FULL HOUSE AT THE COLISEUM

The atomic side of campus life

RAMBLER'S MILTON / see page 5
Once again Robert Lee Dodd is finding out the price of success. At this writing, the champion bowl coach of all time has lost two of the best men on his staff to other schools. What makes the two changes even more important to us is the fact that both of the Jacket assistants involved were Tech alumni. They will be mighty difficult to replace.

The first staff loss came when John Robert Bell, for two years head freshman coach on the flats, announced that he had accepted the athletic director and head coaching job at Southwest Louisiana Institute in Lafayette. It is a big break for the Tennessean, but a bad one for Tech.

A few days after the Bell announcement, word flashed over the AP wire from Columbia, Missouri that Frank Broyles had accepted the job as head coach at the University of Missouri. Broyles, the man that Dodd credited as the brains behind the Tech offense, was a Tech star in the years bracketing World War II. He has been a backfield coach ever since 1947 when he received his IM degree from Tech. He started out at Baylor then moved to Florida for a couple of years before returning to Tech as head backfield coach. He did a great job for Tech, and we will miss him come fall.

Another great name on the Atlanta scene will be missing in the fall of 1957. Ed Danforth, the dean of Southern sports writers, has retired from his desk as editor of The Journal's sports page and gone into the public relations business. Danforth, for years Bobby Dodd's favorite member of the fourth estate, has covered Tech football under all three of her coaches. We didn't always agree with his columns, but we always respected his talent, his courage and his love for the world of sports. It just will not seem like football season without the "Colonel's" byline.

Before we bid the final farewell to the 1956 football season, we'd like to pass on to you a couple of choice remarks overheard during the Gator Bowl. The first one is credited to Jacket sophomore end Jerome Green. Jerome, upon hearing Wade, Mitchell's wonderful speech of acceptance of the Most Valuable Player Trophy, said, "Man, that Wade can sure cope with those words."

The second incident was first reported in Jesse Outlar's column and concerned that immortal Tech character, Ken "Sam" Owen, who recently signed with the Montreal professional team. Sam's answer to trainer Buck Andel's query about how badly he was hurt on the tackle following the second-half kickoff was, "I think my neck is broken."

"But, since this is my last collegiate appearance," added the Jacket fullback, "I'll just gut it out."

Two years ago this coming May, the Georgia Tech faculty did away with the seldom-off-the-carpet campus humor magazine, The Yellow Jacket. Everyone who read the final issue of the magazine agreed it received the fate it deserved. This past fall, a new magazine—built on a photo-text platform—rose up to fill the vacancy in the campus publications left by the demise of the YJ. The new magazine's name is The Rambler, and it was voted into the publications family by the faculty that banned the YJ.

Dean George Griffin and his associate Dr. John J. Pershing fought long and hard to give the new magazine a chance. Fighting along side of them was a junior who is now the editor of the magazine. His name is Dave Milton and he has sold photo stories to Sports Illustrated, Colliers and Look, as well as worked for Life during one summer. You can get a look at Dave, his staff and the new magazine by turning to page 5 of this issue.

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Bef Wallace Jr.

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12. THE FIRST INTERIM REPORT — an edited version of the report by the President’s Committee on Education Beyond the High School.


18. TALK ABOUT TECH — the news this month leans heavily to the atomic side.

20. FOOTBALL: SCORE SIX FOR KICKS — the Jackets whip Pitt in a bruiser in the Gator Bowl.

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Charles Simons, '37, V-P     Walt Crawford, '49, Treas.
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Staff

Bob Wallace, Jr., '49, Editor
Bob Eskew, '49, Advertising     Mary Peeks, Assistant

THE COVER

Dave Milton, a junior Industrial Engineering student from Miami, Florida, is the first editor of The Rambler, Tech's new phototext magazine. Dave, an experienced photographer, has recruited a staff and is now directing the production of such stories as those on pages 8 through 10 of this issue. For more please turn to page 5.

Photo — Fred Goodman

OUR ROLL CALL this year again wears the look of success. Running well ahead of last year's figures in both dollars and number of members, the Tenth Roll Call once again has reaffirmed the loyalty and affection you—the alumni of Georgia Tech—hold for your Alma Mater. And even more important, these figures reflect the faith you have in your Foundation and Association's program for helping Tech. Here are the comparative figures for the Ninth and Tenth Roll Calls at the halfway point in the two campaigns:

<table>
<thead>
<tr>
<th>ROLL CALL</th>
<th>DATE</th>
<th>DONORS</th>
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<tbody>
<tr>
<td>Ninth</td>
<td>Dec. 31, 1955</td>
<td>3976</td>
<td>$114,164.64</td>
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<tr>
<td>Tenth</td>
<td>Dec. 31, 1956</td>
<td>7550</td>
<td>$227,587.82</td>
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</tbody>
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Incidentally, those 7550 donors already have eclipsed by over 400 the old Tech record.

Plans are now underway to make extensive use of these funds for the purpose for which they were given—strengthening the academic side of Georgia Tech. To some extent these funds already have been used where urgently needed for this purpose. And, in the immediate future, your Foundation will undertake a broad program of salary supplementation and other expenditures directed toward general academic improvement at Tech. This has been made possible by your response to this second big roll call.

If we believe that our colleges in general and Georgia Tech in particular are training America's leaders of tomorrow—and all statistics show that they are—then we have a responsibility we cannot shirk to help Tech reach new standards of excellence. Tech alumni have proven by their willingness to help that they are aware of this obligation.

A recent report of the Carnegie Foundation dealing with financial help to higher education shows that alumni are still the biggest source of funds. But, this report points out that corporate giving has moved into second place and is increasing rapidly each year. Last year alone, gifts to higher education from business and industry more than doubled those of the previous year.

Our own fund raising effort at Tech includes a business solicitation which was very productive last year.

Thank you again for your support. And if you haven't answered this year's Roll Call, please do so as promptly as you can.

Every member of Alumni Board feels, as I do, that it is our job to represent you in all Alumni matters.

Tech Alumnus
A LOOK AT THE RAMBLER
a new magazine tries to replace the Yellow Jacket

Creating any new magazine is a tough, time-consuming and often thankless job. Add the fact that you have to replace a magazine as controversial and beloved as The Yellow Jacket, and you have the size of the problem.

This new photo-text magazine, The Rambler, was approved by the faculty just about a year after the untimely death of the YJ. Right after the approval, Tech's publications board elected Dave Milton as editor. Dave, a junior IE, spent the rest of the spring rounding up his staff. In October, the first issue of The Rambler reached the students. They were not overly impressed. "Where," they asked, "are the pretty girls, cartoons and offbeat features that we want in a magazine? As you can see on pages 8-10 of this issue. Dave and his staff bowed to the readership.
THE STAFF PROBLEMS

CONTRARY TO PUBLIC OPINION, finding a writing and photographic staff for a magazine is not an impossible job on an engineering campus. Today's engineering student is not as unaware of the arts and humanities as some would have you believe. Last year, the Blue Print, Tech's yearbook, received a top-flight rating, nationally. And The Georgia Tech Engineer has been carrying off national honors for years.

