Everyone knows the President or the Dean of Students. But who knows these men's right hand, the secretary? Here, 'Mickey' Bone,
Dean Pershing's affable assistant, is followed through the day by the camera. From the newspaper at breakfast to the final brief pause before quitting time 'Mickey' collects money, keeps the Draft Board away, answers the telephone and keeps fraternity social chairmen busy filling out party reports.
Mrs. Crosland honored for her thirty years of service

The Golden Anniversary Issue of the Blue Print is dedicated to Mrs. J. Henley Crosland.

Since 1927 Mrs. Crosland has served Georgia Tech as librarian. In those thirty years the growth of the library, both in size and prestige, has been phenomenal. The number of volumes has increased from less than 17,000 in 1927 to today’s total of over 180,000 volumes. The annual appropriation for books and periodicals has increased from $1,200 to over $44,000.

Largely through her efforts the new Price Gilbert Library became a reality in 1953 and today it stands as one of the most outstanding college libraries in the world.

In 1945 she was chosen as “Atlanta Woman of the Year in Education.” Since then she has been a student counselor, public relations wizard, an outstanding administrator and simply a wonderful person.

It is with a great sense of combined pride and humility that we honor thirty years of outstanding service by dedicating the 1957 Blue Print to Mrs. Crosland.
Dr. Weber begins second year as acting president

The history of Georgia Tech is filled with the stories of men who came to the aid of the school in her hours of need. But never before was her hour of need so great as it was on that fateful Monday afternoon of January 23, 1956, when the office of President of Georgia Tech was left vacant by the untimely death of Col. Van Leer. The man to take over the tremendous task of guiding one of the nation’s finest and most complete educational institutions was Dr. Paul Weber, former head of the School of Chemical Engineering and then, Dean of Faculties.

In his year and a half of direction he has proven himself an excellent educator, a firm, but fair, administrator and above all, a man genuinely dedicated to the job of guiding Tech to future greatness.

Truly, her hour of need was never greater, but never before has anyone arose to the occasion in such a splendid manner as has Dr. Paul Weber.
Dr. Paul Weber
DEAN MASON, the Dean of the Engineering College, was named to his present post in 1948, and since then he has become one of Georgia Tech's most prominent figures, having gained the respect and admiration of students, faculty members, and administrators. He graduated in 1930 from Speed Technical Institute, and in 1935 he was designated a Doctor of Philosophy by Yale University. His faculty work at Tech commenced in 1938, when he became an assistant professor in the School of Chemical Engineering. Credited with many of the improvements in the department, Dean Mason was instrumental in the Chemical Engineering Department's qualification to become Tech's first doctorate offering school. During the same year that he was named Dean of the Engineering College, he was also selected to Who's Who in Engineering. Dean Mason is known about the hill for his outstanding work, and although it requires his constant attention, he is never too busy to listen to any student's problem.

Dean Mason is truly an inspiration to the members of the student body and a credit to the Deans.

THE DEANS

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Dean Mason is truly an inspiration to the members of the student body and a credit to the Deans.

DEAN HEFNER rates among the most experienced of the Deans. He has kept his present position, Dean of the General College, since 1948, when his title was changed from Dean of General Studies. Dean Hefner made his debut as a Georgia Tech administrator in 1936, when he was named Head of the Department of Mathematics, a job he held for nine years. In each of these facets of his service to Tech, Dean Hefner met his responsibilities with outstanding ability and endeavor. Dean Hefner was graduated from Roanoke College in 1925 with a B.S. degree; he received his M.S. degree in 1927 and his Ph.D. degree both from Chicago University. In 1950 he was selected to Who's Who in America. His honoraries include Tau Kappa Alpha, Phi Kappa Phi, and Sigma Xi, and he was a member of Pi Kappa Phi social fraternity. His favorite pastimes include amateur magic, photography and collecting tropical fish and rare postmarks.

Dean Hefner is the official advisor of freshmen experiencing registration problems, and many a frustrated freshman has looked to the Dean for a bit of his helpful advice.

