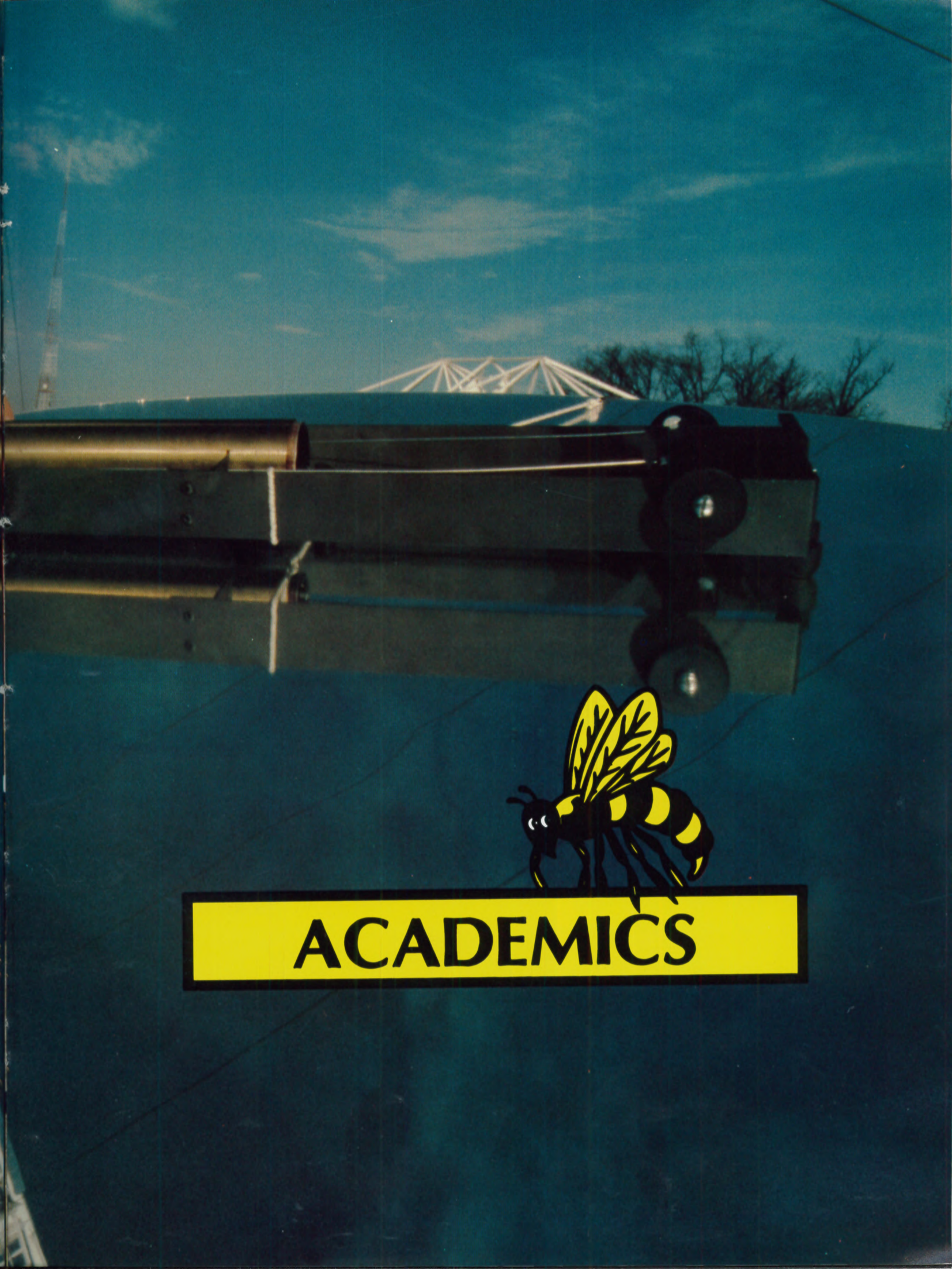


ACADEMICS

Rigorous Studies a Part of Tech From the Beginning

If there is one aspect of life here at Georgia Tech that hasn't changed, it's that academics at this school are a definite challenge — downright difficult, really. Back in the early days, students dreaded the long hours they spent under the watchful gaze of woodshop director John "Uncle Heinie" Heinika. Today, some of the same feelings are evoked by graphics class under, say, John Hutcheson.