A few of the staff members recruited by Dave Milton were veterans of the Yellow Jacket staff while others had previous experience on Tech's other publications.

The key men on the staff started working on the first issue during the summer. By the time the Tech students checked in for the fall quarter, the initial issue was in the advanced planning stage. Business manager G. B. Espy and his group had managed to sell enough advertising space to meet their budget responsibilities. Ahead was the job of photographing, writing, layout and continuous discussion shown on these two pages.

FIRST STEP IN PRODUCTION IS HANDING OUT ASSIGNMENTS

THEN MILTON SELLECTS PICTURES FROM THE CONTACTS

AND CHECKS THEM WITH ASSOCIATE GARNETT KEITH.
Layouts and story editing get the combined attention of the editor and his top staff members. Left to right, associate editors Phil Kaplan and Garnett Keith, editor Dave Milton and layout editor Wendell Barfield.

At the photo staff meeting chief photographer Fred Goodman, right, goes over enlargement assignments with staff members.

Business manager G. B. Espy collects his advertising figures and reports his space requirements and revenue to the editorial staff.

After the magazine arrives, a circulation staff member trudges up the hill to the Administration Building for delivery.

February, 1957
SOUNDOFF!

What’s wrong with present day college students and how do they differ from those of a number of years ago?

Commander Heim
Drawing and Mechanics

Students are doing much better this year than in previous years, and I believe it can be attributed to the increased amount of screening given the new freshmen. Something that makes communication difficult with students is their lack of desire to confide in professors. You just don’t know what a boy is thinking about sometimes and oftimes this makes it difficult to judge him. In recent years the quizzes have been made somewhat easier than they were some years back. Such hard quizzes were given to maintain the high standard of education.

Mr. Hagedorn
Electrical Engineering

The difference between students of today at Tech and a while back can best be shown by presenting the difference in attitude and maturity of the World War Veterans and the civilians at school now. Being older and having settled down, they needed to be active to a lesser degree than the present-day student. Therefore, they had more time to study. Also because of their maturity, the veterans realized the true value of each subject as not an obstacle but a much needed link in preparation for their profession.

Professor Bortell
Physics

Students today have much more general information than they did, say 10 or 15 years ago, though newspapers, radio, and T.V. But in the subjects of Math and Physics the students of today are much less prepared than those of a decade ago. Also, today, so many textbooks are published with readily available formulas that students do not attempt to reason problems out but try to “plug in” numbers into the formulas.

Also, the students of today don’t seem to take failing a course as seriously as they used to. It used to be that when a boy failed a course he felt bad about it, but nowadays, students appear not to take it so hard.

Prof. Armstrong
Drawing and Mechanics

Having been teaching at Tech the last 11 years my situation differs slightly from other professors. When I first arrived here many of the students were veterans, and then, when the majority of students began coming directly from high school, they just didn’t seem to measure up to the ability of the veterans. The influence of stiffer elementary schooling and entrance exams will help to improve future incoming college men. The majority of the students are the same as those of a decade ago.

Captain Larson
Drawing and Mechanics

The reason students are not as good today as they used to be is not their fault. Because of the increasing number of students and the decreasing number of teachers, the students now aren’t prepared for college work. The high schools are not as strict; the students don’t attempt to learn while there. Why? A while back a young man had to work to go to high school. He appreciated this education if he stuck it out. Now with much more prosperity, most students who enter college don’t know the value of a dollar or an education. And when they do enter school, they are given false impressions by many upper-classmen and professors that tend to change their good attitude or strengthen their poor one, whatever the case may be.

Prof. Metcalfe
English

The typical student today is the same typical student of fifteen years ago. He is still lazy, doesn’t want to accept new ideas, and, as before, he procrastinates.

FROM THE RAMBLER

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Tech Alumnus
Place The Face?...

see next page
THE GOOD DEAN is assisted by a pledge in donning his protective raincoat just before his face is smeared with pie.

HAVING WON distinction of smearing Dean Pershing's face with goo, Neil Braverman and Grant Schneider "rub it in."

Pershing Pie

FOR THE PAST FEW YEARS AEPi Fraternity has coupled a pie-throwing contest with Tech's Ugly Man contest in an attempt to up their ante for the cause of charity. In their more centralized location this year, the chapter was able to give a new twist to the annual affair, attracting quite a crowd of participants and spectators. One of the more renown "targets" of the evening was the pipe-smoking, crewcut Associate Dean of Students, Dean Pershing. Two AEPi pledges won the privilege of anointing the Dean by bidding highest for the coveted pie and found the gentleman equal to the task.

Photographed for THE RAMBLER by Fred Goodman

THE GOOD DEAN

SHEDDING THE RAINCOAT, Dean Pershing peers through a haze of meringue to the utterly convulsed crowd watching.

A GOOD SPORT mends his wounds of battle with a good washing and becomes living proof that even deans are human.
IM INCREDIBLY LAZY. Before I ever get down to serious study in the library I always go through the same set of preliminaries in the same sequence. Actually, they’re devices to delay the inevitable, but I always tell myself the same thing — that they’re necessary to put me in the proper mood for studying.

Before I ever begin the journey from my room to the library I plunk myself down at my desk, carefully plan the tactics of my proposed assault on learning, and then pile up every book and piece of equipment that I can convince myself I can possibly use. Once satisfied I’ve got everything that I need (always about twice as much) I take one last passing look at the TV set and reluctantly make my way out into the cold, cold, night.

I never go straight to the library. First stop on my circuitous route is the Architecture building. Generally, I just nose around the exhibition halls for a few minutes. But if I should stumble onto a fondly-hoped-for Architecture jury I settle back for at least an hour’s worth of sheer entertainment.

After I’ve exhausted all possible excuses for haunting the Architects I step out the front door and come face-to-face with my goal. The cheery facade of glass and stringers of fluorescent lights casts down a benevolent glow and lures me on. And the bowed silhouettes of students in the throes of concentration set an example not easily ignored. So with a lift I quicken my pace across the library’s glowing flanks, labor up that tortuous flight of semi-stairs and slip in on the ground floor.

