Another year at Georgia Tech has passed into history. To the majority who read these lines, those who were students at Tech during 1954-55, this was a momentous year, one that will long be remembered. It was the object of this year's Blue Print staff to compile for you a tangible record of this fleeting moment—and album of friends, an outline of activities, and a treasury of memories all in one cover. And yet it was not our purpose to provide a dry book, factually correct but lacking interest and capturing none of the feeling of the student body. Our purpose was to provide a book truthfully reflecting the college days that have inspired us to face the horizons of a new world with respect and tolerance toward our fellow man. You have contributed to this book, as your every act became part of the Tech tradition, the spirit of which we have tried to put between the cover. The 1955 Blue Print staff hope that in future years this volume will bring back memories of your time at Tech.
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From the mass of faculty members, a certain few stand head and shoulders above the rest. They are recognized for their academic prowess, their patience and understanding, and their ability to lift a student member to the statue of a human being, complete with thoughts and problems. They help solve the problems and guide the ideas into proper channels.

Such a faculty member is Hubert E. Dennison, Director of the School of Industrial Management. For over thirty-six years he has unselfishly and tirelessly worked for the advancement of his department, Georgia Tech and the State of Georgia. He has served as director of this department for twenty years, was one of the original founders and promoters of the Georgia Tech Evening School, forerunners of the Atlanta Division, University of Georgia, and has been the varsity golf coach since 1931.

"Daddy" Dennison, as he is affectionately called by the students, has guided thousands of Tech men who have taken their places in the business world. Through his efforts many problems have vanished, many thoughts and ideas have been nurtured to fulfillment.

In recognition for outstanding work done for Tech and devoted service to students, the 1955 Blue Print staff dedicates this 48th edition to Hubert E. Dennison.
HUBERT E. DENNISON

Director, School of Industrial Management
Realizing that education doesn't end in the classroom, the Tech student turns to the campus activities...

...like the shutter-bug touring the campus with his Speed Graphic...

clubs
. . . for his achievements, the Nobel Prizes of Tech campus life—in activities, ANAK; in scholarship, Tau Beta Pi . . .

. . . supplementary education through the planned programs of the organization . . .

. . . and thought training through speech development.
From the sweat and misery of registration day to the din and jubilation after dumping Kentucky.

Uniqueness in entertainment is the byword of Drama Tech's theater-in-the-round.
The sound of the down beat, like the Pied Piper's pipe, draws Tech men from all around.

Resting during the night, the campus peacefully awaits the coming morning onslaught.

A highly pleased audience is the backdrop for the Swedish Olympic gymnastic performance.
Beginning in the fall with rushing, homecoming and the Reck parade . . .

Georgia Tech fraternities display a year-long spirit fostered by that intangible—brotherhood.
A lot of work goes into a fraternity, but after the work there is a party at the house, and a formal dance... and finally a place of friendship and understanding—a home.
Winter brought continued intramural spirit but the highlight of the season came with Tech's twin victories over Kentucky.

Spirited competition and often a fierce struggle were encountered in intramural sports.
Whether it's a stretch for the throw or a sprint to the tape, to win demands the old college try.

Fall brings swarming crowds to cheer the fighting Jackets on to victory.
Georgia Tech prepares a man for the future by practical experience gained in the lab... and by testing his application of fundamentals learned in class.
Students learn the principles of their chosen profession through lectures... and by using these principles in the lab.

The newly-gained knowledge is then tested through periodic quizzes.
The Campus

How many times...

... have you walked across the campus to the Administration Building...

... or sipped coffee in the Bradley Building...

... or strolled down the walk to the Electrical Engineering Building...
... past the Industrial Management Building ... 

... to the Aeronautical Engineering Building ... 

... and the Mechanics and Drawing Building.
Remember . . .

... those long, hard hours in the Physics Building . . .

... in the Mathematics Building . . .

... the labs in the Chemistry Building . . .

... the frustrations and successes in the Architecture Building . . .
... and the times you dashed from Brittain Dining Hall...

... or from the Calloway Apartments...

... up the hill past the Ceramics Building to that 8:00 class.
We won't forget...

... the Industrial Engineering Building...

... the research center of the South,...
the Research Building...

... or the study center of Tech, the
Price Gilbert Library...

... or Towers Dormitory, here seen from
the Quadrangle...
... the Hightower Textile Building ...

... Grant Field, the nest of the Yellow Jackets ...

... the Mechanical Engineering Building ...

... or the Carnegie Building, the new home of the Executive Offices.
The Georgia Institute of Technology has long been proud of its presidents. They have always been distinguished and respected men who have heaped renown prominence upon our school. In a like fashion Colonel Blake Ragsdale Van Leer has guided Tech during the past eleven years and has helped mold it into a school that stands unequaled in the south and respected throughout the nation. Colonel Van Leer has ever striven for greater expansion and commensurate equality. Georgia Tech stands as evidence of the outstanding success of our President.