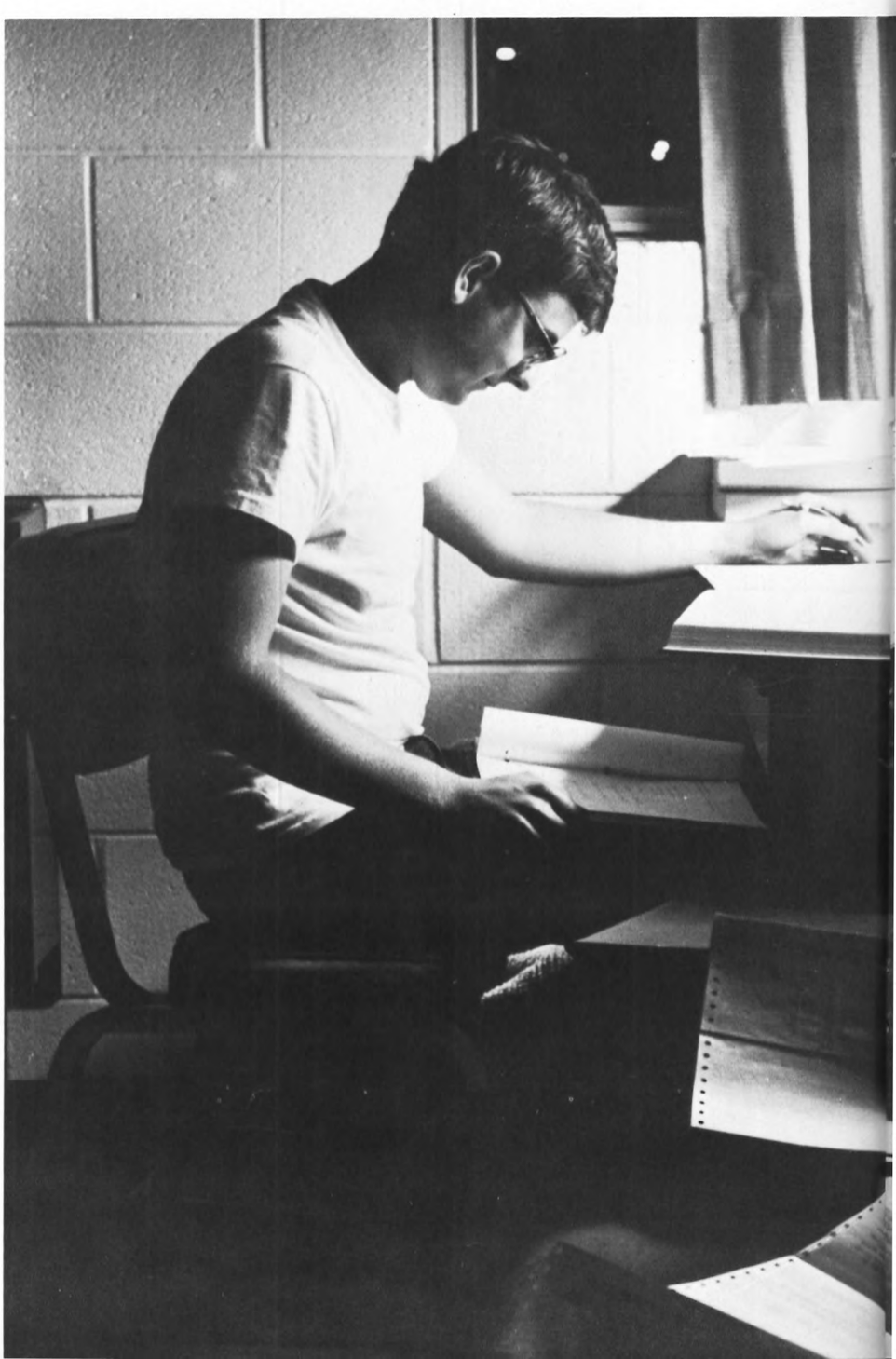
Long hours and hard work. There's no escape from it, no matter how one tries. High school geniuses suddenly find that Ma Tech is very unforgiving when they see their grades on the first calculus test. A mystical aura surrounds the all-nighters that occur more and more frequently until it's time for final exams and the all-nighters stretch into a solid week. Pretty soon, it seems there's a beaten path to the library.