But the battle has just begun. Cursed be the man who placed the music room so accessible to the entrance. Of course, I go inside, “Just to browse around and listen for a few moments.” As often as not, the “few moments” stretch out to a few hours. But if I do survive the wiles of Beethoven and Brahms, my next move is to wend my way up to the most remote corner of the third floor. It doesn’t take much to distract me from my academic ardors so I place myself with my back to the world and brace myself for the big plunge. I flip open a text, stare at it awhile — and falter.

And at last the big moment comes. I can not and will not delay any longer. I stalk over to my desk, make a determined grab for my assignment book, fix my eyes on the printed page and concentrate.

Then it happens. A voice scarcely discernable from the silence comes down to me from nowhere and says in a ghoulis wheeze, “The library will close in fifteen minutes.” And so, it was all for naught.

DON’T GUESS I’Ll ever learn, but judging from some of the material available on those magazine racks I mentioned before, a few men in this ’ol world have really learned. I’m not referring to the mastery of some set procedure for study. When I say “learn”, I’m thinking of the scientific and technical competence which is evident in the gaudy conglomeration of reading matter that comprises Tech’s technical magazine reference section.

I’m continually amazed at the amount of detailed research that goes into the precise knowledge necessary to make a technical publication pay off. I’d be afraid to number the man hours of deep digging that goes into just a one month’s sampling of these magazines, but with titles like “Dynamica, An Investigation of the Substance of Life”, or just a straightforward “Concrete,” it’s obvious that they must number in the many thousands of hours.

But the amount of time spent on them is only a secondary thought when compared to the degree of technical fluency they exhibit. This truly is their life’s blood. The work of the world’s best minds is crowded together so compactly in one of these magazines that a top research man, not to speak of his work, is often lost in the mob. Consequently, we lose sight of the great intelligence involved in compiling a technical publication of any professional repute.

Too often the undergraduate student will become bogged down in the petty details of his academic pursuits and will fail to realize the gold mine of knowledge he has at his fingertips. I don’t deny that in the realm of plans and projections it would sometimes impede progress if too much time was spent on how the reference material got there rather than what it says. But unless a student is well grounded with a respect for his reference material he will sometimes abuse it rather than use it.

And lastly, these technical publications link plans and formulae to the real world (and vice-versa, as a matter of fact) and will shake the errant student from his lethargy of non-conceptual thinking. For this reason they are heartily recommended.

In fact, the Georgia Tech library has an almost endless variety of things to recommend it to the students of Tech. But, to cover them I’ll need more space than this.
The first interim report by the President’s Committee on Education Beyond High School

HIGHER EDUCATION AND YOU

The inescapable fact about the future of education beyond the high school is that in 1956 almost twice as many children will be born in the United States as were born in 1936. Already more people than ever before are attending the Nation’s colleges, universities, and other post-high school educational institutions, yet the impact of the greatly increased birth rates of the past 15 years will shortly strike, and will be felt with mounting intensity each year as far into the future as we can foresee. Moreover, the patterns already emerging in our society will necessitate that a much higher percentage of this vastly increased population receive education and training after high school. In fact a 75 percent increase in professional and technical personnel is predicted by 1975 along with a 25 percent decrease in laborers. Simultaneously the greater income available to many families will increase the incentive and provide the means to pay for the education of more young people.

It is inevitable that by 1970, less than 15 years from now, larger proportions of the much larger numbers of young people will demand post-high school education and training to earn a living, to discharge the responsibilities of citizenship, and to enjoy the leisure which their increased productivity will earn. Indeed, the number in colleges and universities alone will be at least doubled, and may well be triple the more than 3 million now being served, while other millions will seek to be served by correspondence schools, private resident schools, educational television, apprentice training, and other programs.

In addition, current trends leave no doubt that many million more adults of all ages will look to a growing variety of institutions and programs for the education and training they too will need to adjust to the changing world. We are achieving in this country mass wealth, mass goods, mass leisure, and mass opportunities for further education. This is a new way—a never-before experienced way—to live on a national scale.

These undisputed facts present the American people and their educational system with their greatest challenge and their greatest opportunity. To meet this critical situation in time, the President has charged the Committee on Education Beyond the High School with alerting the American people to the major problems. He has asked the Committee to stimulate active and systematic attack upon these problems, already urgent, lest they become increasingly critical in the next 10 to 15 years.

The Committee’s Approach

The educators and laymen who comprise the President’s Committee agreed that the Committee has a twofold function: first, to stimulate informed public discussion that will lead to action; and, second, out of this discussion and the Committee’s own deliberations to forge useful recommendations to guide citizen action in cooperation with institutions and governments to reduce at least some of the major problems. In support of these aims, the Committee has within the past 6 months held 5 Committee meetings and numerous subcommittee meetings; formulated premises to serve as bases for the work ahead; heard views of many educators, informed laymen, and interested groups and made plans to hear many more; gathered a staff to supply and refine needed information and to help implement the Committee’s plans; and established a course of action to provoke widespread discussion in every State and region, to identify and bring to the attention of the Nation the most critical problems of post-high school education, and to stimulate action to solve them.

As a part of the whole task, the Committee and its staff have made a series of studies defining the basic problems in the following areas: (1) the demand and need for education beyond the high school, (2) the resources to meet the demand, (3) some of the modifications and improvements that might be applied, and (4) the relationships of the Federal Government to this field of education. A panel of Committee members was assigned to each of these four problem areas to clarify the facts and identify the central issues. New panels will now be formed to focus upon the issues thus identified.

As a first step toward bringing the basic questions to the attention of local groups and stimulating the kind of public discussion that will lead to action, the Committee has set up the machinery for a series of conferences in five regions which together comprise all the States and Territories. These will be convened between January and June 1957. To prepare for the conferences, the Committee arranged for five regional “workshops” organized under the auspices of an organization or institution in each region. These organizations and institutions included the Southern Regional Education Board, the Western Interstate Commission for Higher Education, Radcliffe College, the College of Education at the University of Illinois, and New York University. The “workshops,” meeting in October and November 1956, brought together from their respective areas educational and civic leaders who suggested agenda for the regional conferences designed to ensure that they will focus on the major problems relevant to each region. They also set up machinery for organizing and conducting the conferences.

Out of the ensuing regional conferences it is hoped that there will come, from the opinions of informed lay and professional persons: first, an outline of the relationships between post-high school educational policies and the national welfare; second, a delineation of the most pressing problems in the region; third, a listing of those next steps which should be taken regionally and within individual States in the region to bring about action to resolve these problems; fourth, a summary of those conclusions on which subsequent action should be based; fifth, an identification of the relationships that should exist between the Federal Government and education beyond the high school. It is expected also that the regional conferences will give strong impetus to followup conferences and early action within the States.