We are proud of his progress and his able administration of this institution and we are secure in faith that he will continue to lead Tech in its continuing prominence among schools.
As Vice President, Cherry L. Emerson has been instrumental in the rapid growth of Georgia Tech in the past few years. This growth will stand as a concrete witness to his outstanding ability and personality. He has held a difficult job and no one could carry on the responsibilities more effectively than Cherry Emerson.

The responsibility of enforcing the regulations of the school lays on the capable shoulders of Phil B. Narmore, the Executive Dean. His characteristics of a leader were shown as he undertook the task with the quietness and firmness of a true leader. It is through the tireless work of such leaders as Phil Narmore that Georgia Tech continually improves and expands.
DEAN OF FACULTIES

In his position of Dean of the General College, Dean Hefner has won the high regard of the student body for his fairness and friendliness. He has carried out his duties with sincerity and exceptional capability.

DEAN OF THE ENGINEERING COLLEGE

Dean Mason, Dean of the Engineering College, has proved his real ability as an administrator. His tireless work is inspiring to all those who come in contact with him.

DEAN OF THE GENERAL COLLEGE

As the Dean of the Faculties, Dean Chapin has outstanding ability in handling the academic affairs of our school. Both student and faculty have come to admire his friendliness and leadership.
George C. Griffin, as Dean of Students, has become one of the most indispensable members of the administration in the eyes of the students. His friendly, helpful attitude has been a guiding light to the many who have gone to him for advice and assistance.

As director of veterans affairs and employment, Associate Dean of Students Fred W. Ajax will always be remembered for the untiring manner with which he carried out his task. His wit will long be remembered by the many students he guided into industry.

Associate Dean of Students John J. Pershing has obtained the respect and admiration of the student body. It is through his efforts that such functions as fraternities, publications, draft deferments, and freshman orientation are carried on so smoothly at Tech.
OFFICE OF THE PRESIDENT
Elizabeth G. Koenig . . . . . . . Executive Secretary
Joan Morris . . . . . . . Receptionist

OFFICE OF THE VICE PRESIDENT
Cherry L. Emerson, B.S. in E.E. and M.E. . . Vice President
Mrs. Frances S. Krellenstein . . . . Administrative Assistant

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Phil B. Narmore, Ph.D. . . . . Executive Dean
Helen P. Nahari . . . . . . . Secretary

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Mrs. Lockie Morton . . . . . . . Secretary

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OFFICE OF THE DEAN OF FACULTIES
Lloyd Walter Chapin, M.A. . . . . Dean of Faculties
Mary Eleazar Brown . . . . Administrative Assistant

OFFICE OF THE DEAN OF STUDENTS
George C. Griffin, B.S., M.S. . . . . Dean of Students
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John J. Pershing, A.B., M.Ed., D.Ed. . . . Associate Dean of Students

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Virginia Peed . . . . . . . Secretary

SHELBY L. WALCH, A.B., M.A. . . . Director of Counseling and Guidance
PATRICIA ANN WOODWARD, B.A. . . . Psychometrist
WILHELMINA DOUGHERTY . . . . Administrative Assistant
MARLENE NABORS . . . . . . . Secretary
SHERLEY OXFORD . . . . . . . Secretary
SARA LOUISE HAMES . . . . . . . Clerk

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Registrar

HORACE W. STURGIS
Associate Registrar

MRS. J. HENLEY CROSBLAND
Director of Libraries

JAMIE R. ANTHONY
Controller
ADMINISTRATION

OFFICE OF THE CONTROLLER

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Ewell I. Barnis ............................................ Auditor
Frank B. Wilson  Purchasing Agent and Coordinator of Housing
Milton T. Whitfield ....................................... Assistant Auditor
Mrs. Marjorie Martin ...................................... Secretary

CO-OPERATIVE DIVISION

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John L. Cain, B.Ch.E.  Associate Director
William H. Hitch, B.M.E.  Assistant Director
Mrs. Ann Brack, A.B.  Secretary
Lois D. Loper ............................................ Secretary

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Dale L. Barker ............................................. Associate Director of Libraries
Miss Sophia Sullivan ...................................... Chief of Technical Processes
Miss Mary Lou Barker .................................... Head Cataloguer
Miss Eleanor Smith ....................................... Cataloguer
Miss Wilma Reynolds ..................................... Cataloguer
Miss Patricia Baum ....................................... Cataloguer
Mrs. Beatrice R. Caine  Acquisitions Librarian
Miss Dorothy Jones ....................................... Documents Librarian
Mrs. Barbara Haak ....................................... Physical Processes Librarian
Miss Safford Harris ....................................... Special Collections Librarian
Miss Frances Kaiser ...................................... Interlibrary Loan Librarian
Miss Tattie Mae Williams  Science-Technology Librarian
Robert N. Smith ......................................... Assistant Science-Technology Librarian
Arthur N. Corontzes ...................................... General Studies Librarian
Mrs. Charles Pottinger .................................... Music Librarian
Miss Nellie Isley .......................................... Architecture Librarian
Mrs. Betty Jean Fakan ..................................... Secretary to Director