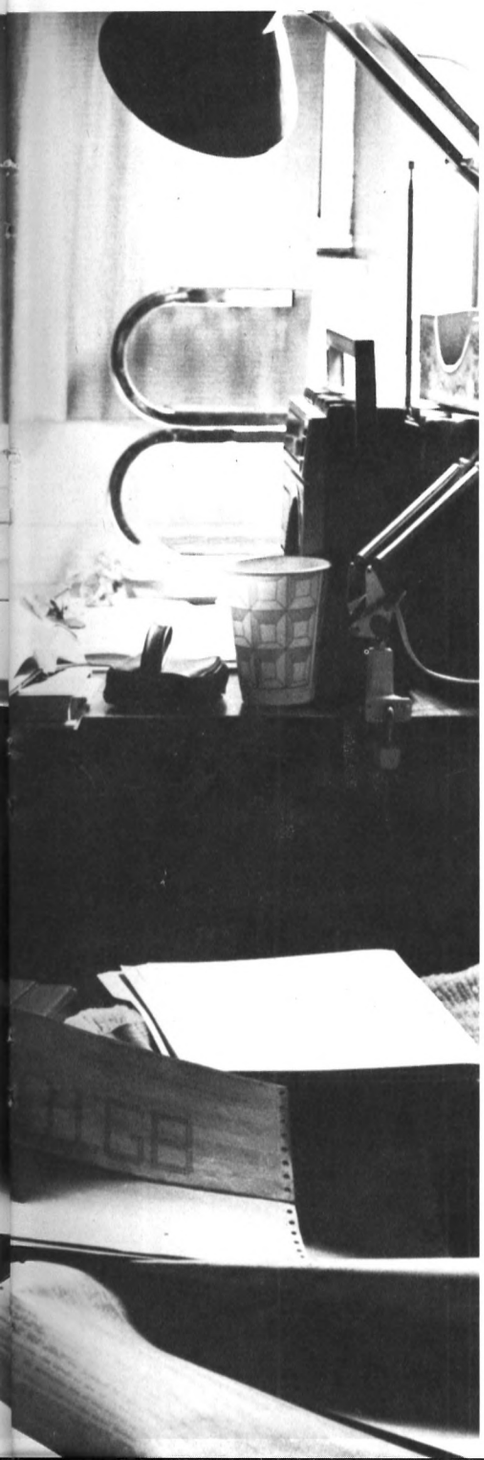
Tech has earned its daunting reputation by reason of its faculty. Never let it be said that a Tech professor made it easy, not when homework is assigned for five different classes and all of it due yesterday.

