EXACTLY HALF (pages 9-24) of this issue is devoted to an exceptional series of articles on “The College Teacher, 1959.” The series, produced by an editorial board of our colleagues, will appear during April and May in 250 alumni magazines with a combined circulation of over 2,250,000.

To an editor whose circulation has just reached a mere 13,000, this is a rather staggering number. But what group of people in America are more worthy of an audience of this magnitude than our college teachers?

ACTUALLY, a considerably larger number of Americans were exposed to this series than the figure stated above. The national and local presses devoted a great deal of space to the series during the past month, and in late March, NBC News (the Huntley-Brinkley Report) used up a good portion of one evening's show discussing the problems of today's college teacher. Georgia Tech, incidentally, was one of two Southern schools receiving mention on the show. The other one was Oglethorpe University, here in Atlanta.

We observed this TV mention of Tech with a great deal of personal satisfaction—the satisfaction of revenge of a type. Here's why: While gathering material for this series of articles the board of editors asked us to act as the reporter for the entire South. We accepted the job and sent in reams of copy on Georgia Tech and its faculty (some of which was used but Tech was never identified) and somewhat less copy on other schools in the area. Among the latter was a short article on Oglethorpe which appeared in the finished series in its entirety.

We think it only fair that when the editors of NBC News produced their report, that Georgia Tech got in on it. A while we were carrying out our reportorial duties for this project, we interviewed a great number of college teachers and administrators at Tech and at other colleges in the area. After completing all of these interviews, the one thing that seemed to be implanted firmly in our usually unretentive mind was that there seems to be little effort among undergraduate schools in this area to orient students towards the teaching profession. As a number of the teachers whom we interviewed took their undergraduate work outside this area, perhaps we should amend this statement to read: "there seems to be little effort anywhere in this country to motivate the undergraduate students towards considering college teaching as a career field."

With but two exceptions (out of 28 interviews) all the interviewees stated that their interest in teaching, research work, or academic administrative duties did not show itself until they entered graduate school.

Of course, the next logical question was, “Why did you go on to graduate school?” Here the answer was unanimous. Oversimplified it boils down to one word: curiosity—the trait that does the cats in and makes man a superior animal.

ONE OTHER STATEMENT that often cropped up in the interviews was that to be a teacher a man must have a real "sense of mission." People do not go into teaching for money (this should surprise no one). In this day and age it might seem pretty trite to make this observation, but it's absolutely true—faculty people all seem to have (or have had at one time) this "sense of mission." America's problem is to develop more people with this trait. If all this country's schools could produce alumni with the sense of loyalty that you have, the college teacher problem would not be an overwhelming one.

'57 WE STUCK this extra symbol in this issue, because somewhere along the way in our last issue it dropped out of the Class Notes. As we told you in March, this was our first try at producing a magazine via the offset method of printing. Our apologies to the class of 1957 for this error. Please mark it down to inexperience. Outside of this one slipup, we felt that our first try with offset was a definite success. As you can see, we are continuing it with 16 pages of this issue. The College Teacher series was printed elsewhere, so it came out just one color.
Today’s outstanding Engineering Students will set the shape of America’s Tomorrows

81 Georgia Tech men are on our staff

Investigate the outstanding promotion opportunities at Douglas.

It stands to reason that the biggest field for advancement lies where the biggest programs involving advanced technology are under way.

At Douglas, massive missile, space and transport projects in both military and commercial areas have created a continuous demand for engineers and scientists with backgrounds outside as well as in the avionics, aircraft and missile fields.

As these projects grow in scope, the multiplying supervisory and executive openings are filled by Douglas engineers from within the company. This promotion policy has made Douglas a prime organization for the engineer who wishes to advance in his profession.

For further information, write to Mr. C. C. LaVene, Douglas Aircraft Company, Inc., Santa Monica, California.

N Section.

the most respected name in aircraft, missile and space technology

May, 1959
FROM TIME TO TIME, most American institutions of higher learning are approached by individuals or groups to establish new bachelor degree programs. Georgia Tech is no exception. Many of these suggested programs have a great deal of merit, but under close scrutiny they usually turn out to be but specializations of Tech’s current basic undergraduate curricula.

It has long been the policy of Tech’s administration to emphasize fundamentals at the undergraduate level. Thus it is a rare event when a new bachelor’s program is initiated on the campus. In February, the rare became the commonplace when two new bachelor’s programs (applied psychology and engineering mechanics) were given the blessing of the administration and the Board of Regents.

Future graduates of the applied psychology major will be able to serve in a wide variety of industrial capacities, ranging from personnel and training activities to actual research on the human factors in equipment and instrument design. And the engineering mechanics graduates will be well prepared for work in a number of engineering fields, ranging from missile and space technology to highway engineering. The emphasis on fundamental theory in both of these programs also provides an excellent background for graduate work in a number of fields.

THE ALUMNI LOYALTY CONTEST AND THE ROLL CALL

In late March, officials of the Tech and Georgia alumni organizations met to discuss the future of our alumni loyalty contest. It was decided at this meeting that the Alumni Loyalty Trophy, won three times by Tech, shall remain in our possession, permanently. The Loser’s Trophy, now residing in Athens, will be disposed of later by agreement.

This fall, representatives of the two organizations will meet again to make a decision on whether or not to renew the contest. Unfortunately, the fiscal years of the two alumni organizations are 180° out of phase at the present time.

Speaking of fiscal years, ours will close out on June 30. At this writing, the Roll Call has produced $178,501 from 9,408 contributors. If you haven’t sent in your contribution yet, you still have time to help us become Number 1 in the country once again.
THE COMPUTER
AND THE CONFERENCE

Three Electrical Engineering students
develop a system to make use of Tech's
UNIVAC to speed up conference registration

Photograph—VAN TOOLE

"ASK GEORGIA TECH'S UNIVAC" was the byword at the registration desk of the district convention of the American Institute of Electrical Engineers held in Atlanta, April 8-10.

By means of a unique system designed by three Georgia Tech electrical engineering students, all of the individual and group registration data were stored and processed remotely by Georgia Tech's UNIVAC SCIENTIFIC electronic computer. The campus-located computer was connected by telephone lines to electric typewriters in the lobby of the Dinkler Plaza Hotel in downtown Atlanta. Throughout the convention, as selected information was needed from UNIVAC's giant memory, typists merely submitted the questions through the connection to the computer. Within a matter of seconds the reply began to come back automatically on an answer (output) typewriter.

For instance, a tour guide, wanting to know which people from a certain hotel were planning to take a particular tour, simply wrote out his question for the typist at the registration desk. The UNIVAC received the typist's message, found and processed the data in its memory, and sent back the complete list of names within a minute. If the questioner needed more detailed information on the group, such as the hometowns, numbers of children, names of wives, and other data recorded by the registrants, the UNIVAC took only a couple of seconds longer, and still typed out the complete answer in less than a minute.

Although the computer used a coded-number system for its rapid (15,000 additions or subtractions a second) internal calculations, it always replied in complete English sentences. A closed-circuit television system enabled conventioners at the hotel to observe the flashing control panel of the UNIVAC, located at Tech's Rich Electronic Computer Center, while it processed their questions.