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R. Jack Thiesen ............................................ Executive Secretary, Georgia Tech Foundation
Robert B. Wallace, Jr. ..................................... Editor, Georgia Tech ALUMNUS
Mrs. Theodosia Steele ..................................... Secretary
Mrs. Mary Peeks .......................................... Secretary
Mrs. Theresa Ward ........................................ Clerk
Miss Gail Macmillan ...................................... Clerk
Robert MacDaniel ......................................... Student Assistant

THE GEORGIA TECH YMCA

Robert C. Commander, B.S., B.D.  General Secretary
Carlton Parker, A.B., M.R.T.  Assistant Secretary
Mrs. Clyde Lyon .......................................... Office Secretary

DEPARTMENT OF PUBLIC RELATIONS

Leslie F. Zsuffa, B.S., M.B.A., M.E.  Director
Alice Chastain ........................................... Editorial Assistant
The Graduate Division is that part of the Institute through which the faculty of the Georgia Institute of Technology grants advanced degrees in engineering, science, management, and architecture.

The growing complexities of science, of professional engineering, of modern organization and management, and of architecture result in a need for additional higher education on the part of those who contemplate entering various functions in these professional fields. More and advanced education must be obtained to enable the engineer to deal successfully with professional engineering problems. This education can be obtained by a man through his own study or by graduate education. Few find it possible to acquire the needed education by their own reading and study following a full day's work on the job. Therefore, those desiring professional status should give serious consideration to graduate study at some institution.

Graduate study is highly recommended for students of engineering and science who wish to work in research, development, or highly technical and scientific design; for students of management, science or engineering who are interested in industrial management at a high level, or who wish to serve as consultants in industry or government; for students who wish to enter the fields of science, management, or engineering education; and for those who have personal objectives calling for graduate study.

The need for graduate study is producing tremendous growth in the number of graduate students in the whole nation. This growth has been great at Tech where there are now ten times as many graduate students as before the war, with almost 300 men being engaged in doctorate study.

Master's degrees are offered in all engineering, science, and management departments. The degree of Master of Architecture and Master of City Planning are offered in the school of Architecture, and the Doctor's degree is offered in Chemistry, Chemical Engineering, and Electrical Engineering.
School of Aeronautical Engineering

The School of Aeronautical Engineering was established in 1930 through a gift from the Daniel Guggenheim Fund for the Promotion of Aeronautics. The purpose of this award was to establish opportunities at the Georgia Institute of Technology for study and research of the highest order in the field of aeronautics.

The recent progress in the fields of jet propulsion, rocket power, and supersonic flight makes the course in aeronautical engineering especially significant. In addition to the undergraduate curriculum, advanced work is offered for those desiring graduate study at the master's level, and plans are in the making for offering the doctorate. Opportunities are also afforded for research.

The physical plant, housed in two buildings, is well equipped for offering laboratory work to augment and lend interest to the theoretical courses. In addition to classrooms and offices, these buildings include a 9-ft. wind tunnel, a 2½-ft. wind tunnel, a supersonic tunnel, a structures laboratory, a model and machine shop, a library, a seminar room, a lecture hall, and a large drafting room. Most of this equipment is also suitable for research projects. Both study and research are facilitated by the accessibility of the special library reference collection maintained in the center of the plant.

The present enrollment is 328 students.

Donnell W. Dutton, B.S., M.E.; M.S., A.E. .......... Professor
Donnell W. Dutton, B.S., M.E.; M.S., A.E. .......... Director of School
George K. Williams, E.E.; M.E.E. ................. Professor
Walter Castles, Jr., B.S., A.E. .................. Associate Professor
Arnold L. Ducoffe, Ph.D. ......................... Associate Professor
John J. Harper, B.S., M.E.; M.S., A.E. .......... Associate Professor
Lee Treadwell Allen, B. of A.E. ................ Instructor

Wesley Merle Mann, Jr., B. of A.E. ............... Instructor
Sidney Alan Powers, B. of A.E. ................. Instructor
William C. Slocum ................ Research Technician
George W. D. Cook ................ Model Maker
Hendrick R. Hudson, B.S., M.E. ........ Wind-Tunnel Engineer
Miss Sarah Q. Slaughter, A.B.; M.A. .......... Secretary
Miss Sara N. Robison ................ Secretary
The School of Architecture was established as a separate degree granting department in 1908. The primary aim of the school is to provide a broad and thorough preparation in the design professions of architecture, city planning, and industrial design.