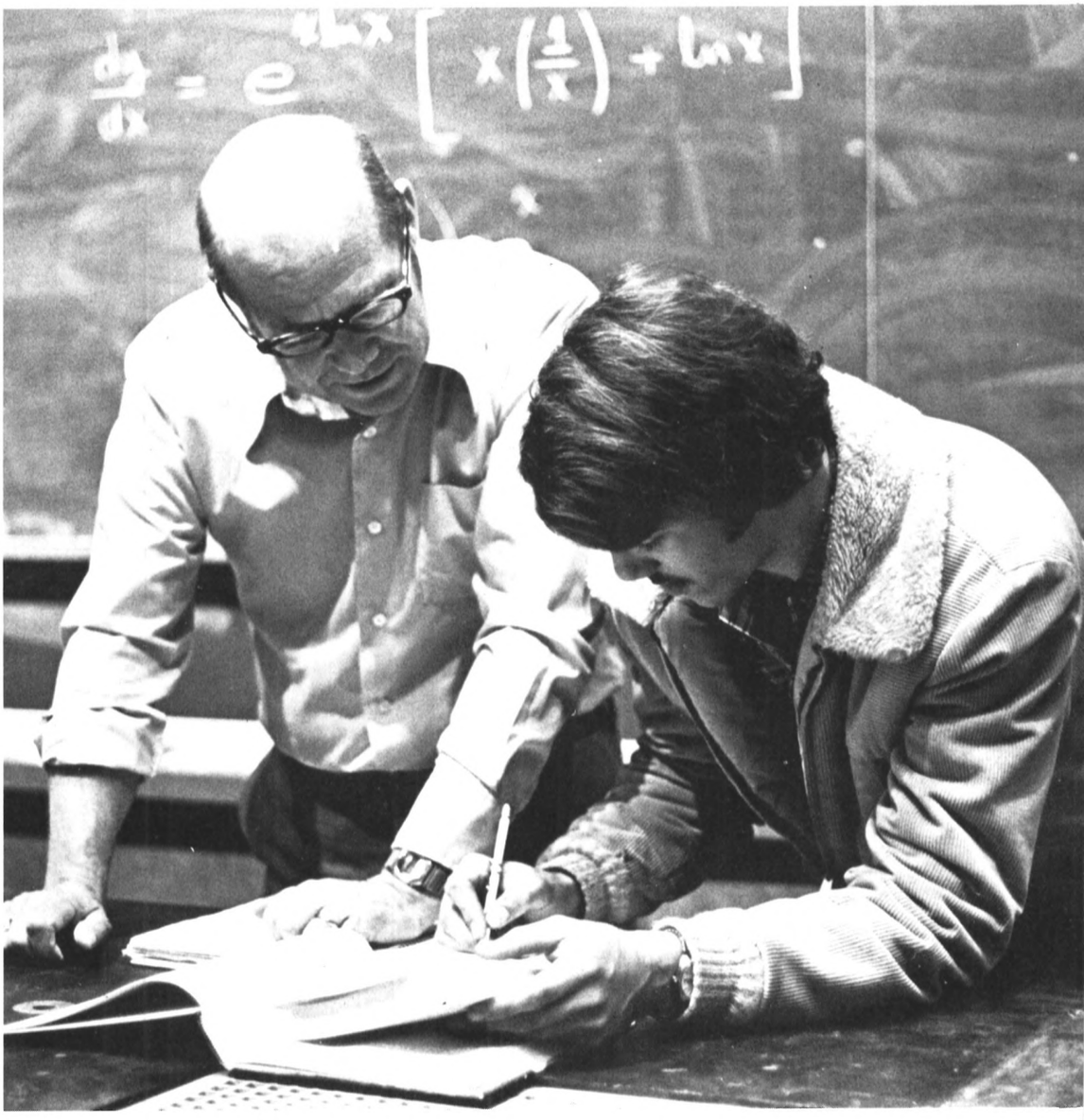
But there's one other thing that the student learns from his academic training here — he may have hated it at times, but it's all worth it in the end. On that last day, picking up his diploma, he realizes he's reached that goal for which everyone strives, and he's damn proud for sticking it out.

Then again, it's always been that way. Just seems that the more things change, the more they remain the same.

TOP: The library fills up as midterms approach. *BOTTOM, LEFT TO RIGHT:* Heavy use by students overloads Cyber, forcing students to wait for programs to compile. Sleep loses importance when an important assignment is due. Professor George L. Cain explains a difficult concept to a freshman calculus student.



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DR. JOSEPH M. PETTIT, PRESIDENT

Transitions Increase Tech's Potential for Growth

Transitions are as inevitable as the passage of the seasons year after year. Of course, some transitions occur around us and are beyond our control, however, it is the way each person deals with the transitions in his life that determines to a large extent the quality of the life he is to have. As graduating seniors you are in a position to make decisions which will make your life transition a particularly important one to your future.

Institutions, like individuals, also undergo transitions. Since many of the major advances of our times are in the growth of high technology, Georgia Tech, as a technological institution, is in a constant state of transition. There is continued progress and change in the field of technical education at the present time; we want our students to continue to be well educated as scientists, managers, architects, and engineers. You must carry forward your own studies so that you can play a major role in the future in the transitions and advancement of man and the environment in which he lives.