The computer's memory was also used as a personal message center. Notes were stored in the machine until called for by the addressee. Other information of general interest—such as baseball scores, weather forecasts, and special convention bulletins—was also on call.

The system was designed by Norman G. Heller, Patrick W. Flautt and Robert A. Eason, all seniors in Georgia Tech's School of Electrical Engineering, under the direction of Dr. W. J. McKune, associate professor of Electrical Engineering. Heller controlled the operation of the system from the hotel. The telephone lines used for the connection between the hotel and the computer, a distance of about two miles, were made available by the Southern Bell Telephone and Telegraph Company.

The complex coding system employed to communicate with the machine involved punched cards, punched paper tape, and electric typewriters equipped to translate from English to punched tape and vice versa. The large volume of data was stored in binary form on the 16,384-word magnetic drum and 4,096-word magnetic core storage unit of the Remington Rand UNIVAC SCIENTIFIC (ERA 1101) computer.

The A.I.E.E. convention brought together representatives from Districts 4 and 14, which include nine Southeastern States and parts of three others.
ATLANTA, GA.—President Edwin D. Harrison and the heads of Tech’s 13 degree-granting schools were the special guests at the Greater Atlanta Club’s winter meeting. President J. L. Brooks presided at the meeting. Special committee reports were made by Massey Clarkson (Membership), William A. Horne (Scholarship), George Morris (T-Day Tickets), and George Griffin (Hall of Fame).

* * *

AUGUSTA, GA.—Howard Ector, business manager of athletics, was the feature speaker at the winter meeting of the Augusta Club. Alumni Secretary Roane Beard also took part in the program which was presided over by President Herring Winship, ’40. Special committee reports were made by Dorrah Nowell (Scholarships), and Bill Gary (treasurer).

* * *

BATON ROUGE, LA.—Dean George Griffin and Alumni Secretary Roane Beard were the feature speakers at the March 24 meeting of the Baton Rouge Club. Prior to hearing from the two speakers, the club members heard a committee report on the selection of an outstanding Baton Rouge high school science junior from Club President Floyd Richards.

New officers elected at the meeting included Harry Cassady, president; Don Hutchinson, 1st vice president; Harry Hudson, 2nd vice president; John Preston, secretary; and Mac Gregorie, treasurer.

* * *

CHATTANOOGA, TENN. — Eighty-four alumni attended the March 17 Chattanooga Club meeting at the Du Pont Nylon plant. After a tour of the plant the club members heard short talks from athletic staff members Ray Graves and Whitey Urban. Thirty-one classes from 1912 through 1958 were represented at the meeting.

* * *

CHICAGO, ILL.—Alumni Secretary Roane Beard spoke to a special luncheon gathering of Chicago alumni in December. Ben L. Crew, Chicago Club President, introduced Beard.

* * *

HARTFORD, CONN.—The Greater Hartford Alumni Chapter held its second meeting in three months on March 26 when Howard Ector journeyed from Atlanta to be the guest speaker. President Roy Johnson introduced Ector and presided over the business meeting at which the following officers were elected: James F. Wyatt, president; Edward O’Beirne, vice president (Conn.); Howard I. Broad, vice president (Mass.); Stanley M. Baskind, treasurer; and

Tech alumni get together in Sao Paulo, Brazil: front row, L to R, Curtis Goodson, EE ’50; Roberto Parente; Saulo V. E. Almeida, EE ’33; Flavio J. M. Villaca, Arch ’58; and Jack N. Smith, ME ’36. Staton, first editor of the Alumnus, served as host for the informal meeting.
Paul G. Roberts, treasurer.

HUNTSVILLE, ALA.—Roy Mundorff, former Tech basketball coach, was the guest speaker at the April 10 meeting of the Madison County Tech Club. Carl L. Jones, president of the club, introduced Mundorff to the crowd of alumni, wives and guests who attended the meeting.

KINGSPORT, TENN.—The Tri-Cities Georgia Tech Club held its winter stag meeting on March 9. George Clarke, president of the club, introduced guest speaker Roane Beard. During the business meeting, Wallace Jackson was appointed chairman of the Kingsport Roll Call effort for the coming year.

MACON, GA.—Alumni Secretary Roane Beard introduced the two feature speakers—John C. Staton, president of the Georgia Tech National Alumni Association; and Dr. William B. Harrison, director of Tech's Research Reactor Project—at the March 19 meeting of the Macon Club. Elliott Dunwody, Jr. presided at the meeting in the absence of Paul Jones, Jr. The next scheduled meeting for this club will be on May 12 with Coach Bobby Dodd as the guest speaker.

MOBILE, ALA.—A record crowd of 62 turned out for the winter meeting of the Mobile Club. Jack Judge introduced the two feature speakers, Dean George Griffin and Alumni Secretary Roane Beard. During the program, Fred Lewter served as master of ceremonies, Reverend Frank Dannelly gave the invocation, and Ogden Jervis gave a brief history of the Mobile Club.

NEW ORLEANS, LA.—Manning Green presided over the March 23 meeting of the New Orleans Club at which Dean George Griffin and Alumni Secretary Roane Beard were the feature speakers. After the speeches, Ashby Gibbons showed the “Bowl Highlights” football film.

PHILADELPHIA, PENN.—Guest speaker Howard Ector briefed 25 Tech alumni on the latest happenings at Tech during the March 25 dinner meeting of the Philadelphia Georgia Tech Club. At the business meeting the following officers were elected: Dr. Edward LaFitte, president; and Raymond E. Hicks, secretary. After Ector's talk the “Bowl Highlights” football movie was shown to the group.

SAVANNAH, GA.—Coach Tonto Coleman, “The Tender Hearted Texan,” was the guest speaker for the March 4 meeting of the Savannah Georgia Tech Club. During the business meeting which preceded Coach Coleman’s well-received talk, the following officers were elected: Hugh H. Armstrong, president; S. Joseph Ward, vice president; and Savage H. Lynah, secretary-treasurer. Elected directors of the club were Hugh Hill, Henry Levy, Gordon Dasher, and W. Lee Mimgledorf.

TAMPA, FLA.—Over 100 people—including 90 Tech alumni, high school coaches, and sportswriters—turned out to hear Tech Coach Bobby Dodd at the March 17 Tampa area Georgia Tech Club meeting. During the business meeting the following new officers were elected: George W. Barron, president; J. W. Conner, vice president; Harvey Hardy, vice president; Mosley Collins, vice president; Dolph Hanson, treasurer; and Marshall Lockridge, secretary.