At the graduate level the school offers to qualified students a two-year program in city planning and a one-year Masters program in architecture.

The Architects spend many long hours over the drawing board.
The Ceramic Engineers perform many interesting lab exercises.

In 1923 the School of Ceramic Engineering was organized at Georgia Tech, because ceramic and mineral industries have grown to such a degree in the South that a laboratory was needed to which the industries could turn for aid. Tech was selected because of its location and prominence in engineering education.

Ceramic Engineering has to do with the processing and uses of non-metallic minerals in the manufacture of such products as brick, tile, glass, cement, etc.

The course of instruction covers a period of four years and leads to the degree of Bachelor of Ceramic Engineering. It is so arranged that upon graduation a student has the foundation that should enable him to succeed in production, research, administration and sales of any of the ceramic industries.
The first undergraduate degree in Chemical Engineering was awarded in 1903. Approximately 350 students are enrolled in Chemical Engineering and some 50 undergraduate degrees will be issued in June, 1955.

The first Ph.D. degree conferred by Georgia Tech was in Chemical Engineering in 1950. A total of 18 Ph.D.'s have been conferred to date. Of the 30 graduate students enrolled at the present time, 12 are pursuing doctoral programs.

The undergraduate curriculum of the School of Chemical Engineering is accredited by the Engineers' Council for Professional Development and provides excellent training for the men in that field.

Chemical engineers develop and operate chemical and manufacturing processes in which materials undergo chemical change to make them usable. The need of industry for trained men in this field will always be great and Georgia Tech graduates will continue in key positions in this highly technical phase of production. The success of these graduates in their profession attests the high standards of the School of Chemical Engineering.

Paul Weber, Ph.D. ........................................... Professor
J. M. DallaValle, Ph.D. ....................................... Professor
H. C. Lewis, Ph.D. ........................................... Professor
W. M. Newton, Ph.D. ....................................... Professor
Nathan Sugarman, Ph.D. .................................... Professor

W. T. Ziegler, Ph.D. ........................................ Professor
H. V. Grubb, Ph.D. .......................................... Associate Professor
R. N. Miller, Ph.D. .......................................... Associate Professor
H. C. Ward, Ph.D. .......................................... Associate Professor
C. A. Hayes ................................................. Mechanic
Mrs. E. K. Browning ........................................ Secretary

Junior Ch. E.'s work in Unit Operations lab.
Every Freshman learns the basic laws of Chemistry through practical lab experience.

Chemistry has been in the basic curriculum of Georgia Tech since the establishment of the institution in 1888. It is required of almost all freshmen and more advanced courses are required in the curricula of several other departments.

Besides the Bachelor of Science, the School of Chemistry offers the Master of Science and the Doctor of Philosophy degrees.

The undergraduate curriculum in chemistry contains a number of electives and is therefore attractive to those students who expect to change into other fields such as law or medicine.

The Doctor of Philosophy, the most advanced earned degree, can be obtained in the fields of organic, physical, inorganic, or analytical chemistry.
Civil Engineering is the oldest of the engineering professions. The civil
engineer coordinates the resources of nature, men, and machines toward
the goal of better living for mankind. He works in the broad fields of
surveying and mapping, sanitation, transportation, hydraulics, structures,
mining, irrigation and reclamation.

It is the civil engineer who designs and builds highways, railways,
airports, structures of all types and sizes, dams, sewerage and water supply
systems, harbors, bridges, docks, tunnels, aqueducts, reclamation systems
for swamps and wastelands, river system developments, and irrigation
projects.

The Civil Engineering Building, completed in 1938, contains modern
classrooms, laboratories and drafting rooms.
The curriculum of the School of Electrical Engineering is planned to give a comprehensive training in the fundamental sciences. It provides for adequate training in the scientific and applied aspects of important branches of engineering, other than electrical. The electrical power engineering option has to do with the theoretical and practical phases of power generation, distribution and utilization. It deals with the principles of alternators, transformers, motors, converters and the transmission and distribution of electric power.

Students desiring to specialize in radio, electronics and telephony may choose the communications and electronics option. This option offers theory and laboratory courses in radio, electronics, telephony, wave filters, transmission lines, antennae and radiation.
School of
INDUSTRIAL
ENGINEERING

The curriculum in Industrial Engineering has been designed to meet the rapidly expanding frontiers of industry and the need for men with a sound and broad basic background in engineering sciences plus a complete coverage of fundamental management philosophies.

The enormous growth in this field, 3.76% in the past decade and more than double that of any other major engineering group, indicates not only the need for, and possibilities in, Industrial Engineering but clearly proves the soundness of the program of studies offered.

Since Industrial Engineering and leadership have become synonymous in most industries, emphasis is placed on sound judgment, proven philosophies and scientific knowledge rather than special techniques and handbook formulae.