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DEAN GRIFFIN—Among the Deans, Dean Griffin stands alone in being a Georgia Tech graduate. Throughout his college years a sterling personality and outstanding leadership abilities elevated him into Tech's most exclusive honoraries, ANAK and Omicron Delta Kappa. Some time after his engineering studies were completed, in 1930, he was named Assistant to the Dean of Students, and in 1946 he became Dean of Students.

Dean Griffin, in giving his own special brand of helpful advice, has always been quick in gaining a student's confidence and respect, a quality which characterizes his ability to handle the duties and responsibilities of his job with the utmost efficiency.

DEAN AJAX—This year, as during his past ten years as Associate Dean of Students, Dean Ajax handled the coordination of veterans' affairs and assisted seniors in finding suitable positions in industry. A member of Sigma Alpha Epsilon, the Dean's honoraries include Omicron Delta Kappa, Phi Beta Kappa, and Phi Kappa Phi.

As our seniors put their learning into practice, they will have this man to thank for his guidance in determining their futures.

DEAN PERSHING—The friendly man with "the crew-cut and pipe," Dean Pershing, Georgia Tech's Assistant Dean of Students, was reared in Canton, Ohio. In 1939 he was conferred an A.B. in Biology, and seven years later he received his Master's in Education from Indiana University. Through his efforts at Tech, fraternities, organizations, and publications have developed immensely.

Dean Pershing's hobbies are many, but his purpose is one—to assist the Tech newcomer and solve his problems.
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BETTY JEAN VAUGHN . . . . . . . . . . . . Receptionist

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James E. Boyd, Ph.D.  Acting Chief, Physical Sciences Division

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Executive Secretary, Alumni Association

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Miss Dee Grant  Secretary
Mrs. A. H. Mulligan  Clerk

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Miss Bessie C. Sharp, B.S.  Financial Secretary
Mrs. Mildred E. Moore  Secretary

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John W. Smithers, B.S.; M.S. in I.M.  Asst. to Director
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Mrs. Anne C. Joiner  Secretary

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Richard Wiegand, B.S.; M.A.  Director
Miss Joann Jordan  Secretary

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Thomas H. Quigley, A.B., B.S.  Director
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Mrs. Elizabeth Severance  Secretary

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Cyrus Y. Maddox, A.B.  Dean of Students
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John B. Riggsbee, A.B., M.D.  School Physician
LaMont Henry, B.S., M.D.  Visiting Consultant
Max M. Blumberg, B.S., M.D.  Associate School Physician
Robert B. Scoggins  Interne
Howard W. Webb  Interne
Mrs. Sarah F. Spruell, R.N.  Head Nurse
Mrs. Marie Stiner, R.N.  Nurse
Mrs. Jean L. Clapsaddle, R.N.  Nurse
Mrs. Jane Grant, R.N.  Nurse
Charles C. Crawford  Medical Technician
Albert M. Tinsley  X-ray and Physiotherapy Technician
Miss Theresa Richardson  Secretary

Roger S. Howell
Director, Extension Division

Leslie F. Zsuffa
Director, Public Relations

Paul K. Calaway
Director Experiment Station

Claude J. Petty
Director, Physical Plant

100
The Graduate Division is perhaps the most exclusive of the departments. It 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. Study in the graduate department signifies the highest step in scholastic preparation possible at Tech; graduate students this year number 321.

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 phases in these professional fields. 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 studying after a full day's work on the job, hence the advantage of graduate study.

Graduate study is highly recommended for students of engineering and science who wish to work in research, development, or highly technical and scientific design; and for students interested in industrial management at a high level, or who wish to serve as consultants in industry or government.

Master's degrees are offered in all engineering, science, and management departments; in addition, Master's degrees were initially offered this year in Nuclear Engineering and Nuclear Science. The degrees 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, Physics, Civil Engineering, Chemical Engineering, Electrical Engineering, Sanitary Engineering, and Mechanical Engineering.
Amid the recent developments of rocket power, jet propulsion, and supersonic flight, caused by the necessity of keeping world dominance in the air and the desire to perfect the conveniences of air travel, the aeronautical engineer has emerged in recent years into world-wide prominence.