FUTURE CLUB MEETINGS
May 2—Cincinnati—Speaker, Dr. E. D. Harrison
May 8—Birmingham—Speaker, Howard Ector
May 8—Daytona Beach—Speaker, Dr. Vernon Crawford
May 20—Albany, Ga.—Speaker, Ray Graves
May 26—Macon—Speaker, Bobby Dodd
June 2—Augusta—Speaker, Bobby Dodd
June 11—Pittsburgh—Speaker, Bob Wallace

The ANAK Society Proudly Announces
the 2nd Annual
GEORGE W. McCARTY AWARD
for the outstanding
YOUNG GEORGIA TECH ALUMNUS
OF THE YEAR

to be presented at the Annual Meeting
of the
Georgia Tech National Alumni Association
Homecoming Day, October 31, 1959

Make Your Nomination Now

1. Every Georgia Tech alumnus may nominate one man for this honor. Just fill in the coupon below and send it to Dean George Griffin, Georgia Tech, Atlanta 13, Georgia.
2. Your nominee must meet these qualifications: he must have received a degree from Georgia Tech and he must be 35 years of age or under.
3. Deadline for sending in nominations to the committee is July 1, 1959.
4. The selection committee (Dean George Griffin, chairman) will review all nominations and recommend five nominees to a special faculty committee for a final vote.
5. Each nominee will be notified upon his nomination and be asked to fill in a questionnaire about himself.
6. Those making a nomination will be sent a questionnaire concerning their nominee.
7. Use the coupon and make your nomination now.

Name of Alumnus
Class and Course
Signed:
Street Address
City and State

DEAN GEORGE GRIFFIN, Georgia Tech, Atlanta 13, Ga.
I nominate for the George W. McCarty Award:

May, 1959
The Georgia Tech Alumnus
joins 249 other alumni magazines
in bringing you this special series
"If I were sitting here and the whole outside world were indifferent to what I was doing, I would still want to be doing just what I am."
I'VE ALWAYS FOUND IT SOMEWHAT HARD TO SAY JUST WHY I CHOSE TO BE A PROFESSOR.

There are many reasons, not all of them tangible things which can be pulled out and explained. I still hear people say, "Those who can, do; those who can't, teach." But there are many teachers who can. They are teachers because they have more than the usual desire to communicate. They are excited enough about something to want to tell others, have others love it as they love it, tell people the how of something, and the why.

I like to see students who will carry the intellectual spark into the world beyond my time. And I like to think that maybe I have something to do with this.

THERE IS A CERTAIN FREEDOM IN THIS JOB, TOO.

A professor doesn't punch a time clock. He is allowed the responsibility of planning his own time and activities. This freedom of movement provides something very valuable—time to think and consider.

I've always had the freedom to teach what I believe to be true. I have never been interfered with in what I wanted to say—either in the small college or in the large university. I know there have been and are infringements on academic freedom. But they've never happened to me.
I LIKE YOUNG PEOPLE.
I REGARD MYSELF AS YOUNG.

I'm still eager about many of the things I was eager about as a young man. It is gratifying to see bright young men and women excited and enthusiastic about scholarship. There are times when I feel that I'm only an old worn boulder in the never-ending stream of students. There are times when I want to flee, when I look ahead to a quieter life of contemplation, of reading things I've always wanted to read. Then a brilliant and likeable human being comes along, whom I feel I can help—and this makes it all the more worthwhile. When I see a young teacher get a start, I get a vicarious feeling of beginning again.
PEOPLE ASK ME ABOUT THE "DRAWBACKS" IN TEACHING.

I find it difficult to be glib about this. There are major problems to be faced. There is this business of salaries, of status and dignity, of anti-intellectualism, of too much to do in too little time. But these are problems, not drawbacks. A teacher doesn’t become a teacher in spite of them, but with an awareness that they exist and need to be solved.

AND THERE IS THIS MATTER OF "STATUS."

Terms like “egghead” tend to suggest that the intellectual is something like a toadstool—almost physically different from everyone else. America is obsessed with stereotypes. There is a whole spectrum of personalities in education, all individuals. The notion that the intellectual is somebody totally removed from what human beings are supposed to be is absurd.
TODAY MAN HAS LESS TIME ALONE THAN ANY MAN BEFORE HIM.

But we are here for only a limited time, and I would rather spend such time as I have thinking about the meaning of the universe and the purpose of man, than doing something else. I've spent hours in libraries and on park benches, escaping long enough to do a little thinking. I can be found occasionally sitting out there with sparrows perching on me, almost.
“We may always be running just to keep from falling behind. But the person who is a teacher because he wants to teach, because he is deeply interested in people and scholarship, will pursue it as long as he can.” —LOREN C. EISELEY

THE CIRCUMSTANCE is a strange one. In recent years Americans have spent more money on the trappings of higher education than ever before in history. More parents than ever have set their sights on a college education for their children. More buildings than ever have been put up to accommodate the crowds. But in the midst of this national preoccupation with higher education, the indispensable element in education—the teacher—somehow has been overlooked. The results are unfortunate—not only for college teachers, but for college teaching as well, and for all whose lives it touches.

If allowed to persist, present conditions could lead to so serious a decline in the excellence of higher education that we would require generations to recover from it.

Among educators, the problem is the subject of current concern and debate and experiment. What is missing, and urgently needed, is full public awareness of the problem—and full public support of measures to deal with it.

HERE IS A TASK for the college alumnus and alumna. No one knows the value of higher education better than the educated. No one is better able to take action, and to persuade others to take action, to preserve and increase its value.

Will they do it? The outlines of the problem, and some guideposts to action, appear in the pages that follow.
WILL WE RUN OUT OF COLLEGE TEACHERS?

No; there will always be someone to fill classroom vacancies. But quality is almost certain to drop unless something is done quickly.

WHERE WILL THE TEACHERS COME FROM?

The number of students enrolled in America’s colleges and universities this year exceeds last year’s figure by more than a quarter million. In ten years it should pass six million—nearly double today’s enrollment.

The number of teachers also may have to double. Some educators say that within a decade 495,000 may be needed—more than twice the present number.

Can we hope to meet the demand? If so, what is likely to happen to the quality of teaching in the process?

“Great numbers of youngsters will flood into our colleges and universities whether we are prepared or not,” a report of the Carnegie Foundation for the Advancement of Teaching has pointed out. “These youngsters will be taught—taught well or taught badly. And the demand for teachers will somehow be at least partly met—if not with well-prepared teachers then with ill-prepared, if not with superior teachers then with inferior ones.”

MOST IMMEDIATE is the problem of finding enough qualified teachers to meet classes next fall. College administrators must scramble to do so.

“The staffing problems are the worst in my 30 years’ experience at hiring teaching staff,” said one college president, replying to a survey by the U.S. Office of Education’s Division of Higher Education.

“The securing and retaining of well-trained, effective teachers is the outstanding problem confronting all colleges today,” said another.

One logical place to start reckoning with the teacher shortage is on the present faculties of American colleges and universities. The shortage is hardly alleviated by the fact that substantial numbers of men and women find it necessary to leave college teaching each year, for largely financial reasons. So serious is this problem—and so relevant is it to the college alumnus and alumna—that a separate article in this report is devoted to it.

The scarcity of funds has led most colleges and universities to seek at least short-range solutions to the teacher shortage by other means.

Difficulty in finding young new teachers to fill faculty vacancies is turning the attention of more and more administrators to the other end of the academic line, where tried and able teachers are about to retire. A few institutions have modified the upper age limits for faculty. Others are keeping selected faculty members on the payroll past the usual retirement age. A number of institutions are filling their own vacancies with the cream of the men and women retired elsewhere, and two organizations, the Association of American Colleges and the American Association of University Professors, with the aid of a grant from the Ford Foundation, have set up a “Retired Professors Registry” to facilitate the process.