Well-equipped laboratories, plant visits and visiting lecturers are used to aid the student in getting the "feel" and nomenclature of industry which is so important in his early days of employment.

FRANK F. GROSECLOSE, M.S. . . . . . . . . . . . . . . . . Professor
Director of School

WILLIAM N. COX, JR., M.M.E. . . . . . . . . . . . . . . . . Professor

ROBERT N. LEHRER, Ph.D. . . . . . . . . . . . . . . . . . . Professor

ROBERT M. EASTMAN, M.S. . . . . . . . . . . . . . . Associate Professor

PAUL T. EATON, Ph.D. . . . . . . . . . . . . . . . . Associate Professor

W. DALE JONES, Dr.Eng.Sc. . . . . . . . . . . . . . . Associate Professor

JOSEPH J. MODER, Ph.D. . . . . . . . . . . . . . . Associate Professor

RAYMOND N. TROWBRIDGE, M.A. . . . . . . . . . Associate Professor

HARWELL L. BOYD, JR., M.S. (military leave) . . . . Assistant Professor

WINFIELD A. BROOKS, M.S. . . . . . . . . . . . . . . Assistant Professor

JOHN B. DAY, B.S. . . . . . . . . . . . . . . . . . . . . . Lecturer

EUGENE W. GREEN, B.I.E. . . . . . . . . . . . . . . Graduate Assistant

HERBERT S. WILSON, B.I.E. . . . . . . . . . . . . . . Graduate Assistant

FRANK A. SUMMERS, B.I.E. . . . . . . . . . . . . . . Research Graduate Assistant

MRS. BERNICE G. FOWLER . . . . . . . . . . . . . . . . Secretary

JAMES C. FRY . . . . . . . . . . . . . . . . . . . . . . . . . Technician

Two I.E.'s working out industries' problems.

LEFT TO RIGHT, FIRST ROW: Brooks, Groseclose, Eaton, Lehrer, Day.
SECOND ROW: Trowbridge, Eastman, Moder, Stanton, Green.

F. F. GROSECLOSE
The objective of the School of Industrial Management is to train students for leadership in industry. Direct emphasis is placed upon management of capital, finances and accounting, employment, training and management of personnel, marketing the finished product and the most up-to-date and scientific methods of production.

In carrying out this plan of training, special emphasis is placed upon the personalities and qualities that are exemplified in the life and work of successful leaders. While a knowledge of the subject-matter of courses offered are not minimized, it is not stressed in such a way as to overshadow the importance of the student and the broadening of his vision as to the part he is to play as an industrial leader. He receives basic training in science, applied engineering and mathematics in order to become grounded in sound methods of approach to the solution of industrial and manufacturing problems.

To aid in the work of the school, considerable equipment such as adding machines, calculating machines, projectors and other teaching aids has been added. In addition, the lighting facilities of classrooms and laboratories have been greatly improved. At the present time the enrollment is 596 students.
The School of Mathematics offers both the B.S. and M.S. degrees in Applied Mathematics. It offers an entire series of courses at the 400 and 600 level which many students interested in mathematics take as electives. Although primarily a service department, the number of advanced courses actually outnumbers those in the undergraduate division. The total enrollment for the fall quarter was 3,331, the largest since 1947.

H. K. Fulmer, M.A.  Professor
A. H. Bailey, Ph.D.  Professor (Emeritus)
C. W. Hook, M.A.  Professor
J. E. Perlin, Ph.D.  Professor
Walter Reynolds, M.S.  Professor
D. M. Smith, Ph.D.  Professor (Emeritus)
J. C. Currie, Ph.D.  Associate Professor
W. B. Evans, Ph.D.  Associate Professor
J. R. Garrett, Ph.D.  Associate Professor
C. H. Holton, M.A.  Associate Professor
M. B. Sleeter, Ph.D.  Associate Professor
A. L. Starrett, M.A.  Associate Professor
J. H. Waizar, Ph.D.  Associate Professor
R. A. Willoughby, Ph.D.  Associate Professor

J. C. Brooks, M.A.  Assistant Professor
B. M. Drucker, Ph.D.  Assistant Professor
M. H. M. Esser, Ph.D.  Assistant Professor
A. E. Fulton, M.A.  Assistant Professor
R. H. Kasriel, Ph.D.  Assistant Professor
W. A. Martin, M.A.  Assistant Professor
J. A. Noel, Ph.D.  Assistant Professor
G. K. Overholtzer, Ph.D.  Assistant Professor
W. M. Perel, M.A.  Assistant Professor
C. T. Purvis, M.S.  Assistant Professor
Henry Sharp, Jr., Ph.D.  Assistant Professor
R. R. Swenson, M.A.  Assistant Professor
J. R. Vail, M.A.  Assistant Professor
G. A. York, M.A.  Assistant Professor
W. R. Carnes, M.S.  Instructor
R. L. Herring, M.S.  Instructor
Loretta Alexander  Secretary

The Math lab gives the student an opportunity to "see" mathematics.
The lab offers the student an opportunity to put in practice what he has learned in class.