Preliminary operations began in April 1956 with available discretionary funds,
The first effort by President Eisenhower's new committee of our citizens charged with stimulating active and systematic attack on higher education's many and varied problems

supplemented in July by the 84th Congress, which appropriated $150,000 for this year and authorized but did not appropriate $650,000 for State conferences. Congress also authorized the Commissioner of Education to accept donations of funds, equipment, personal services, and facilities.

Preliminary Conclusions

The Committee's discussions, the staff's researches, and the discussions that members of the Committee and staff alike have had with educators and lay people suggest the following conclusions. We hope that there will be much examination and frank criticism of these preliminary conclusions, for they will form, as modified by discussion, the basis for our later recommendations.

1. Our ideals and the increasing complexity of our civilization require that each individual develop his or her talents to the fullest.—This country will never tolerate the nurturing of an educational elite. We must never have a system that provides education beyond the high school just for those capable of being trained for the professions and specialized occupations. In addition to repudiating our ideals, such a system would fail progressively shorter of meeting the needs of the technology and the general society of the 1960's. At the same time, we must find ways of eliminating the waste of talent inherent in the fact that tens of thousands of our superior high school graduates do not go on to college.

This country's educational system must help each elementary and secondary school pupil and his parents to recognize better his own talents. It must develop among its teachers the skills needed to identify talents and to measure capacity. It must be equipped to give professional guidance not only to the student, in school or in college, but to the individual who, after his formal schooling is over, seeks further education. Improved guidance programs are clearly indicated for youth and those who wish to continue their formal and informal education.

Greater encouragement must be given to women to carry on their education and training beyond the high school. They are rich resources in the efforts to meet shortages in many occupations, and the recent changes in the patterns of their work experiences reflect both the great need for their services and the breaking down of barriers in professions and occupations. There is a need to train more women for careers and still greater need for business and industry to accord women an equality of opportunity.

2. The needs of the individual and of society plus an unprecedented growth in the population of post-high school age will far outrun the present or planned capacity of existing colleges and universities and other post-high-school institutions.—The vital statistics have been stated and restated. Each year's new data on population and enrollments are translating earlier estimates into reality. While there is time, plans must be made to provide the needed capacity—in teachers, buildings, and funds. The dimensions of the problem must be given ever wider circulation. Unless the laymen as well as the educators are aware of the problem, no effective planning can be done, for the decision and the cost eventually rest with all of us.

3. The needs of the oncoming millions of individuals with varying capacities and interests will call for a broader range of educational opportunities, and less rigid time requirements. Plans for the expanded educational system that is needed cannot be developed solely on the popular belief that the 4-year college is the only standard of value of education beyond the high school. The needed range of educational opportunities will among other things include extended secondary school work for some; apprenticeships for others, 2-year general study programs for many, 2-year technical training for subprofessional positions, 4-year liberal arts courses for still others, professional preparation for many, and a wide variety of adult education programs. Moreover, a restructuring of some of the existing institutional relationships may well be necessary.

The growth of community and junior colleges is a significant development of our educational system in this century and is probably the next logical step in filling in and rounding out our educational system. While the emphasis in many junior colleges is to prepare students for transfer to 4-year institutions, an important function and contribution of the 2-year college has been to offer a terminal program aimed at providing general education and training for the subprofessions and occupations of a highly technical nature. There appears, however, to be a constant pressure both from within and without these institutions to become 4-year colleges, thus defeating the major purpose for which they were established.

Short-sighted economic pressures will increasingly stress specialized vocational training. Hence the Committee feels obligated to emphasize that education in its broadest sense should be the common objective of all these institutional programs. An understanding of our own and other cultures and of the physical and social world in which we live is essential for the members of a self-governing society. The individual must be encouraged to continue, throughout his or her lifetime, to seek broad liberal education as well as specialized vocational training. In the last analysis, the measure of success of an educational system is the extent to which it kindles in the individual a continuing desire and sense of responsibility for self-development and enlarged understandings.

Even for those who will be entering upon the traditional collegiate and professional curricula, the inflexibility of the prevailing pattern of 12 years in elementary and secondary schools, 4 years in college and 2, 3, or more years in professional school is in conflict with contemporary social trends. It fails to account for the varying aptitudes of students and for the cumulative effect upon their lives of the lengthening curriculum when coupled with existing military obligations, earlier marriage ages, and earlier retirement ages.

Fortunately the existing American post-high school educational system does offer considerable diversity. But to fit increasing numbers possessing widely varying capacities and interests into an increasingly complex civilization, even greater diversity among institutions may be required. Educational institutions, as well as accrediting agencies and educational associations and foundations, must encourage and support experimentation. The public must be helped to realize that in such experimentation and in the provision of a greater variety of educational opportunity lie the assurance that more men and women will have better access to more education.

However, in expanding and diversifying opportunities, or in accelerating the formal educational process, we must never lose sight of the crucial importance of maintaining high standards, and we must be constantly alert to improve the
The first sellout crowd—6800 strong—in the short history of the Alexander Memorial Coliseum saw Kentucky whip Tech's crippled Jackets, 76-65, in their January 28 game. Tech's three-year Captain, Bobby Kimmel, failed to start a game for the first time in four years when a severe case of virus felled him on game day. The Jackets had to go all but the final eight minutes without the SEC's best defensive player and their own key playmaker.

A bad shower just before game time cost Tech a completely full house as around 175 students who held seats for the game failed to make it to the Coliseum.

Tech looked like they might come through and win one for Bobby as they went out at intermission with only a 38-35 deficit. But a bad stretch at the start of the second half when they went 7:34 without a field goal put them back by a 50-39 margin. With Kimmel in to steady them and Wildcat big man Ed Beck out on fouls, the Jackets pulled up to 63-58 with five minutes remaining. But Kentucky's Johnny Cox—best man on the floor that night—got red hot and pulled Baron Rupp's boys out of danger.

Tech's top man was center Lennie Cohen. The 6' 5'' senior scored 24 points and grabbed 15 rebounds. Sophomore guards Blemker and Randall added 16 and 12 points respectively.

The Jackets now go into the home stretch with a 3-4 league record and an 11-7 overall on the season.
Tech's red-hot sophomore guard, Terry Randall, fires two of his points against the Wildcats in the Jackets' valient fourth-quarter rally.

Lennie Cohen, high-scorer and top-rebound man for the Jackets that night gets up in the air to tip in a miss by Randall (10).
quality of the educational offerings.

4. Many more able and qualified teachers will be needed than present efforts can provide.—The profession of college teaching must be recognized and rewarded equally with other professions in order to attract and retain qualified individuals. Talented young people often will not select teaching because they have found it does not provide the economic advantages of other professions. Teachers are leaving the profession for better paid jobs in numbers so large as to justify the most serious concern.

Immediate steps must be taken to reverse this trend. The Committee is impressed with the need for increasing the financial rewards of the teaching profession. It is also impressed with the need for reducing the nonteaching requirements so frequently imposed on faculty members.