Because of the recent increase in the demand for aeronautical research, enrollment increase has been allowed, courses in graduate work have been offered, and plans to give a doctorate degree have been made. The theoretical course has been augmented by improvements in the physical plant, which is now housed in two buildings and contains, in addition to classrooms and offices, a nine-foot wind tunnel, a two and one-half foot wind tunnel, a supersonic tunnel, and a structures laboratory.

This example of aeronautical research emphasizes the responsibility placed upon today's aeronautical engineer.

School of AERONAUTICAL ENGINEERING

DONNELL W. DUTTON, B.S. in M.E., M.S. in A.E. . Professor
Director of School

WALTER CASTLES, Jr., B.S. in A.E. . . . . . . Professor

ARNOLD L. DUCOFFE, Ph.D. . . . . Associate Professor

ROBIN B. GRAY, Ph.D. . . . . . . . Associate Professor

JOHN J. HARPER, B.S. in M.E., M.S. in A.E. . . . . . . . . . . . . Associate Professor

WALTER R. CARNES, B. of A.E., Master of Science . . . . . . . . . . Assistant Professor

GEORGE J. SIMITSES, B. of A.E. . . . . . . . . . . . . . . Instructor

WILLIAM C. SLOCUM . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Model Maker

GEORGE W. D. COOK . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Research Technician

HENDRIK R. HUDSON, B.S. in M.E. . . Wind-Tunnel Engineer

MISS SARAH Q. SLAUGHTER, A.B., M.A. . . . . . . . . . . . . Secretary

MISS SARA N. ROBISON . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Secretary

Looking like the finished product, an architect's model provides a preliminary medium for constructive criticism.
A spindle sets a liquid in motion, and a dial records the torque; in this way viscosity is accurately measured.

From one of the oldest arts known to man evolved the modern industry of ceramics, and for the purpose of developing such ceramics products as brick, tile, glass, cement, and other non-metallic mineral products, the Ceramic Engineering Department diligently trains students. The course of instruction covers four years and leads to a degree of Bachelor of Ceramic Engineering. Graduate work leading to a degree of Master of Science in Ceramic Engineering is also offered. A degree-holding student has the foundation that should enable him to succeed in production, research, administration, and sales of any of the ceramic industries.

The School of Ceramic Engineering was organized in 1923 when the need for a laboratory in which industries in the South could turn for aid became apparent.
To the chemical engineer befalls the responsibility of developing and operating the chemical and manufacturing processes which undergo chemical change in fulfilling the purposes for which they are used. The increasing need for such apparatus has thrust the chemical engineer into a new prominence.

Through a fine curriculum, accredited by the Engineers' Council for Professional Development, and augmented by limited registration in the Junior and Senior classes, the School of Chemical Engineering has progressed immensely in quality in recent years and has easily met the demands of industry with highly trained chemical engineers.

The first undergraduate degree in Chemical Engineering was awarded in 1903, and in 1950 the first Ph.D. degree to ever be awarded at Georgia Tech was conferred by the Chemical Engineering Department.

A fairly insignificant section of a gas analysis system exposes the complexity of advanced Ch.E. apparatus.

School of CHEMICAL ENGINEERING

WM. MEESE NEWTON, Ph.D. . . . . . . . . . . . . . Professor
Acting Director

J. M. DALLAVALLE, Ph.D. . . . . . . . . . . . . . Regents' Professor

W. T. ZIEGLER, Ph.D. . . . . . . . . . . . . . . . . . Regents' Professor

H. C. LEWIS, Ph.D. . . . . . . . . . . . . . . . . . Professor

H. V. GRUBB, Ph.D. . . . . . . . . . . . . . . . . . Associate Professor

H. C. WARD, Ph.D. . . . . . . . . . . . . . . . . . Associate Professor

J. D. FLEMING, B.Ch.E. . . . . . . . . . . . . . Instructor

C. A. MAYES . . . . . . . . . . . . . . . . . . . . . Mechanic

MRS. EVA BROWNING . . . . . . . . . . . . . . . . Secretary

LEFT TO RIGHT: Ward, Grubb, Fleming, Ziegler, DallaValle, Newton, Lewis.