**School of Mechanical Engineering**

The School of Mechanical Engineering was the only degree-granting department of Georgia Tech from the opening of the Institute in 1888 until 1886. The course of study has changed through the years to the present curriculum in which broad application of fundamental theory is emphasized. Mechanical Engineering embraces the science and art of the generation, transmission, and utilization of heat and mechanical energy, as well as the production of tools, machines and their products. There are no optional courses in Mechanical Engineering, but electives are provided whereby a student may have some choice of subjects most suited to his individual desires. The curriculum is designed to provide the basis for future advancement of Mechanical Engineering graduates as professional engineers and as citizens.

Over eight hundred students were enrolled in the School of Mechanical Engineering during the fall quarter.
In the last few decades, physicists have emerged from their laboratories to participate more directly in the work of the world. The pace of technical progress has become so fast that industry is ready for the next scientific discovery before it has been made, and physicists are wanted to work side by side with engineers in developing practical applications. This, and the increasing complexity of industrial and military equipment calls for the education of more physicists, and for the education of engineers with more fundamental training in physics.

The School of Physics gives courses in basic physics for all sophomores as a background for engineering work. It also offers advanced work at three different levels leading respectively to the B.S., M.S., and Ph.D. degrees. Research projects in nuclear physics, microwave spectroscopy, and the physics of the solid state are being conducted by the faculty as a part of the recently established doctor's program.
Opportunities for trained people in the textile industry are unusually diverse and numerous. There are positions available in practically all branches of the industry. Designers, salesmen, chemists, engineers, laboratory technicians, overseers, inspectors and specialists in machine operation and efficiency, personnel problems, testing, time studies, merchandising, and product development are but a few of the numerous trained men needed by the textile industry.

In order to provide the textile and related industries with prospects for supervisory, administrative and executive positions, the School of Textile Engineering offers courses leading to the degrees of Bachelor of Textile Engineering and Bachelor of Science in Textiles. The work leading to the degree of B.S. in Textiles may be taken in one of two options, viz., Textile Chemistry and Dyeing, and Textile Manufacturing. Each of these may be taken as a regular four-year course, or in accordance with the five-year co-operative plan.

Graduate courses are also provided leading to the degree of Master of Science in Textiles and M.S. in Textile Engineering.

The purpose of the A. French Textile School of the Georgia Institute of Technology is to give to each and every student entering the school the advantage of the best training and advice possible in the textile field.
Regardless of his field, no engineer has received proper training without adequate knowledge of certain basic subjects—service courses, as they are called. This division offers such courses in two fields—Engineering Drawing and Mechanics—with the purpose of providing students of the Georgia Institute of Technology with sufficient knowledge of these subjects to perform the services required of an engineer.

Engineering Drawing, fortified by descriptive geometry, is designed to give students a basic skill in making and understanding drawings, and putting their ideas into graphical representation. Mechanics concerns forces and their effects in producing and changing motion and in altering shapes of bodies. This is the foundation for the design and construction of machinery, structures and bridges.

Every Freshman must learn the fundamentals of drawing.

William B. Johns, Jr., M.S. .................. Professor
Director of Division

Bryan L. Brown, M.S., In Charge of Drawing .................. Professor

Francis M. Hill, M.S. .................. Professor
Roy K. Jacobs, M.S. .................. Professor
Francis C. Bragg, M.S. .................. Associate Professor
Joseph C. Durden, M.S. .................. Associate Professor
Knowles H. Henley, M.S. .................. Associate Professor
Jakob Mandelker, Dr. of Engrg. Sc. .................. Associate Professor
James H. Armstrong, M.S. .................. Assistant Professor
Luther A. Beale, M.S. .................. Assistant Professor

Ishmael I. Ellis, B.S. .................. Assistant Professor
Harry C. Savage, Jr., M.A. .................. Assistant Professor
William G. Bullock, B.S. .................. Instructor
James R. Gray, B.S. .................. Instructor
Ira E. Wilks, B.S. .................. Instructor
William C. Bliss, Colonel, U.S. Army (Ret.) .................. Lecturer
John P. Eggerly, Colonel, U.S. Army (Ret.) .................. Lecturer
Everard M. Heim, Lt. Cdr., U.S. Navy (Ret.) .................. Lecturer
Frederick B. Hobson, Brig. Gen., U.S. Army (Ret.) .................. Lecturer
William J. Larson, Capt., U.S. Army (Ret.) .................. Lecturer
LeRoy P. Sterling, M.S. .................. Lecturer
Rebecca Joyce Stewart .................. Secretary

W. B. Johns

The English Department is one of the largest and oldest departments of the campus. Its twenty-six members have taught at Georgia Tech a total of more than two hundred years. The department teaches required courses to all freshmen, all sophomores, and eighty percent of the juniors, in addition to offering elective courses for a large number of upper classmen.