This profession more than any other depends on self-reproduction and thus support of those faculties and institutions that train teachers is of prime concern. Moreover, sources of teachers seldom used must be tapped, such as the practicing scientist, the qualified housewife whose family obligations will permit outside employment, the experienced businessman and trade union representative, and the competent retired teacher. Institutions must experiment with means of extending the leverage of the faculty, including increasing the size of certain classes, reducing the number of courses, utilizing communication media such as television, and eliminating clerical duties. However, such steps should be looked upon candidly as interim measures pending development of a more fundamental solution. Qualified teachers, in numbers far beyond any that present sources could supply, will be needed, not only for colleges and universities but for all institutions engaged in education beyond the high school. And because the quality of education beyond the high school is so evidently dependent upon the quality of the foundations laid in the elementary and secondary schools, the Committee equally emphasizes the growing necessity for far greater numbers of able teachers in those schools.

The training of college teachers, the Committee recognizes, is a special problem of great urgency as the training of engineers, scientists, nuclear physicists, or physicians. It will consider whether additional special programs may be required, or even, as has been suggested, that some institutions might be encouraged to concentrate on training college teachers.

5. There must be promptly formulated an explicit, considered policy as to the role of the Federal Government in education beyond the high school. — The Federal Government, through many separate agencies, now does many things that involve and have an impact on education beyond the high school. Aside from the obvious impact of military service programs on post-high school youth and the services performed by the Office of Education, major examples are aid to land-grant colleges, the surplus property program, agricultural extension and research, National Science Foundation research and fellowship programs, veterans' education, vocational rehabilitation, ROTC programs, the college housing loan program, contract research sponsored by many Federal agencies, and international education programs, among many others. In recent years the Federal Government has spent more than a billion dollars annually in educational activities beyond the high school, and yet no overall policy exists.

Over and above these separate programs the Federal Government is even now being called upon for an increasing number of other forms of support such as: extension of loan programs; scholarship aid, especially for aspiring teachers; special "crash programs" for production of doctors, atomic scientists and engineers, and even contributions toward vocational training in the 13th and 14th years. The Federal Government has no clear and explicit policy to guide the consideration of such proposals.

A policy should be formulated, after full study and informed debate, with regard to the broader needs of the whole society, before crash programs to assist any one occupational group or particular type of institution are established. The Committee will have more to say on this matter in its next report.

6. Even with the best possible utilization of existing resources, additional financial support must be provided if the additional millions in the population are to be enabled to develop their talents to the fullest.—It is already crystal clear that post-high school education will cost much more in total as each year advances. Even though it will probably cost more per capita, it will also continue to pay increasing dividends to our Nation and our people.

As promptly as possible there should be made State-by-State analyses of how many are to be educated, what the costs will be, what rearrangements and expansion of facilities will be needed, and what new types of institutions will be necessary. The problems differ widely from one State to another. The planning should obviously involve cooperation between public and private institutions. To encourage this kind of analysis and planning the Committee will consider the desirability and feasibility of early Federal grants-in-aid to the States to insure that planning will be completed in time to solve the problems.

Even while the localized needs are thus being specified and defined by the State studies, consideration must be given to how and by whom—the individuals and their parents; private employers; private philanthropy; local, State, and Federal governments—the increasing costs of supporting more individual students, training more teachers, and building more buildings shall be borne. It is already clear that present resources will be grossly inadequate.

As larger proportions of young men and women are encouraged to continue their education, so many more individuals may have to be aided in meeting the costs. This appears likely even though it is expected that there will be greater discretionary incomes available to most parents. Federal participation is already being demanded. This and alternative proposals must be weighed.

Simultaneously, sources of financial support for both public and private institutions must be expanded to employ additional teachers at better salaries, to build and expand buildings, and probably to create new institutions of varying kinds. This, the Committee's studies indicate, will be needed even after all existing institutions, faculties and facilities are stretched to encompass more. Hence the Committee will weigh proposals for grants for teacher training, loans for other than self-liquidating buildings, grants for various kinds of physical facilities, construction of ROTC facilities at Federal expense, and still other proposals that are already being considered by some legislators.

Timely Action

A chief purpose of the Committee's assignment is to give the American people the salient facts about education beyond the high school and to show the need for planning timely action on local, State, and Federal levels. While the Committee is finding and presenting those salient facts, and also focusing upon its own recommendations, it is seeking to obtain the benefit of the thinking, analysis, and planning already being done in many places and by many able people and to stimulate more. In effect, the Committee believes that it can achieve its real mission only by actively involving responsible educators and lay citizens in the process of formulating conclusions and making recommendations.
Tech's 5,500 lbs. Uranium Arrives

Fifty-five hundred pounds of uranium — Georgia Tech's loan from the Atomic Energy Commission — arrived on the campus in January. The metal — in the form of 5-pound slugs (see picture above) — was shipped by truck from the Savannah River plant of the AEC.

The uranium slugs, which measure only 8 inches long by 1 inch in diameter, will be used by Tech in the sub-critical nuclear assembly to instruct graduate students in the experimental reactor physics course. The assembly, shown at the left in construction, was built in the machine shops of the Engineering Experiment Station. It is now housed in the Tech power plant undergoing tests. Upon completion of the new Radioisotopes Laboratory, it will be moved to the new building.

The New Radioisotopes Laboratory

Plans for Tech's new Radioisotopes Laboratory building will be presented to the Regents at their February meeting. The new building (see architect's sketch below) will be located at the corner of Sixth and Plum Street on the campus. The 9,680-square-feet building, made possible by a special $300,000 grant from Governor Griffin last April, will be used for student lectures, laboratory work and research projects. Construction will start in April.
Lynn Snodgrass, exhibits manager for the American Museum of Atomic Energy, sits in front of the title display of the exhibit that was at Georgia Tech from Jan. 13 to 25.

"In certain thyroid cases, radioactive iodine has been used fairly successfully."

Atoms for everyone

A SPECIAL EXHIBIT, sponsored by the Atomic Energy Commission, the Museum of Atomic Energy and Georgia Tech, visited the campus in late January. Housed in the Textile Building, the exhibit drew over 3,000 people in its short stay.

The exhibit featured demonstrations and displays of the relationship of atomic energy to our daily life. As the pictures on these two pages show, the exhibit was a field day for Alumnus photographer Bill Diehl.

And another small boy appears intrigued with "Dogwood's" story of atomic energy.

A small boy has a most difficult time trying to lift a small piece of pure uranium.
"When you hold the geiger counter along the body, you'll notice it just clicks sporadically."

"But, as we approach the region where the gland is located the counter begins to click steadily."