WM. MEESE NEWTON
The chemist is truly the man-behind-the-scenes in paving the way for greater progress throughout the realms of industry and manufacturing.

Chemistry at Georgia Tech has been in the basic curriculum since the early days of the university’s existence. Completion of the undergraduate program leads to a Bachelor of Science degree and in addition, masters and doctorate work is offered. The doctorate degree is offered in the fields of organic, physical, inorganic, and analytical chemistry.

The Chemistry curriculum is especially attractive to those who are uncertain of the field in which they wish to major, since there are a number of electives which permit a student to later change to other fields, even medicine, dentistry, or law.
School of CIVIL ENGINEERING

Civil engineering is the oldest of the engineering professions. The civil engineer coordinates the resources of nature, man, and machines toward a goal of better living. In recent years, civil engineering at Georgia Tech has undergone spectacular changes to meet the challenges of today and tomorrow. New materials, new methods of design and construction, and the need for applying basic methods to new or modernized industries have demanded a more rigorous application of the scientific approach.

The civil engineer works in the broad fields of structural design, construction, hydraulics, sanitary engineering, transportation, soils engineering, surveying, and photogrammetry. The school has new modern laboratories covering all these specialties, and in addition to the undergraduate program offers masters and doctorate degrees.
School of ELECTRICAL ENGINEERING

Through such small wires is conducted that mysterious element which is harnessed by electrical engineers.

Because of the ever-increasing use of electric power and due to new developments in communication and sound reproduction, our rapidly advancing electronic and atomic age calls upon the electrical engineer for more new ideas and theories than he has ever before been called upon to produce. His job opportunities are many and varied.

The curriculum at Tech includes comprehensive training in the fundamental sciences. As a senior, however, the student in electrical engineering has an option to specialize in either electronics and communications or electrical power engineering. In either option, though, courses of other departments are required in order to give the graduate a broader aspect of the ever-advancing world about him. A degree of Bachelor of Electrical Engineering is attained after satisfactory completion of four years of study.
Due to the ever-increasing rise in the number and efficiency of machines and manufacturers, along with the increased emphasis on rapid production, the demand for industrial engineers is now the highest ever. The field of the industrial engineer is that of the production expert engaged in the planning, organizing, improving, managing, and operating of the various processes for producing all types of manufactured products.

To meet the need of industry for this new kind of engineer, the School of Industrial Engineering was formed at Tech. The first degree was awarded in 1946.

A student in the I. E. Department must possess leadership ability and sound judgment as well as knowledge of a technical nature. Upon the completion of a four-year course, the student is designated a Bachelor of Industrial Engineering.

Industrial engineers of the future experiment with models to compare the efficiencies of plant layouts.

School of INDUSTRIAL ENGINEERING

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ROBERT N. LEHRER, Ph.D.  Professor
JOSEPH J. MODER, Jr., Ph.D.  Professor
WINFIELD A. BROOKS, M.S.  Associate Professor
JOHN H. MACKAY, Ph.D.  Associate Professor
ROCKER T. STATON, Jr., Ph.D.  Associate Professor
R. N. TROWBRIDGE, M.A.  Associate Professor
CICIL G. JOHNSON, B.I.E.  Assistant Professor
JOHN B. DAY, B.S.  Lecturer
PAUL T. EATON, Ph.D.  Lecturer
ROBERT E. ESKEW, M.S.  Lecturer
TIE H. HIETT, JR., B.S.  Lecturer
MARTIN B. ROBERTS, B.I.E.  Lecturer
W. L. TREADWAY, B.S.  Lecturer
JACK R. WALKER, B.S.  Lecturer
WILLIAM G. DYER  Technician
MRS. BERNICE G. FOWLER  Secretary


FRANK F. GROSECLOSE
Only if engineers have the necessary resources can they keep the wheels of industry rolling. The management that enables the engineer to obtain his money, equipment, and supplies is developed by the Industrial Management Department.

The object of the department is to educate students in the precepts of management of capital, finances, and accounting; the employment and management of personnel; the discovery of new markets; and the utilization of existing ones. The I.M. course is not highly specialized or technical, and all other departments on the campus are open to the I. M. student. Particular emphasis is given to the development of personality and leadership ability in the I. M. major.