It is especially interested in campus organizations and supplies faculty advisers to such organizations as the Debate Club, the Technique, the Y.M.C.A., and ODK. But its chief aim is to see that every Tech student speaks well, writes correctly, thinks clearly, and reads wisely.

Russ McDonough talks on aerodynamics in Public Speaking class.
Strength of body and mind are closely correlated. The Department of Physical Training presents a two-year course with two primary objectives: (1) Keeping the student physically fit while a student in our institution, and (2) Giving the student such instruction and motivation in "carry over" sports that he will continue to pursue some of these activities after he leaves Georgia Tech.

**Arthur M. Coleman, M.A.**  Professor  Head of Department  

**Frederic R. Landue, M.Ed.**  Professor  

**Lyle B. Welser, M.Ed.**  Professor  

**Norris C. Dean, B.S.**  Associate Professor  

**Julian H. Pittard, B.S.**  Associate Professor  

**John T. Foster, B.A.**  Assistant Professor  

**John C. Hyder, B.S.**  Assistant Professor  

**James H. McAuley, B.S.**  Assistant Professor  

**Tommy Plaxico, B.S.**  Assistant Professor  

**Mrs. Forest Harris**  Secretary  

Physical Training is an integral part of the college student's life.
The Department of Modern Languages seeks first to give the student sufficient mastery of a foreign language to enable him to read and understand with reasonable facility the scientific and technical literature of that language. Further, it seeks to inform the student, through the medium of the foreign language, of the civilization and literature of the countries where that language is spoken.

James D. Wright, A.B., M.A., Ph.D. Professor
Head of Department

Robert M. Ervin, A.B., M.A., Dipl. du Prof. Professor

Joseph A. Campoamor, A.B., M.A., LL.B. Professor

George F. Walker, B.S., A.B., M.A. Associate Professor

Herald E. Lewald, A.B. Instructor

Richard W. Flack Secretary

The Department of Social Sciences serves the college as an integral part of its program of general education. To be a fully educated citizen the engineer must have a broad background of general training in fields not specifically technical. Among these are courses in government, history, sociology, current affairs, and applied economics. The election of these courses tends to broaden the view of the prospective engineer and to help him understand the far-reaching problems of our complex modern society.

Glenn N. Sisk, Ph.D. Professor
Head of Department

Robert Schaher, Ph.D. Associate Professor

William R. Gable, Ph.D. Assistant Professor

George Hendricks, Ph.D. Assistant Professor

Samuel J. Mantel, Jr., Ph.D. Assistant Professor

Nahum Z. Medalia, Ph.D. Assistant Professor

John E. Tsouberos, Ph.D. Assistant Professor

Kenneth C. Wagner, Ph.D. Assistant Professor

Edward A. Gaston, Jr., M.S. Assistant Professor

Richard H. Leach, Ph.D. Lecturer

Gaines W. Walter, Ph.D. Lecturer

Mrs. Joyce Connally Secretary
Students of engineering, chemistry, management, and indeed all who intend to assume positions of responsibility in industry, are vitally concerned with problems of health and sanitation, both industrial and environmental. The Department of Public Health and Biology provides courses in industrial and environmental sanitation, water and food sanitation and the modern methods and techniques used by industrial and governmental agencies in the solution of the problems of public health.

Hugh A. Wyckoff, M.S.  .  .  .  .  .  .  .  .  .  .  .  .  .  .  Professor

Head of Department

Robert S. Ingols, Ph.D.  .  .  .  .  .  .  .  .  .  .  .  .  .  .  Professor

Albert E. Cannon, M.S.  .  .  .  .  .  .  .  .  .  .  .  .  .  .  Associate Professor

Lester M. Petrie, M.D.  .  .  .  .  .  .  .  .  .  .  .  .  .  .  Special Lecturer

John W. Lemon, M.S.  .  .  .  .  .  .  .  .  .  .  .  .  .  .  Special Lecturer

The Department of Psychology was established at Tech as a service unit in 1945. The philosophy of the department has been to stress the importance of the human factor in all phases of engineering. An attempt has been made to make students sensitive to the whole man, his attitudes, his feelings, his fears and his desire for recognition and security.
The Air Force men learn about the countries they are going to fly over.