Charles "Chuck" Taylor, senior IM, was one of the eight Tech students who acted as demonstrators for the exhibit. With only a few hours of briefing and one evening of reading, Chuck became so proficient that he was addressed as Doctor several times during the first showing on Jan. 13. Under the photos, part of Chuck's spiel is noted.

Another Tech student, Tom Lowndes, describes the fission process with the aid of this display.

The little boy from the comic strip picture examines another display then walks away perplexed.
FOOTBALL: Pittsburgh, second verse the same

A BAND OF OPPORTUNISTS from Georgia Tech won their second bowl game in 361 days from a revenge-minded Pittsburgh team by whipping the Panthers, 21-14, in the Gator Bowl on December 29. The Jackets had opened the 1956 year on a most similar note by edging the Pennsylvanians, 7-0, in the Sugar Bowl on January 2.

The win, Tech's sixth consecutive one in a bowl, protected Coach Bobby Dodd's perfect bowl and TV records.

Tech took the lead early in the first quarter and was never headed by the big, tough Panthers. Halfback Paul Rotenberry, one of Tech's 21 seniors, put the Jackets in business on the Pitt 29 with a leaping interception of a deflected Panther pass at the 48 and a 19-yard return. Nine plays later, another senior, Ken Owen, drove off left tackle for the score. Most valuable player Wade Mitchell added the point.

After the magnificent goal line stand that halted the Panthers at the two, the Jackets kicked out. Later in the second quarter, the Jacket second team, led by Stan Flowers' great running, drove 70 yards to the second score. George Volkert threw a running pass to Jerry Nabors for this one from the Pitt six. But the big run on the drive belonged to Flowers, who gave a preview of things to come with a 34-yard twisting, turning run to the Pitt 35 early in the drive. Mitchell again added the point.

With 16 seconds left in the half, the Pitt quarterback threw a 42-yard pass to halfback Bowen, who had eluded Mitchell with the aid of a beautiful block by an official. Bowen fell over the goal and the point was added via a pass.

The Jackets, incensed by the sudden turn of events, scored again right after the second half kickoff. Ken Owen separated Bowen and the ball on the runback, and Gibbs recovered for Tech on the Pitt 37. Ten plays later, Rotenberry flashed around end on a sweep to score from the five. Mitchell closed out the Tech scoring with his final kick.

The Panthers scored later in the third period on a 71-yard drive that brought them back to within seven points of the Jackets. But the Tech defense closed out the Panthers wild, final-quarter passing show with a Mitchell interception and a couple of great line plays to win it, 21-14.

It was a great closing game for the team Bobby Dodd called, "the greatest I have ever coached." For the Jackets had to play their best game to beat the Panthers, a team who wanted to win this one more than any in a year.
Bargains from "Ye Old Robbery"

The College Inn Page

FOR A COMPLETE SELECTION of official Tech gifts for alumni or future Recks, think of the Georgia Tech College Inn. Write or visit us for a free Tech brochure and other information about these gifts. Here are some of our other specials: White or gold juvenile award sweater, $6.00; Tech pennants, $1.95 to $5.00 each; and Tech wall plate with hanger, $2.95 each.

A DISTINGUISHED TECH GIFT ITEM, solid brass door knocker with the official seal of Georgia Tech attached. Features a space for your nameplate (the manufacturer will send you a personal nameplate free on request). $15.00 postpaid to your address.

THE BEST TECH MUG, this fine china mug is a real useful decorator's item. School seal, school name and bands in gold. Your choice of white or black. $3.25.

MUSICAL CIGARETTE CASE of solid walnut. Reach in for a smoke, and the fine Swiss movement rings out with the "Ramblin' Reck". Finished with the Tech seal in silver. $10.75.

TECH TRAY, a large hand-etched polished aluminum tray, 15 inches in diameter, for serving or for decorative purposes. Carries the Tech insignia and sells for only $5.50 postpaid. Hanger for the tray $0.25 extra.

ALL THE TECH SONGS in one 78 RPM record album. The Tech Band and Glee Club give a superb performance o Ramblin' Reck, Up With The White and Gold, the Alma Mater and other Tech favorites. Packaged in an attractive album with a gold color scheme. A few left at $3.60.

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MAIL WITH CHECK OR MONEY ORDER TO GEORGIA TECH COLLEGE INN, ATLANTA, GEORGIA
Alumnus Replaces Retiring Alumnus

Claude L. Huey, ME '30, has been appointed manager of the Babcock & Wilcox Company's Atlanta District replacing Paul R. Yopp, ME '16, who retired January 1 after serving as Atlanta District manager for 31 years.

Mr. Huey joined B & W in 1930 as a student engineer at the former Bayonne, N. J., works. He was transferred to Barberton, Ohio in 1931 and then to the Atlanta District in 1934. He is a registered engineer in Georgia as well as a member of the Georgia Engineering Society, the Florida Engineering Society and the American Society for Mechanical Engineers. He resides at 1155 Lullwater Road, Atlanta, with his wife and their two sons, Stewart M., a student at Tech and Claude Jr.

Mr. Yopp, a native of Washington, Ga., joined B & W in 1921 as a salesman in Atlanta. He is a registered engineer in Georgia and a member of Pi Tau Sigma, tse Georgia Engineering Society and ASME. He lives with his wife at 3508 Piedmont Road, N. E., Atlanta.
The Trust You Have Placed in Us

"The telephone business is built on the idea of Service.... And the principles that guide our work affect the lives of many people. We are printing them here because they seem important to everyone who uses the telephone, everyone who works for the business, and everyone who has invested in it."

We in the telephone business are servants of the public. The services we perform are necessary to the people of the United States. They are necessary to the building of our nation and to our national security. Clearly, we occupy a position of great public trust.

We are also trustees for the savings of every individual who has put money in the business. It is our responsibility that the business shall prosper.

We think it all-important therefore that we furnish the best telephone service it is in our power to provide—a service high in value and steadily improving—at a cost to the user that will always be as low as possible and at the same time keep the business in good financial health.

The success of the business depends on the people in it. To serve well and prosper, Bell Telephone Companies must attract and keep capable employees. They must be well paid and have opportunity to advance in accordance with ability. And we must continually develop first-rate leaders for the future.

Finally, it seems to us that it is always our duty to act for the long run. Sound financing, good earnings, reasonable and regular dividends—these are all long-term projects. So is our continual research to find better means for giving better service. So is the building of the human organization and character on which good service depends. So is the training of leaders. In all our undertakings, the long view is essential.

This is the way we understand the trust you have placed in us. It is a trust that deserves, and will continue to receive, the most painstaking care we can give it.
News by Classes—Cont.