Old restraints and handicaps for the woman teacher are disappearing in the colleges. Indeed, there are special opportunities for her, as she earns her standing alongside the man who teaches. But there is no room for complacency here. We can no longer take it for granted that the woman teacher will be any more available than the man, for she exercises the privilege of her sex to change her mind about teaching as about other matters. Says Dean Nancy Duke Lewis of Pembroke College: “The day has passed when we could assume that every woman who earned her Ph.D. would go into college teaching. She needs something positive today to attract her to the colleges because of the welcome that awaits her talents in business, industry, government, or the foundations. Her freedom to choose comes at a time when undergraduate women particularly need distinguished women scholars to
inspire them to do their best in the classroom and laboratory—and certainly to encourage them to elect college teaching as a career."

Some hard-pressed administrators find themselves forced to accelerate promotions and salary increases in order to attract and hold faculty members. Many are being forced to settle for less qualified teachers.

In an effort to attract and keep teachers, most colleges are providing such necessities as improved research facilities and secretarial help to relieve faculty members of paperwork and administrative burdens, thus giving faculty members more time to concentrate on teaching and research.

In the process of revising their curricula many colleges are eliminating courses that overlap one another or are considered frivolous. Some are increasing the size of lecture classes and eliminating classes they deem too small.

Finally, somewhat in desperation (but also with the firm conviction that the technological age must, after all, have something of value to offer even to the most basic and fundamental exercises of education), experiments are being conducted with teaching by films and television.

At Penn State, where televised instruction is in its ninth semester, TV has met with mixed reactions. Students consider it a good technique for teaching courses with large enrollments—and their performance in courses employing television has been as good as that of students having personal contact with their teachers. The reaction of faculty members has been less favorable. But acceptance appears to be growing: the number of courses offered on television has grown steadily, and the number of faculty members teaching via TV has grown, also.

Elsewhere, teachers are far from unanimity on the subject of TV. "Must the TV technicians take over the colleges?" asked Professor Ernest Earnest of Temple University in an article in the last fall. "Like the conventional lecture system, TV lends itself to the sausage-stuffing concept of education," Professor Earnest said. The classroom, he argued, "is the place for testing ideas and skills, for the interchange of ideas"—objectives difficult to attain when one's teacher is merely a shadow on a fluorescent screen.

The TV pioneers, however, believe the medium, used properly, holds great promise for the future.

For the long run, the traditional sources of supply for college teaching fall far short of meeting the demand. The Ph.D., for example, long regarded by many colleges and universities as the ideal "driver's license" for teachers, is awarded to fewer than 9,000 persons per year. Even if, as is probable, the number of students enrolled in Ph.D. programs rises over the next
few years, it will be a long time before they have traveled the full route to the degree.

Meanwhile, the demand for Ph.D.'s grows, as industry, consulting firms, and government compete for many of the men and women who do obtain the degree. Thus, at the very time that a great increase is occurring in the number of undergraduates who must be taught, the supply of new college teachers with the rank of Ph.D. is even shorter than usual.

"During each of the past four years," reported the National Education Association in 1958, "the average level of preparation of newly employed teachers has fallen. Four years ago no less than 31.4 per cent of the new teachers held the earned doctor's degree. Last year only 23.5 per cent were at this high level of preparation."

HERE ARE SOME of the causes of concern about the Ph.D., to which educators are directing their attention:

- The Ph.D. program is indefinite in its time requirements: they vary from school to school, from department to department, from student to student, far more than seems warranted. "Generally the Ph.D. takes at least four years to get," says a committee of the Association of Graduate Schools. "More often it takes six or seven, and not infrequently ten to fifteen. . . . If we put our heads to the matter, certainly we ought to be able to say to a good student: 'With a leeway of not more than one year, it will take you so and so long to take the Ph.D.'"

- "Uncertainty about the time required," says the Association's Committee on Policies in Graduate Education, "leads in turn to another kind of uncertainty—financial uncertainty. Doubt and confusion on this score have a host of disastrous effects. Many superior men, facing unknowns here, abandon thoughts about working for a Ph.D. and realistically go off to law or the like. . . ."

ALTHOUGH ROUGHLY HALF of the teachers in America's colleges and universities hold the Ph.D., more than three quarters of the newcomers to college and university teaching, these days, don't have one. In the years ahead, it appears inevitable that the proportion of Ph.D.'s to non-Ph.D.'s on America's faculties will diminish.

Next in line, after the doctorate, is the master's degree.
For centuries the master’s was “the” degree, until, with the growth of the Ph.D. in America, it began to be moved into a back seat. In Great Britain its prestige is still high.

But in America the M.A. has, in some graduate schools, deteriorated. Where the M.A.’s standards have been kept high, on the other hand, able students have been able to prepare themselves, not only adequately but well, for college teaching.

Today the M.A. is one source of hope in the teacher shortage. “If the M.A. were of universal dignity and good standing,” says the report of the Committee on Policies in Graduate Education, “... this ancient degree could bring us succor in the decade ahead. ...”

“The nub of the problem ... is to get rid of ‘good’ and ‘bad’ M.A.’s and to set up generally a ‘rehabilitated’ degree which will have such worth in its own right that a man entering graduate school will consider the possibility of working toward the M.A. as the first step to the Ph.D....”

One problem would remain. “If you have a master’s degree you are still a mister and if you have a Ph.D., no matter where it is from, you are a doctor,” Dean G. Bruce Dearing, of the University of Delaware, has said. “The town looks at you differently. Business looks at you differently. The dean may; it depends on how discriminating he is.”

The problem won’t be solved, W. R. Dennes, former dean of the graduate school of the University of California at Berkeley, has said, “... until universities have the courage ... to select men very largely on the quality of work they have done and soft-pedal this matter of degrees.”

A point for parents and prospective students to remember—and one of which alumni and alumnae might remind them—is that counting the number of Ph.D.’s in a college catalogue is not the only, or even necessarily the best, way to judge the worth of an educational institution or its faculty’s abilities. To base one’s judgment solely on such a count is quite a temptation, as William James noted 56 years ago in “The Ph.D. Octopus”: “The dazzled reader of the list, the parent or student, says to himself, ‘This must be a terribly distinguished crew—their titles shine like the stars in the firmament; Ph.D.’s, Sc.D.’s, and Litt.D.’s bespangle the page as if they were sprinkled over it from a pepper caster.’”

The Ph.D. will remain higher education’s most honored earned degree. It stands for a depth of scholarship and productive research to which the master has not yet addressed himself so intensively. But many educational leaders expect the doctoral programs to give more emphasis to teaching. At the same time the master’s degree will be strengthened and given more prestige.

In the process the graduate schools will have taken a long step toward solving the shortage of qualified college teachers.

Some of the changes being made by colleges and universities to meet the teacher shortage constitute reasonable and overdue reforms. Other changes are admittedly desperate—and possibly dangerous—attempts to meet today’s needs.

The central problem is to get more young people interested in college teaching. Here, college alumni and alumnae have an opportunity to provide a badly needed service to higher education and to superior young people themselves. The problem of teacher supply is not one with which the college administrator is able to cope alone.

