech began offering CIVIL ENGINEERING in 1896.

ELECTRICAL ENGINEERING, established in 1896, resulted from the widespread application of electricity as power and light to industry and home.

1888-1898
The President
The Dean
Officers of Administration
Faculty
Candid Camera

Those
WHO INSTRUCT
As a true gentleman, an eminent educator, and a prominent leader in civic affairs, Dr. Brittain, during his sixteen years as Tech's leader, has, by his energetic work and co-operative spirit, endeared himself in the hearts of all Tech men, both alumni and students alike.

For fourteen years Tech students have been guided by the excellent advice and kindly spirit of Dean Skiles. In his position as chief counsellor, he has won the admiration and love of the entire school by his friendly smile and his constant desire to be of assistance to everyone.
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R. M. Matson, B.S., M.S.
W. A. Hinton, B.S., M.S.
O. M. Harrelson, A.B.

Roy S. King, M.E., M.S., Sc.D. Head of Department
H. W. Mason, B.S., M.S.
R. S. Howell, B.S., M.S.
R. L. Swigert, B.S., M.A., Ph.D.
R. A. Trotter, B.S., M.S.
A. D. Holland, B.S., M.S.
R. M. Matson, B.S., M.S.
W. A. Hinton, B.S., M.S.
O. M. Harrelson, A.B.

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J. H. Henika
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E. T. Prosser, B.A., M.A.
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W. P. Ewald, A.B., M.A.
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Assistant Professor
Assistant Professor
Instructor
Instructor
AS the CANDID

Professors at work—This panorama of unusual camera studies gives mute evidence that professors do work. From it we also realize that during their work many of our distinguished educators assume grotesque positions and display comical expressions. The camera shows us our “profs” as we like to remember them—as good fellows sprawled on a desk, exclaiming from the blackboard, or cussing and discussing around the campus. It very carefully avoids calling to mind memories of those situations in which we, on the receiving end of a very embarrassing moment, could have cheerfully and delightedly wrung the “prof’s” neck.

Here we see some of the men we can thank for our education. We need not compliment them on their poseability since, in almost every case, they “watched the birdie” in utter ignorance of their actions. We can only hope that in the few seconds immediately following the camera’s “click” they remained in utter ignorance—this time of the cameraman’s actions.
CAMERA SEES the PROFESSORS