The degree of Bachelor of Science in Industrial Management is given upon completion of the required four-year course.

The tools of the Industrial Management student are used to prepare himself for a managerial future.
Every Georgia Tech student is at some time exposed to Calculus and the frustrating problems it presents.
HOMER S. WEBER


HOMER S. WEBER, Ph.D. Professor
Director of School

MARIO J. GOGLIA, Ph.D. Regents’ Professor

ROBERT L. ALLEN, M.S. Professor

WILLIAM B. HARRISON, III, Ph.D. Professor

A. DINSMORE HOLLAND, M.S. Professor

THOMAS W. JACKSON, Ph.D. Research Professor

JOSEPH P. VIDOSIC, Ph.D. Professor

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CHARLES W. GORTON, Ph.D. Associate Professor

OTTIS M. HARRELSON, M.S. Associate Professor

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PHILLIP G. Sexton, B.M.E. Instructor

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JOHN W. DAVIS Shop Assistant

JOSEPH G. DOYAL Shop Assistant

MARVIN C. INGRAM Shop Assistant

CLIFFORD R. BANNISTER Molder in Foundry

THOMAS D. SANGSTER Mechanic

MRS. ELISE L. NORRIS Instrument Custodian

MISS RITA HUDSON Secretary

The heart of the engine, its fuel injection mechanism, stands as a challenge to all automotive engine designers.

Since even before 1888, when the Mechanical Engineering Department was the sole degree-granting school of Georgia Tech, mechanical engineering has been a profession of utmost importance to the advancement of world civilization. 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 so that a student might 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.

The Pattern Laboratory has recently been converted to a research facility for the pursuit of projects by graduate students.
In every major department on the campus can be found varying examples of the far-reaching effects of physics. Physicists are no longer found only in laboratories and research stations; they are rapidly emerging to work side by side with engineers, especially with recent developments in the atomic power and guided missile fields.

Because physics is the foundation for engineering, all sophomore students at Georgia Tech are offered basic courses in physics. Four years of work in the School of Physics leads to a Bachelor of Science in Physics. The curriculum is designed to enable the student to select a career in either the practical aspects of physics or in the traditional scientific phases. In addition, advanced courses of study are offered on the master's and doctorate levels.

From the reflection cast by this reflection galvanometer, minute traces of electrical current can be measured.
The textile engineer supplies the creative talent and manufacturing genius necessary to carry out and further the advancing methods of fabric production and dying found in the South's oldest and largest industry, textiles. His work is widely diversified, covering in its scope the design, sales, chemical and technical aspects of the industry.

The A. French School of Textile Engineering, considered the most outstanding textile school in the nation, while constantly striving to produce the finest engineers to meet this ever-increasing challenge, offers the degrees of Bachelor of Textile Engineering and Bachelor of Science in Textiles. The former of the two degrees embodies the engineering phases of the industry, while the latter is divided into the Manufacturing Option and the Chemistry and Dyeing Option.
ENGINEERING DRAWING and MECHANICS

No engineer receives full or adequate training without a knowledge of certain basic courses. Georgia Tech offers two such courses of instruction, Engineering Drawing and Mechanics, for the purpose of providing students with sufficient knowledge of these subjects to perform the services required of an engineer.

Engineering Drawing, while fortified by descriptive geometry, is designed to give all students the basic skill needed in making and understanding drawings and representing their ideas graphically. While on the other hand, Mechanics, which is concerned with forces and their effects in producing and changing and in altering shapes of bodies, is designed to give a foundation for the design and construction of machinery, structures, and bridges.

Required of every Georgia Tech graduate is the ability to express his ideas graphically and with accuracy.
Shown is an excerpt from the Iliad; this classic epic initiates the student’s education in classic literature.