President J. Seelye Bixler, of Colby College, recently said: “Let us cultivate a teacher-centered point of view. There is tragedy as well as truth in the old saying that in Europe when you meet a teacher you tip your hat, whereas over here you tap your head. Our debt to our teachers is very great, and fortunately we are beginning to realize that we must make some attempt to balance the account. Money and prestige are among the first requirements.

“Most important is independence. Too often we sit back with the comfortable feeling that our teachers have all the freedom they desire. We forget that the payoff comes in times of stress. Are we really willing to allow them independence of thought when a national emergency is in the offing? Are we ready to defend them against all pressure groups and to acknowledge their right to act as critics of our customs, our institutions, and even our national policy? Evidence abounds that for some of our more vociferous compatriots this is too much. They see no reason why such privileges should be offered or why a teacher should not express his patriotism in the same outspoken and often irrelevant shibboleths they find so dear and so hard to give up. Surely our educational task has not been completed until we have persuaded them that a teacher should be a pioneer, a leader, and at times a non-conformist with a recognized right to dissent. As Howard Mumford Jones has observed, we can hardly allow ourselves to become a nation proud of machines that think and suspicious of any man who tries to.”

By lending their support to programs designed to improve the climate for teachers at their own colleges, alumni can do much to alter the conviction held by many that teaching is tolerable only to martyrs.
WHAT PRICE DEDICATION?

Most teachers teach because they love their jobs. But low pay is forcing many to leave the profession, just when we need them most.

Every Tuesday evening for the past three and a half months, the principal activity of a 34-year-old associate professor of chemistry at a first-rate midwestern college has centered around Section 3 of the previous Sunday's New York Times. The Times, which arrives at his office in Tuesday afternoon's mail delivery, customarily devotes page after page of Section 3 to large help-wanted ads, most of them directed at scientists and engineers. The associate professor, a Ph.D., is job-hunting.

"There's certainly no secret about it," he told a recent visitor. "At least two others in the department are looking, too. We'd all give a lot to be able to stay in teaching: that's what we're trained for, that's what we like. But we simply can't swing it financially."

"I'm up against it this spring," says the chairman of the physics department at an eastern college for women. "Within the past two weeks two of my people, one an associate and one an assistant professor, turned in their resignations, effective in June. Both are leaving the field—one for a job in industry, the other for government work. I've got strings out, all over the country, but so far I've found no suitable replacements. We've always prided ourselves on having Ph.D.'s in these jobs, but it looks as if that's one resolution we'll have to break in 1959-60."

"We're a long way from being able to compete with industry when young people put teaching and industry on the scales," says Vice Chancellor Vern O. Knudsen of UCLA. "Salary is the real rub, of course. Ph.D.'s in physics here in Los Angeles are getting $8-12,000 in industry without any experience, while about all we can offer them is $5,500. Things are not much better in the chemistry department."

One young Ph.D. candidate sums it up thus: "We want to teach and we want to do basic research, but industry offers us twice the salary we can get as teachers. We talk it over with our wives, but it's pretty hard to turn down $10,000 to work for less than half that amount."

"That woman you saw leaving my office: she's one of our most brilliant young teachers, and she was ready to leave us," said a women's college dean recently. "I persuaded her to postpone her decision for a couple of months, until the results of the alumnae fund drive are in. We're going to use that money entirely for raising salaries, this year. If it goes over the top, we'll be able to hold some of our best people. If it falls short... I'm on the phone every morning, talking to the fund chairman, counting those dollars, and praying."

The dimensions of the teacher-salary problem in the United States and Canada are enormous. It has reached a point of crisis in public institutions and in private institutions, in richly endowed institutions as well as in poorer ones. It exists even in Catholic colleges and universities, where, as student populations grow, more and more laymen must be found in order to supplement the limited number of clerics available for teaching posts.

"In a generation," says Seymour E. Harris, the distinguished Harvard economist, "the college professor has lost 50 per cent in economic status as compared to the average American. His real income has declined sub-
stantially, while that of the average American has risen by 70–80 per cent.”

Figures assembled by the American Association of University Professors show how seriously the college teacher's economic standing has deteriorated. Since 1939, according to the AAUP's latest study (published in 1958), the purchasing power of lawyers rose 34 per cent, that of dentists 54 per cent, and that of doctors 98 per cent. But at the five state universities surveyed by the AAUP, the purchasing power of teachers in all ranks rose only 9 per cent. And at twenty-eight privately controlled institutions, the purchasing power of teachers’ salaries dropped by 8.5 per cent. While nearly everybody else in the country was gaining ground spectacularly, teachers were losing it.

The AAUP's sample, it should be noted, is not representative of all colleges and universities in the United States and Canada. The institutions it contains are, as the AAUP says, “among the better colleges and universities in the country in salary matters.” For America as a whole, the situation is even worse.

The National Education Association, which studied the salaries paid in the 1957–58 academic year by more than three quarters of the nation's degree-granting institutions and by nearly two thirds of the junior colleges, found that half of all college and university teachers earned less than $6,015 per year. College instructors earned a median salary of only $4,562—not much better than the median salary of teachers in public elementary schools, whose economic plight is well known.

The implications of such statistics are plain.

"Higher salaries," says Robert Lekachman, professor of economics at Barnard College, "would make teaching a reasonable alternative for the bright young lawyer, the bright young doctor. Any ill-paid occupation becomes something of a refuge for the ill-trained, the lazy, and the incompetent. If the scale of salaries isn’t improved, the quality of teaching won’t improve; it will worsen. Unless Americans are willing to pay more for higher education, they will have to be satisfied with an inferior product."

Says President Margaret Clapp of Wellesley College, which is devoting all of its fund-raising efforts to accumulating enough money ($15 million) to strengthen faculty salaries: "Since the war, in an effort to keep alive the profession, discussion in America of teachers’ salaries has necessarily centered on the minimums paid. But insofar as money is a factor in decision, wherever minimums only are stressed, the appeal is to the underprivileged and the timid; able and ambitious youths are not likely to listen."

What is the answer?

It appears certain that if college teaching is to attract and hold top-grade men and women, a drastic step must be taken: salaries must be doubled within five to ten years.

There is nothing extravagant about such a proposal; indeed, it may dangerously understate the need. The current situation is so serious that even doubling his salary would not enable the college teacher to regain his former status in the American economy.

Professor Harris of Harvard figures it this way: For every $100 he earned in 1930, the college faculty member earned only $85, in terms of 1930 dollars, in 1957. By contrast, the average American got $175 in 1957 for every $100 he earned in 1930. Even if the professor's salary is doubled in ten years, he will get only a
$70 increase in buying power over 1930. By contrast, the average American is expected to have $127 more buying power at the end of the same period.

In this respect, Professor Harris notes, doubling faculty salaries is a modest program. "But in another sense," he says, "the proposed rise seems large indeed. None of the authorities . . . has told us where the money is coming from." It seems quite clear that a fundamental change in public attitudes toward faculty salaries will be necessary before significant progress can be made.

Finding the money is a problem with which each college must wrestle today without cease.

For some, it is a matter of convincing taxpayers and state legislators that appropriating money for faculty salaries is even more important than appropriating money for campus buildings. (Curiously, buildings are usually easier to "sell" than pay raises, despite the seemingly obvious fact that no one was ever educated by a pile of bricks.)