HUGH C. MOORE, Colonel, USAF . . . . Professor of Air Science

BENJAMIN C. WILLIS, Lieutenant Colonel, USAF . . . . Asst. PAS

PHILIP G. DEMURO, Major, USAF . . . . Asst. PAS

FOREST O. MCCLURE, Jr., Major, USAF . . . . Asst. PAS

PAUL REYNOLDS, Jr., Major, USAF . . . . Asst. PAS

ROY O. SLOAN, Jr., Captain, USAF . . . . Asst. PAS

RALPH STEPHENSON, Captain, USAF . . . . Asst. PAS

ALFRED M. FIRTH, 1st Lieutenant, USAF . . . . Asst. PAS

WALTER H. OTT, 1st Lieutenant, USAF . . . . Asst. PAS

The Air Force Reserve Officers' Training Corps unit at the Georgia Institute of Technology has a history longer than most of the 188 other such units in the United States. It was one of seven Air Corps units established in 1921, but it went out of existence in 1927, to reappear in 1950. Its purpose is to select and prepare students to serve as officers in the Regular and Reserve components of the United States Air Force. Air Force R.O.T.C. is the principle source of procuring future Air Force officers.

The generalized course of instruction commenced in 1953-54 is now in operation throughout the four Air Science courses. It has received minor modification to emphasize leadership knowledge and air power concepts.

LIONEL V. PATENAUDE, 1st Lieutenant, USAF . . . . Asst. PAS

WOODROW SPRADELIN, Master Sergeant . . . . Administrative Asst.

BURREL C. YEAGER, Master Sergeant . . . . Sergeant Major

EDWIN F. CROCKER, Technical Sergeant . . . . Supply NCO

MURREL C. DAVIS, Technical Sergeant . . . . Senior Clerk

LAWRENCE E. McMAHON, Technical Sergeant . . . . Senior Clerk

LEONARD W. MILENDER, Technical Sergeant . . . . Senior Clerk

DEWEY E. ROBINSON, Technical Sergeant . . . . Senior Clerk

WILLIAM C. TOWNSEND, Technical Sergeant . . . . Supply NCO

RICHARD D. MILES, Staff Sergeant . . . . Senior Clerk

LEFT TO RIGHT, FIRST ROW: McClure, Willis, Moore, DeMuro, Reynolds, SECOND ROW: Sloan, Oth, Stephen, Firth, . . . THIRD ROW: Robinson, Spradlin, Yeager, Patenaude, . . . FOURTH ROW: Davis, McMahon, Townsend, Crocker, Milender.
The Federal Government maintains, at the Georgia Institute of Technology, a Senior Division of the Army Reserve Officers' Training Corps, consisting of six units: Antiaircraft Artillery, Infantry, Chemical Corps, Corps of Engineers, Ordnance Corps, and Signal Corps. General objectives of the course of instruction are to produce junior officers possessing qualities and attributes essential to their progressive and continued development in the Officers' Reserve Corps of the Army of the United States and in the Regular Army. Training in military leadership is emphasized, with instruction being given in subjects common to all branches of the Army and in tactics and technique of the several branches.

The complete course of instruction of the Senior Division R.O.T.C. program comprises four years, with approximately 130 hours of instruction in each of the two years of the basic course, and 160 hours of instruction in each year of the advanced course with the addition of a summer camp.

College prepares men for many future occupations.
The Naval Reserve Officers Training Corps Unit at the Georgia Institute of Technology is one of the fifty-two units at colleges and universities throughout the United States. Its purpose is to provide both regular and reserve officers for the U.S. Navy and Marine Corps. Courses are offered leading to a commission as Ensign, Line or Supply Corps in the Navy and Naval Reserve. A portion of the students attend Georgia Institute of Technology under the Navy scholarship program in which most of their expenses are paid by the Navy. The number who may enroll is limited by a quota established by the Bureau of Naval Personnel each year.

Phillip G. Stokes, Captain, U.S. Navy

Frank J. Hill, Commander, U.S. Navy

William T. Miller, Major, U.S.M.C.

Roy M. Sudduth, LCDR, U.S.N.

Richard A. Harris, Lt., U.S.N.

James D. Hereford, Jr., Lt. (S.C.), U.S.N.

Donald H. Campbell, Lt., U.S.N.

Charles R. Merritt, LTJG, U.S.N.

George A. Bork, FTG, U.S.N.

Paul R. Gardner, QMC, U.S.N.

Raymond S. Gent, SKC, U.S.N.

Vernon Hand, GMC, U.S.N.

John J. Pica, YN1, U.S.N.

William L. Vick, M Sgt., U.S.M.C.

Mrs. Margaret L. Crone

Miss Cora W. Whitley

The Navy teaches the midshipmen many phases of military life.

Capt. P. G. Stokes

Left to right, first row: Sudduth, Hill, Stokes, Miller, Harris.

Second row: Gardner, Mrs. Crone, Campbell, Merritt, Hereford, Miss Whitley, Pica.

Third row: Hand, Gent, Vick, Bork.