The Iliad

BOOK I

Sing, goddess, the wrath of Pelee,
its woe and all men’s tears.
In days of old, when many a king
was lord of wrongs innumerable,
many strong souls of heroes
be a prey to dogs and all
counsel of Zeus wroth
from the day when first
of men and noble Achilles
Strength of the mind and body are closely related. In order to supplement the academic courses at Tech, keeping the student physically fit and his senses keen, and in an effort to give him instruction and motivation in "carry-over" sports that he would be able to pursue after graduation, the Department of Physical Training presents a two-year course.

The freshman course of instruction is divided into swimming, gymnastics, and track. The swimming course is nationally known as a "survival course," the gym course develops skill and bodily co-ordination; while the track course develops lungs, legs, and heart.

The sophomores schedule indoor sports, consisting usually of basketball; outdoor sports, which include softball and touch football; and recreative sports, which consist of volleyball and paddleball.

to the aspiring or the training athlete, the timer's watch stands as the champion that can never be defeated.

deptment of PHYSICAL TRAINING

ARTHUR M. COLEMAN, B.A., M.A. . . . . . . . . Professor
Head of Department
LYLE B. WEISER, B.S., M.A. . . . . . . . . . . Professor
FRED R. LANOUÉ, B.S., M.A. . . . . . . . . . . Professor
NORRIS C. DEAN, B.S. . . . . . . . . . . . . . Associate Professor
JOE H. PITTARD, B.S. . . . . . . . . . . . . . Associate Professor

JOHN C. HYDER, B.S. . . . . . . . . . . . . . . Assistant Professor
TOMMY PLAXICO, B.S. . . . . . . . . . . . . . Assistant Professor
J. H. MCAULEY, B.S. . . . . . . . . . . . . . Assistant Professor
JOHN T. FOSTER, M.A. . . . . . . . . . . . . . Assistant Professor
BYRON A. GILBREATH, M.Ed. . . . . . . . . . . Assistant Professor
D. B. SINCLAIR . . . . . . . . . . . . . . . . . . . . . Clerk
MISS BETTYE JO HICKMAN, B.B.A. . . . . . . . . . . Secretary

LEFT TO RIGHT: Weiser, Dean, Lanoue, Plaxico, Coleman, Foster, Pittard, McAuley, Hyder.

ARTHUR M. COLEMAN
The primary purpose of the Department of Modern Languages is to give the student the sufficient mastery of a foreign language necessary 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 foreign language, of the civilization and literature of the countries in which the language is spoken, and as a result produce a much broader understanding of the world and its problems.

The well-informed engineer must have a broad background of general training in fields not specifically technical, such as a study of the far-reaching problems of our complex modern society. Courses offered by the Department of Social Sciences represent fundamental elements for understanding people. These are drawn from the fields of history, government, sociology, economics, and philosophy. The main objective of the department is teaching students to understand human relations, thus making it an integral part of the program of general education.
All industries today must be concerned with the problems of health and sanitation, both industrial and environmental. Students entering industry need a knowledge of these problems and the modern techniques used by governmental and industrial agencies in the solution of them. The Department of Public Health and Biology offers courses on the sophomore, junior, and senior levels, although most courses are offered on the graduate level. Available are courses in biology, anatomy, bacteriology, and human physiology, as well as sanitation and industrial hygiene.

department of PUBLIC HEALTH and BIOLOGY

The philosophy of the Department of Psychology, established in 1943 as a service unit, has been to stress the importance of the human factor in all phases of engineering and management. An attempt has been made to make the students sensitive to the whole man, his attitude, his feelings, his fears, and his desire for recognition and security. Through these courses the human element takes its rightful place among the factors which make up the fine engineer or industrial manager.

department of PSYCHOLOGY

JOSEPH E. MOORE, Ph.D. (on leave)  Professor
Head of Department
EDWARD H. LOVELAND, Ph.D.  Assistant Professor
Acting Head of Department
M. CARR PAYNE, JR., Ph.D.  Assistant Professor
RICHARD P. MOLL, M.A.  Assistant Professor
MRS. NANCY STEWART  Secretary
The Air Force Reserve Officers' Training Corps is the newest of the Georgia Tech ROTC units. It was re-established on the campus in 1950 after being non-existent since 1927. It was originally established in 1921 as one of seven such units throughout the nation. Its purpose is to select and prepare students to serve as officers in the Regular and Reserve components of the United States Air Force, and upon graduation from Tech, participating students are commissioned as Second Lieutenants in the Air Force.