For others, it has been a matter of fund-raising campaigns ("We are writing salary increases into our 1959–60 budget, even though we don't have any idea where the money is coming from," says the president of a privately supported college in the Mid-Atlantic region); of finding additional salary money in budgets that are already spread thin ("We're cutting back our library's book budget again, to gain some funds in the salary accounts"); of tuition increases ("This is about the only private enterprise in the country which gladly subsidizes its customers; maybe we're crazy"); of promoting research contracts ("We claim to be a privately supported university, but what would we do without the AEC?"); and of bargaining.

"The tendency to bargain, on the part of both the colleges and the teachers, is a deplorable development," says the dean of a university in the South. But it is a growing practice. As a result, inequities have developed: the teacher in a field in which people are in short supply or in industrial demand—or the teacher who is adept at "campus politics"—is likely to fare better than his colleagues who are less favorably situated.

"Before you check with the administration on the actual appointment of a specific individual," says a faculty man quoted in the recent and revealing book, The Academic Marketplace, "you can be honest and say to the man, 'Would you be interested in coming at this amount?' and he says, 'No, but I would be interested at this amount.'" One result of such bargaining has been that newly hired faculty members often make more money than was paid to the people they replace—a happy circumstance for the newcomers, but not likely to raise the morale of others on the faculty.

"We have been compelled to set the beginning salary of such personnel as physics professors at least $1,500 higher than salaries in such fields as history, art, physical education, and English," wrote the dean of faculty in a state college in the Rocky Mountain area, in response to a recent government questionnaire dealing with salary practices. "This began about 1954 and has worked until the present year, when the differential perhaps may be increased even more."

Bargaining is not new in Academe (Thorstein Veblen referred to it in The Higher Learning, which he wrote in
1918), but never has it been as widespread or as much a matter of desperation as today. In colleges and universities, whose members like to think of themselves as equally dedicated to all fields of human knowledge, it may prove to be a weakening factor of serious proportions.

Many colleges and universities have managed to make modest across-the-board increases, designed to restore part of the faculty's lost purchasing power. In the 1957–58 academic year, 1,197 institutions, 84.5 per cent of those answering a U.S. Office of Education survey question on the point, gave salary increases of at least $5 per cent to their faculties as a whole. More than half of them (248 public institutions and 329 privately supported institutions) said their action was due wholly or in part to the teacher shortage.

Others have found fringe benefits to be a partial answer. Providing low-cost housing is a particularly successful way of attracting and holding faculty members; and since housing is a major item in a family budget, it is as good as or better than a salary increase. Oglethorpe University in Georgia, for example, a 200-student, private, liberal arts institution, long ago built houses on campus land (in one of the most desirable residential areas on the outskirts of Atlanta), which it rents to faculty members at about one-third the area's going rate. (The cost of a three-bedroom faculty house: $50 per month.) "It's our major selling point," says Oglethorpe's president, Donald Agnew, "and we use it for all it's worth."

Dartmouth, in addition to attacking the salary problem itself, has worked out a program of fringe benefits that includes full payment of retirement premiums (16 per cent of each faculty member's annual salary), group insurance coverage, paying the tuition of faculty children at any college in the country, liberal mortgage loans, and contributing to the improvement of local schools which faculty members' children attend.

Taking care of trouble spots while attempting to whittle down the salary problem as a whole, searching for new funds while reapportioning existing ones, the colleges and universities are dealing with their salary crises as best they can, and sometimes ingeniously. But still the gap between salary increases and the rising figures on the Bureau of Labor Statistics' consumer price index persists.

HOW CAN THE GAP BE CLOSED?

First, stringent economies must be applied by educational institutions themselves. Any waste that occurs, as well as most luxuries, is probably being subsidized by low salaries. Some "waste" may be hidden in educational theories so old that they are accepted without question; if so, the theories must be re-examined and, if found invalid, replaced with new ones. The idea of the small class, for example, has long been honored by administrators and faculty members alike; there is now reason to suspect that large classes can be equally effective in many courses—a suspicion which, if found correct, should be translated into action by those institutions which are able to do so. Tuition may have to be increased—a prospect at which many public-college, as well as many private-college, educators shudder, but which appears justified and fair if the increases can be tied to a system of loans, scholarships, and tuition rebates based on a student's or his family's ability to pay.

Second, massive aid must come from the public, both in the form of taxes for increased salaries in state and municipal institutions and in the form of direct gifts to both public and private institutions. Anyone who gives money to a college or university for unrestricted use or earmarked for faculty salaries can be sure that he is making one of the best possible investments in the free world's future. If he is himself a college alumnus, he may consider it a repayment of a debt he incurred when his college or university subsidized a large part of his own education (virtually nowhere does, or did, a student's tuition cover costs). If he is a corporation executive or director, he may consider it a legitimate cost of doing business; the supply of well-educated men and women (the alternative to which is half-educated men and women) is dependent upon it. If he is a parent, he may consider it a premium on a policy to insure high-quality education for his children—quality which, without such aid, he can be certain will deteriorate.

Plain talk between educators and the public is a third necessity. The president of Barnard College, Millicent C. McIntosh, says: "The 'plight' is not of the faculty, but of the public. The faculty will take care of themselves in the future either by leaving the teaching profession or by never entering it. Those who care for education, those who run institutions of learning, and those who have children—all these will be left holding the bag." It is hard to believe that if Americans—and particularly college alumni and alumnae—had been aware of the problem, they would have let faculty salaries fall into a sad state. Americans know the value of excellence in higher education too well to have blithely let its basic element—excellent teaching—slip into its present peril. First we must rescue it; then we must make certain that it does not fall into disrepair again.
Some Questions for Alumni and Alumnae

► Is your Alma Mater having difficulty finding qualified new teachers to fill vacancies and expand its faculty to meet climbing enrollments?

► Has the economic status of faculty members of your college kept up with inflationary trends?

► Are the physical facilities of your college, including laboratories and libraries, good enough to attract and hold qualified teachers?

► Is your community one which respects the college teacher? Is the social and educational environment of your college's "home town" one in which a teacher would like to raise his family?

► Are the restrictions on time and freedom of teachers at your college such as to discourage adventurous research, careful preparation of instruction, and the expression of honest conviction?

► To meet the teacher shortage, is your college forced to resort to hiring practices that are unfair to segments of the faculty it already has?

► Are courses of proved merit being curtailed? Are classes becoming larger than subject matter or safeguards of teacher-student relationships would warrant?

► Are you, as an alumnus, and your college as an institution, doing everything possible to encourage talented young people to pursue careers in college teaching?

If you are dissatisfied with the answers to these questions, your college may need help. Contact alumni officials at your college to learn if your concern is justified. If it is, register your interest in helping the college authorities find solutions through appropriate programs of organized alumni cooperation.
EDITORIAL STAFF

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Baylor University

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Harvard University

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without express permission of the editors.
May, 1959

News of the Alumni

BY CLASSES

Mallory S. Dickson, of 1319 Sheridan Road, N.E., Atlanta, died February 28 after a brief illness.

John Swift Brogdon, Ch.E., of 63 17th Street, N.E., Atlanta, died unexpectedly March 3. He was chief chemist in charge of production for Choice Flavors, Inc.