'40 W. Howard Ector, IM, business manager of the Georgia Tech Athletic Association, has been awarded the Silver Beaver award, highest recognition of outstanding service given by a local Boy Scout Council.

'41 Howard L. Burpo, IE, has been appointed Eastern Zone Manager for the Film & Sheeting Materials Div. of Bakelite Co., the plastics div. of Union Carbide & Carbon. He will direct the sales of this division in the entire Eastern Seaboard area.

Samuel T. Hurst, Arch, has been appointed Dean of the API School of Architecture and the Arts. He will assume his duties not later than August, 1957.

'43 Donald M. Metzger, IM, is president of a newly formed company, Silver Bear, Inc., located at 561 W. Whitehall St., S. W., Atlanta. The company manufactures paper school supplies. H. W. "Rip" Wiley IM '50, is sales representative, and C. A. Burns, Southern Tech '43, is vice president in charge of production. They extend an invitation to Tech grads (especially paper wholesalers) to visit them and see their operation.

'T. W. Edmund Hankinson, ME, has passed the oral Mechanical Examination given by the Virginia Board for Professional Engineers. His home address is 4006 Monitor Drive, Hampton, Va.

Southworth F. Bryan, ME, Jefferson, Ga. textile mill executive, and 2 other men, were killed Jan. 4 in a plane crash just a few miles north of Jefferson, Ga. They were returning from a business trip to Peoria, Ill., when the plane crashed and burned. The cause of the accident has not been determined. They were flying in a new twin engine Beechcraft Bonanza. Mr. Bryan was treasurer and a director of Jefferson Mills. He is survived by his wife, sons, Southworth, Jr., Scott MacIntyre & William Alexander; daughter, Miss Rebekah Bryan II; Mother, Mrs. Morris Bryan, Sr.; sister, Mrs. Sarah Allen; brother, Thomas M. Bryan and Morris M. Bryan, Jr., '41, who is president of Jefferson Mills and a member of the Board of Regents of the University System of Georgia and the Georgia Tech National Alumni Association Board of Trustees.

't Born to: Eugene Miller & Mrs. Miller, a son, Scott, Dec. 12. Their home address is 2751 First Pl., Baldwin, L.I., New York.

'46 Married: George Lane Hamilton, EE, to Miss Mary Ann Gibbs. The wedding took place in December. Mr. Hamilton is treasurer of the Crown Cotton Mills in Dalton, Ga.

James S. Bonner, Jr., TE, was killed in a plane crash in August 1956. No further information was available at this writing.

'49 Clinton M. Crabtree, EE, has been appointed Project Manager of Field Engineering at IBM's Airborne Computer Laboratories, Vestal, N. Y. He has been with the company since 1950. He and his wife live at 920 Irving Ave., in Endicott.

'50 Born to: Samuel G. Green, Jr., MF., and Mrs. Green, a son, Samuel Gordon, III, Dec. 23. Mr. Green is manager of the Hyattsville, Md., business office, Chesapeake & Potomac Tel. Co. Their home address is 2204 Cathedral Ave., N.W., Washington 8, D. C.

Mehl R. Renner, IE, has been appointed plant engineer of the new Carling Brewing Co. brewery now under construction in Atlanta. He has been a project engineer with Carling since mid 1955.

'H. W. "Rip" Wiley, IM, is sales representative with a newly formed company, Silver Bear, located at 561 W. Whitehall St., S. W., Atlanta. The company manufactures

More News on Page 26
Plastics from the salt of the earth

With the painstaking care of expert chefs, scientists combine ingredients from salt and natural gas—cook them in huge pressure cookers called autoclaves—and turn out amazing vinyl plastics.

First to use the recipe over 25 years ago, the people of Union Carbide prepare millions of pounds of vinyl plastics each year. They can be blended into materials that ignore scuffing... stay young and flexible for years... thrive in sunlight or salt water... and shrug off liquids known for staining.

As flexible film, vinyls become decorative shower curtains, draperies, protective garment bags, or inflatable toys. Vinyls can be squeezed through a hole—like toothpaste from a tube—to make insulation for wire and cable. Other forms produce wear-resistant flooring, durable upholstery, washable playing cards, unbreakable phonograph records. The list of useful products grows bigger all the time.

With an eye to the future, the people of Union Carbide are still pioneering in this fascinating field. The years to come will see more and better plastics serving in every American home.

Students and Student Advisers: Learn more about career opportunities with Union Carbide in Alloys, Carbons, Chemicals, Gases, and Plastics. Write for “Products and Processes” booklet.

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AND CARBON CORPORATION
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UCC's Trade-marked Products include—

Bakelite, Vinyllite, and Krene Plastics
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Eveready Flashlights and Batteries
Crag Agricultural Chemicals
Synthetic Organic Chemicals
Linde Oxygen
Dyneal Textile Fibers
Premote Anti-Freeze
Electromet Alloys and Metals
Haynes Stellite Alloys
Union Carbide Silicates
National Carbons
Pyrofax Gas
News by Classes—Cont.

dpaper school supplies. Donald M. Metzger, IM, 43', is president of the company and C. A. Burns, Southern Tech '43, is vice president in charge of production. They extend an invitation to all Tech grads (especially paper wholesalers) to come by and see them.

'51 Engaged: Martin Cope Livingston, Jr., IE, to Miss Van Lindley. The wedding date will be announced later. Mr. Livingston is with Southern Bell in Atlanta.

Robert Jones Freeman, IM, has completed his initial training at Delta Air Lines' flight engineers school at the Atlanta airport and is now assigned to the company's Atlanta pilot base.

Born to: Clayton H. Griffin, EE, and Mrs. Griffin, a son, George Duncan Bryan, Dec. 4. Their home address is 4609 Wieuca Rd., N. W., Atlanta Ga.

Married: Robert Edward Hodgson, Jr., Ch.E., to Miss Clara Willis. They reside in Cincinnati where Mr. Hodgson is with the Tennessee Corp.

Lewis A. Strawn, IM, has been promoted to Assistant Regional Credit Manager with the Gildgen Co., Southeastern Region, in Atlanta.

Born to: Sid Williams, IM, and Mrs. Williams, a daughter, in early December. Mr. & Mrs. Williams reside in Austell, Ga., where both are chiropractors.

Engaged: Albert Mell Wright, Jr., IM, to Miss Mary Peterson. The wedding will take place in Feb. Mr. Wright is with the U. S. Gypsum Co., in Nashville, Tenn.

'52 Born to: Frank Barry Christphine, Ch.E, and Mrs. Christphine, a daughter, Candace Leigh, Nov. 30. Their address is 4 Norman Dr., Framingham, Mass.

Engaged: Louis Young Dawson, III, CE, to Miss Elizabeth Verner. The wedding will take place in the spring. Mr. Dawson is with Dawson Engr. Co., in Charleston, S. C.