The generalized course of instruction begun in 1953 is now in operation throughout the four Air Science courses. It has received minor modification to emphasize leadership, knowledge, and air power concepts. This past year the Air Force ROTC took co-op students for the first time.

The men who will pilot such aircraft for the defense of our country are trained in the detachment at Tech.

**AIR FORCE ROTC**

**WILLIAM R. ROBERTSON, JR., Col., USAF . . . . P AS**
**BENJAMIN C. WILLIS, Lt. Col., USAF . . . . Assistant P AS**
**PHILIP G. DEMURO, Major, USAF . . . . Assistant P AS**
**FRANK C. HERRON, Major, USAF . . . . Assistant P AS**
**PAUL REYNOLDS, Jr., Major, USAF . . . . Assistant P AS**
**ALFRED M. FIRTH, Capt., USAF . . . . Assistant P AS**
**KAY W. KROPSCHE, Capt., USAF . . . . Assistant P AS**
**LIONEL V. PATENAUTE, Capt., USAF . . . . Assistant P AS**
**WALTER C. STEVENS, Capt., USAF . . . . Assistant P AS**
**WALTER H. O'TT, Ist Lt., USAF . . . . Assistant P AS**
**JOHN R. CRUTSINGER, M/Sgt., USAF . . . . Supply NCO**
**CLAUDE B. DORR, M/Sgt., USAF . . . . Senior Clerk**
**CLARENCE W. TILL, M/Sgt., USAF . . . . Senior Clerk**
**BURREL C. YEAGER, M/Sgt., USAF . . . . Adm. Assistant**
**EDWIN F. CROCKER, T/Sgt., USAF . . . . Supply NCO**
**MURREL C. DAVIS, T/Sgt., USAF . . . . Senior Clerk**
**RAYMOND S. ELKIN, T/Sgt., USAF . . . . Senior Clerk**
**LEONARD W. MILENDER, T/Sgt., USAF . . . Senior Clerk**
**RICHARD P. HEIMERICH, S/Sgt., USAF . . . Senior Clerk**
**MRS. DOLORES C. CATHEY . . . . Secretary**

**COL. W. R. ROBERTSON**

LEFT TO RIGHT, FIRST ROW: Stevens, Patenaude, Robertson, DeMuro, Firth. . . . SECOND ROW: Kroepsch, Reynolds, Milender, Crocker, Sloan. . . . THIRD ROW: Ott, Debbas, Till, Yeager, Crutsinger, Herron. . . . FOURTH ROW: Elkin, Heimrich, Davis.
The Army Reserve Officers’ Training Corps, the oldest ROTC unit at Tech, was established in 1917. Since then it has been supplying the Army with junior officers in the Chemical Corps, the Signal Corps, the Anti-aircraft Artillery, the Infantry, the Ordnance Corps, and the Corps of Engineers.

The Army ROTC stresses military leadership training by offering the courses necessary to make a good Army officer. The basic course, taken in the freshman and sophomore years, is a general knowledge course. The advanced course, taken during the junior and senior years, is concerned with specialization in one of the six offered branches. Upon completion of four years of military science and graduation from Tech, the cadet is commissioned in the United States Regular Army or Organized Reserves.

A high-explosive artillery projectile is made more effective with the installation of a controlling element.
The helmsman's speed indicator, in spite of nuclear power and the jet age, still remains a Naval standby.

Since 1926, the Naval Reserve Officers' Training Corps at Georgia Tech has been supplying the Navy with Ensigns and the Marine Corps with Second Lieutenants. The NROTC student is obligated to take four years of Naval Science courses and during his junior and senior years applies for his choice of three options: a Naval Line Officer, a Supply Corps Officer, or a Marine Corps Officer.

Some of the men in the NROTC unit are attending Georgia Tech on Government scholarships under which the Navy pays almost all of their expenses. Most of the students are men selected among candidates for NROTC by the Professor of Naval Science to fulfill the quota established by the Bureau of Naval Personnel for the particular year.