Clarence H. Tigner, ME, retired January 1 after serving with the Lummus Cotton Gin Company since 1914. He had been division manager of the Dallas, Texas office. After 22 years in Dallas he was associated with the engineering sales and research divisions at Columbus, Georgia. Mr. Tigner was one of the developers of the air blast gin, the double moting gin and other improvements for cotton gins. His home address is 1116 Brown Avenue, Columbus, Georgia.

Frank Crossland, ME, of 4300 Alabama Road, Chattanooga, Tennessee, died March 25. He retired in 1957 as general superintendent of the Sheffield Steel Division of Armaco Steel Corporation in Houston.

J. A. (Jack) Ganntt, EE, retired Southern Bell Telephone Company executive, died April 3 at his home, 149 The Prado, N.E., Atlanta. At the time of his retirement in 1954, Mr. Ganntt was general traffic manager, in charge of traffic operations for the company over its nine-state area. He was with the telephone company for 42 years. Mr. Ganntt is survived by his wife, Mrs. Leila Ganntt; son, J. A. Ganntt, Jr., a brother and sister.

Carson C. Cox, ME, of 4295 East Conway Road, N.W., Atlanta, died March 9 while on a business trip to Richmond, Virginia. He had been with the Barco Manufacturing Company for 25 years and was Southeastern representative at the time of his death.

John M. Staton, Jr., ME, manager of the Atlanta Regional Office for the Veterans Administration, will retire June 30 after 42 years in government service. He joined the Veterans Administration in 1919 (then known as the Veterans Bureau), and has served in various capacities. He has held his present position since 1954.

Frank A. Cowan, EE, died June 21, 1957. No further information was available at this writing.

Burnham Brooks Holter, ME, retired owner and manager of a Texarkana Battery and Service Station, died February 25 at his home of a heart attack. His widow lives at 1121 Garland Street, Texarkana, Arkansas-Texas.

John I. Alford is now in the Textile Technology Department at Southern Technical Institute at Chamblee, Georgia. He is also teaching some textile courses at Georgia Tech. Mr. Alford was formerly with the Covington Mills.

John J. McDonough, ME, President of the Georgia Power Company, has been appointed to the state school board by Georgia's Governor Vandiver. He will be a representative of Georgia's Fifth Congressional District.

Horace Caldwell, head of Radium Springs and the Gordon Hotel in Albany, Georgia, has been named president of the Georgia Hotel Association. Mr. Caldwell is on the Board of Trustees of the Georgia Tech National Alumni Association.

Arthur B. Boazman, CE, Vice President and General Sales Manager of The Keyes Company, Miami, Florida, is 1959 Vice President of the National Association of Real Estate Boards. He is also president of the Rotary Club of Allapattah, Miami, Florida.

Childress B. Gwyn, Jr., EE, has been appointed Special Projects Engineer of the Gibson Electric Company of Delmont, Pennsylvania. He will be responsible for technical liaison with engineering, manufacturing and sales. His business address is Old William Penn Highway, Delmont, Pennsylvania.

Campbell Ort Jenkins, general manager of the Atlanta Control Store of Sears, Roebuck and Company, will serve as co-chairman with Howard Ector, '40, for the American Cancer Society's 1959 education-funds crusade in Fulton County.

J. A. Hart, EE, has been appointed Building Installation Engineer in the Plant and Engineering Department of the Western Union Telegraph Company. His business address is 60 Hudson Street, New York 13, New York.

Wayne J. Holman, Jr., Chairman of the Board of the Chicopee Manufacturing Corporation and Chicopee Mills, Inc., has been elected to New York University's Board of Trustees. Mr. Holman is also a trustee on the Georgia Tech Foundation Board.

Dr. Robert W. Mathews, EE, died February 6 of a heart attack. His widow lives at 101 North Elm Street, Greensboro, North Carolina.

Born to: Mr. and Mrs. Murrel O. Wilburn, CE, a son, Murrel O., Jr., October 16. Mr. Wilburn is Division Bridge Engineer with the U. S. Department of Commerce, Bureau of Roads, Montgomery, Alabama.

J. M. Cheatham, TE, President of Dundee Mills, Griffin, Georgia, is scheduled to become President next year of the textile industry's central trade association, the American Cotton Manufacturers Institute. He is also President and Treasurer of Lowell Bleachery and Rushton Cotton Mills.

David M. Wood, ME, District Supervising Engineer with the Liberty Mutual Insurance Companies, has been promoted to Colonel, Artillery, U.S.A.R., as of December 23, 1958. Currently, he is Chief of Staff, Umpire Group, 87th Maneuver Area Command, U.S.A.R. in Birmingham, Ala.

Captain John B. Kackley, CE, was appointed to the position of Assistant Controller of the Navy last September. His headquarters are in Washington, D. C., where he is in charge of the Navy's worldwide audit organization. He lives in Falls Church, Virginia.

Ralph A. Smith, Ch.E., has been appointed chief materials and test engineer for Fulton Sylphon Division, Robert—Continued on Page 26

T. M. Sewell, '24, vice president of Southeastern Construction Company of Charlotte, N.C., was recently named the firm's new senior vice president. Sewell joined Southeastern in 1928. He has been in charge of the company's operations in Cincinnati, Charleston (W. Va.) and Jackson (Miss.), but in his new capacity will take an active part in the company's overall operations. The company also maintains offices in Atlanta and Tampa, Florida.
Robert L. Reeves, '30, has been appointed merchandise manager of the electrical hardware and hardware departments, Montgomery Ward & Co. Reeves joined Wards from Armour & Co. where he served as general manager of the company's industrial products division in Alliance, Ohio, since 1954. He has also been divisional sales manager at Firestone Tire and Rubber Co., retail merchandising manager at B. F. Goodrich Co. and vice president of Wyandotte Chemicals.

News by Classes—continued

Robert Mitchell Davis, '52 Everett L. Martin, IM, is now Personnel Director of Southern Airways, Inc. in Atlanta. He was formerly Regional Manager for Cluttet Peabody in Pennsylvania. His new address is 3006 Remington Street, East Point, Georgia.

Born to: Mr. and Mrs. Dennis Tuck, AE, a son, Richard Alan, September 13. Mr. Tuck is in the Flight Test Engineering Division of the Federal Aviation Agency. Their home address is 8013 Lazyline, Fort Worth 18, Texas.

Henry Ector, IM, Business Manager of the Georgia Tech Athletic Association, will serve as co-chairman with C. O. Jenkins, '26, for the American Cancer Society's 1959 education-funds crusade in Fulton County.

Joseph V. Pedulla, IE, is an engineer in the Tactical Support Equipment Engineering Department of the Air Armament Division at Sperry Gyroscope, Great Neck, New York.

William L. Treadway, Jr., IM, has been appointed Sales Manager of the New Orleans, Louisiana, plant of the Container Division of Jones and Laughlin Steel Corporation. The new address of the company. In 1944 he returned to the Newark laboratory as assistant manager, becoming manager the following year. He was made manager of development in 1956.

Robert Mitchell Davis died February 23 at his home, 3210 Mathieson Drive, N.E., Atlanta. He had been part owner of the Lakewood Lumber Company in Atlanta since graduating from Tech and had just recently sold his interest in the company.