Born to: G. Paul Jones, Jr., ME, and Mrs. Jones, a son, G. Paul III, Jan. 2. Paul is with Macon Prestressed Concrete Co., P. O. Box 961, Macon, Ga.

Charles R. Redding, TE, is a technical representative for DuPont's Photo Products Dept. in S. E. Texas. He will work out of Houston, Texas, where he lives at 7241 Rhome.

Born to: Jack P. Seigler, EE, and Mrs. Seigler, a son, Jack, Jr., Jan. 11. Jack is a telemeter engineer at Lockheed in Marietta.

Their home address is 2507 Acorn Ave., Atlanta 5, Ga.

Born to: Cecil Wellborn, TE, & Mrs. Wellborn, a daughter, Carol Diane, Oct. 29. Cecil is an administrative assistant, Machinery Div., Atlanta Paper Co. Their home address is 3791 Hamilton Rd., Decatur, Ga.

Born to: Lt. James E. Williams, Ch.E, and Mrs. Williams, a son, Kelly Dwight, Nov. 24. Lt. Williams is in the U. S. Army Ordnance Corps stationed at Milan Arsenal, Milan, Tenn.

'53 Engaged: Owen V. Braun, IE, to Miss Rosemary Barber. The wedding is scheduled for the spring. Mr. Braun is associated with Lockheed at Marietta, Ga.

Engaged: Capt. Thomas Marion Dorsett, USMC, AE, to Miss Rosamond Hopkins. The wedding will take place in June.

Jerome A. Holder, IE, has been appointed Assistant Head of the Safety Branch for Bureau of Ships Field Activities, Department of the Navy, in Washington, D. C. Mr. Holder participated in "Operation Redwing," the latest series of nuclear tests in the Pacific Proving Grounds, this past summer. His address is 4114 Davis Pl., N. W., Washington, 7, D. C.

Born to: Willis O. Martin, AE, and Mrs. Martin, a daughter, Margaret Louise, Jan. 3. Their home address is 3625 Norton Dr., Fort Worth, Texas.

Engaged: Charles Louis Thomas, Jr., IM, to Miss Jean Johnson. The wedding is scheduled for early February. Mr. Thomas is a sales engineer with Gulf Oil Corp. in Tampa, Fla.

'54 Lt. William T. Bramblett, USA, IE, is currently serving with the 79th Engr. Group at Ft. Belvoir, Va.

Sidney E. Hawkins, CE, is with Southern Railway at Asheville, N. C. His mailing address is Box 8091, Asheville, N. C.

Born to: Joseph Frederick Mulling, IM, and Mrs. Mulling, a son, James Frederick II, Nov. 1. Mr. Mulling is a mine engineer, Trail Ridge Plant, Humphreys Gold Corp., at Stark, Fla. Their home address is P.O. Box 234, Keystone Heights, Fla.


Born to: Lt. J. Harry Dallum, USN, IE, and Mrs. Dallum, a son, James Thayer, Aug. 1. Lt. Dallum was graduated from the USS Guardian out of New York. Their home address is 152 Lawrence St., Middle­town, R. I.

William F. Greer, CE, has been promoted to first lieutenant and is now serving as Executive Officer of the 547th Engr. Co., in Korea, He has been scheduled to return to the U. S. Feb. 12 of this year.

Engaged: David Anderson Haddock, TE, to Miss Agnes Helen Emmons. Mr. Haddock is employed by the Chemstrand Corp. at Pensacola, Fla.

Lt. George L. Holdridge, USMC, AE, has qualified as a carrier pilot after training aboard the USS Saipan in the Gulf of Mexico. He is now stationed at Corry Field in Pensacola.

Born to: Lt. Thomas J. Lindsey, Jr., ME, and Mrs. Lindsey, a son, Thomas Davis, last August. Lt. Lindsey is serving aboard the USS Truckie (AO 147), c/o F.P.O., New York, N. Y.

Engaged: Lt. Lewis Price, Jr., TE, to Miss Joy Dee Hatchett. Lt. Price is stationed at Fort Bliss, Texas.

Engaged: Lt. John Sandford, Jr., ME, to Miss Varnell Hobbs. The wedding will take place Feb. 17. Lt. Sandford is associated with Combustion Engineering and is serving with the U. S. Army Corps of Engineers in New York.

Carroll J. Whitfield, ME, is now with Timber Fabrications, Inc. at Perry, Fla. He is a design engineer. His home address is 611 West Lafayette St., Perry, Fla.

Engaged: Edward L. Whitfield, Jr., AE, to Miss Ida Sue Dunn. The wedding is scheduled for February. Mr. Whitfield is in the engineering department at Lockheed in Marietta, Ga.

'56 Navy Ens. William H. All, IE, recently graduated from Pre-Flight School at Pensacola and is now stationed at Saufley Field, also at Pensacola.

Married: Sidney R. Barrett, Arch, to Miss Alberta Coldwell, Jan. 29. Mr. Barrett is attending graduate school at Georgia Tech.

Ens. Joe D. Carr, TE, recently graduated from the Navy's Pre-Flight School at Pensacola and is now stationed at Saufley Field, Pensacola, Fla.

Engaged: Ens. Philip Jon Christinsen, USN, EE, to Miss Helen Ruth Frech. The wedding will take place in the spring.

Born to: Floyd S. Griffin, Jr., EE, and Mrs. Griffin, a son, Brian Keith, Dec. 18. Mr. Griffin is with Radiation, Inc. Their home address is 2515 Expansia Way, Mel­bourne, Fla.


Married: Donald S. McClain, Jr., Math, to Miss Lois Mae Hines, Dec. 29. Mr. McClain is with Phillips Petroleum Co. of Calgary, Alberta, Canada.

Ens. Kenneth E. Myatt, IM, recently graduated from the Navy's Pre-Flight School at Pensacola and is now stationed at Saufley Field, Pensacola, Fla.


Engaged: Ralph Philip Pardee, Arch, to Miss Leita Castallaw. The wedding will take place in the spring.


Lt. Roy A. Roberts, CE, recently graduated from a 14 week officers basic course at The Engineer School, Ft. Belvoir, Va.

Lt. Ira A. Smith, Jr., IE, is an honor graduate from the Infantry School's basic officer class at Ft. Benning, Ga. He ranked first in a class of 210. Lt. Smith is with the Third Infantry Div.

Navy Ens. James E. Tucker, Phys., recently graduated from Pre-Flight School at Pensacola. He has been assigned to Saufley Field, Pensacola.


Sgt. Richard S. White, ME, is now stationed at Pine Bluff Arsenal, Ark. He was married on September 22 to Miss Vivian Cantrell of Atlanta.
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