John R. Hammond, Jr., Ch.E., is a Development Engineer with Hercules Powder Company at their Bacchus Works, Magna, Utah.
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...a hand in things to come
Robert D. Clarke, ME '50, has been appointed by Brown Instruments Division of Minneapolis—Honeywell Regulator Company as its market manager for the paper and textile industries. Clarke joined Honeywell's Mobile, Ala. office in 1951 as a sales engineer and was made district manager at Columbia, S. C. in 1954. He is a member of Tau Beta Pi, Pi Tau Sigma, Georgia of Professional Engineers, American Society of Mechanical Engineers, and Instrument Society of America.

News By Classes—continued

'55 Born to: Mr. and Mrs. Herbert Erickson, IM, a daughter, Susan Elizabeth, November 26. Mr. Erickson is systems engineer with Crucible Steel of America. Their home address is 21 Freshida, Baldwinsville, New York.

Married: Larry Wayne Ruffin, IM, to Miss Margaret Williams, February 28. Larry is employed by Loxscreen Company, Inc. in Atlanta.

Charles Leon Sherman, IM, is an industrial engineer with the Society Brand Inc. in Atlanta.

Clyde A. Taylor, EE, has been assigned as a sales representative to the St. Louis district of Allis-Chalmers Industries Group.

Married: James Ray West, EE, to Miss Dorothy Burns, April 4. Mr. West is with McDonnell Aircraft in St. Louis, Missouri.

'56 Ronald D. Mahan, IE, has completed the specialized engineering program at the Trane Company and has been assigned as sales engineer in the Miami, Florida office.

Engaged: Paul Wilson O'Shields to Miss Marianne McPherson. The wedding date will be announced later.

Theodore R. Wirtz, IM, is now Electrode products sales representative for the National Carbon Company. His business address is 910 Baltimore Avenue, P. O. Box 888, Kansas City 41, Missouri.

'57 Married: William Marcus Fulcher, IM, to Miss Marcelle Marie Hood, March 21. Mr. Fulcher is serving with the armed forces at Fort Knox, Kentucky.

David W. Jeffrey, Ch.E, has joined the Research and Development Division of Humble Oil Company's Baytown, Texas refinery. His address is 1514 Edison Street in Baytown.

Earl P. Jones, ME, is now located in Baltimore, Maryland with the Ordnance Department of Westinghouse Electric Corporation. He lives at 1207 Woodington Road, Baltimore 29, Maryland.

Born to: Mr. and Mrs. William F. Leslie, IE, a son, William Wayne, February 24. Their address is 2241 Avenue D, Beaumont, Texas.

Born to: Mr. and Mrs. Fred D. Reid, IM, a son, Steven Brent, February 27. Mr. Reid is with Continental Can Company. Their home address is 3417 Horatio Street, Tampa 9, Florida.

Born to: Lt. and Mrs. Kenneth M. Thrash, Jr., CE, a daughter, Mary Frances, in Chateauaux, France, March 1. Lt. Thrash is stationed at the Air Base in Laon, France.

Engaged: John Herman Wiedeman, CE, to Miss Joan Denson. Mr. Wiedeman is a junior engineer with Wiedeman and Single-ton in Atlanta.

Married: Tommy Worthington, IM, to Miss Virginia Bowen, February 12. Mr. Worthington is with Momar in Atlanta. Their home address is 547 Elmwood Drive, N.E., Atlanta 5, Georgia.

'58 Married: Robert L. Barber, IE, to Miss Peggy Reeves. The wedding took place last August. Their mailing address is P. O. Box 472, Atmore, Alabama.


Married: Robert S. Cannon, EE, to Miss Monica Lochman, March 20. Mr. Cannon reported to Fort McClellan, Alabama, April 1 for six months duty with the Chemical Corps.

2nd Lt. Richard D. Gillem, IM, has completed the Ranger course at The Infantry School, Fort Benning, Georgia.

Robert O. Godwin, EE, has been awarded a Hughes Master of Science Fellowship, enabling him to continue his education while employed at Hughes Aircraft at Culver City, California. He will attend the University of Southern California.

Married: Wade Thomas Horton, IM, to Miss Anita Merrifield, April 11. Mr. Horton is employed by the Mimeograph Company in Atlanta.

Engaged: Donald Richardson Hughes, ME, to Miss Gwinelle Gay. The wedding will take place May 10. Mr. Hughes is with the Cummins Engine Company, Inc. in Columbus, Indiana.

Charles E. Johnson, AE, has been commissioned a Naval Ensign at Pensacola, Florida. He is now assigned to Saufley Field for primary flight training.

Married: Clealland Mason Joyce, Jr., CE, to Miss Eleanor Tomlinson. The wedding took place March 21. Mr. Joyce is with Robert and Company in Atlanta.

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BOEING
Kendall Greene, ChE '46, has been appointed director of economics and planning of Goodrich-Gulf Chemicals, Inc. Greene joins Goodrich-Gulf following nearly eight years with Gulf Oil Corporation where he served as director of commercial research, petrochemicals. He joined Gulf in 1951, and since 1955 has directed commercial research for them. He is a member of the Chemical Market Research Association and the American Chemical Society.

News By Classes—continued

Born to: Mr. and Mrs. Henry Paul Morrell, Ch.E., a son, Scott Martin, January 20. Their address is 3701 Mockingbird Lane, Orlando, Florida.

Born to: Mr. and Mrs. Kirby McDonough Platter, IE, a son, John Cryan, March 12. Their address is 2204-11th Street, S.E., Decatur, Alabama.

Engaged: Lt. Charles Henderson Powell, Jr., IM, to Miss Virginia Aderhold. The wedding is scheduled for April 19. Lt. Powell is currently stationed at Fort Sill, Oklahoma.

Lt. Carl F. Shaw, Jr., USMC, EE, has completed the 30-week officers basic course at the Marine Corps School, Quantico, Va.

Engaged: Coley Lee Evans, Jr., IM, to Miss Mary Dunn. The wedding will take place in June.

Born to: Mr. and Mrs. Dale P. Hopkins, ME, a son, Kenneth Dale, January 14. Mr. Hopkins has been promoted to Assistant Engineer in the Power Production Stations Department of the Baltimore Gas and Electric Company, Baltimore, Maryland.

Married: Francis Howard Little, ME, to Miss Eleanor Eubanks. The wedding took place in April.

Bruce D. McDowell, CP, is assistant city planner with the Maryland-National Capital Park and Planning Commission at Silver Springs.

Engaged: Charles Crawford Murphy, Arch., to Miss Alice Henrietta Cumberworth. The wedding will take place on July 18.

Married: James Davis O'Kelley, IE, to Miss Patricia Sewell, April 19. Mr. O'Kelley is serving with the Army at Fort Jackson, South Carolina.

William L. Taylor, IE, has been commissioned Naval Ensign at Pensacola, Florida and is now stationed at Saufley Field for primary flight training.

J. D. Vines, ME, is a senior designer in the Atomic Power Division of the Newport News Shipbuilding & Dry Dock Company. His address is 7308 East River Drive, Newport News, Virginia.

Engaged: Jack Reynolds Worrell, IM, to Miss Madelyn B. Mercer. The wedding will take place on June 27.

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