The transitions in the physical aspects of the Georgia Tech campus over the years have been significant. When Tech officially opened its doors in 1888, there were only two buildings on a four-acre campus. The original campus has now expanded to three hundred acres with more than 120 buildings.

Ninety-three years ago Tech's first class of 129 students entered to pursue bachelor's degrees in mechanical engineering. Today, more than 11,000 students from every Georgia county, all 50 states, and 78 countries are studying for degrees in 30 major fields of the Institute's nineteen schools. Women, who were first enrolled in the Engineering Program in 1952, now are represented on campus with more than 2,100 students in fields traditionally dominated by men. Minority students have also increased in numbers and significance.

Yes, transitions continue on our campus — with new faces, new programs, new buildings, and an overall general growth toward excellence. However, some things endure — the quality of the men and women at Georgia Tech. All good wishes for your continued progress.

Faculty Debates Academic Issues

As the Academic Senate debates the topics of moving Drop Day and reinstating senior exams, students begin to realize how much power this mysterious body holds over their lives.

Comprised of the 400 members of the Institute's academic faculty, this group decides the guidelines for literally every aspect of the student's life at Tech. To help get a balanced view of the issues at hand, students and administration representatives join the professors in this forum. President Joseph Pettit presides over the monthly meetings of the Senate, with the Vice President for Academic Affairs called upon to act in case of Dr. Pettit's absence from the Academic Senate meetings.

The major workings of the organization take place in seven standing committees. These committees are assigned to the topics of Undergraduate Curriculum, Graduate Curriculum, Student Regulations, Academic and Financial Affairs, Student Activities, Student Grievences and Appeals and Student Honor. Of the functional units, the Student Honor Committee, which handles cases of academic dishonesty, is the only one with no members representing Tech's student body.

While membership in the general body is automatically extended to the academic faculty, committee membership is determined by election. A special committee draws up a slate of prospective committee members during winter quarter. The nominees are elected to their three-year term at the first meeting of spring quarter.

Once a proposal has been approved by its respective committee, it must be voted upon by the entire body. New courses and degrees are typical items presented to the Senate. In the case of a new degree, such as the recently instituted Ph.D. in Biology, the ultimate decision rests with the Board of Regents of the university system.

Another regular function of the Senate is approving all degree candidates prior to their graduation. For this reason, the body holds one meeting during summer quarter.

TOP, LEFT TO RIGHT: President Pettit addresses the Academic Senate. **The President's Staff:** Standing: Richard A. Fuller, *Assistant to the President;* Walter L. Bloom, *Executive Assistant to the President;* Ethel J. Baker, *Assistant to the Vice President, Academics;* Al Shepard, *Acting Vice President of Research;* Warren Heemaun, *Development and Public Relations;* John Culver, *Assistant Vice President. Seated:* Edwin P. Kohler, *Associate Dean of Students:* James Stevenson, *Acting Vice President, Academic Affairs;* Clyde Robbins, *Vice President Planning;* Homer Rice, *Director of Athletics and Assistant to the President;* President Joseph Pettit. *BOTTOM, LEFT TO RIGHT:* Professor listens to discussion of senior examinations. Members ponder drop day arguments. **The Dean of Students Staff:** James E. Dull,*Dean of Students;* W. Miller Templeton, *Assistant—3Dean of Students / International Student Advisor;* John A. Wilhelm; James N. Gordon, *Director of Student Health Services;* Edwin P. Kohler, *Associate Dean of Students;* Barry Birkhead, *Dean of Fraternities;* James Strickland, *Director of Counseling Center;* Carole Moore, *Dean of Women;* Keith Ivey, *Directory of New Students / Parents Program;* Rodger Wherle, *Director of Student Center.*

Administration Keeps High Standards of Excellence

Notables Attend Dedication of Long Awaited Annex

TheCollege of Architecture marked its Seventy-Fifth Anniversary this year and along with this came the long-awaited dedication of the new West Wing. To the occasion, three days were set aside to take a look not only at the progress of the College, but also at the state of the profession. Exhibitions of student, faculty, and alumni work filled display areas in both buildings. Numerous speakers including Georgia Tech graduate and Atlanta architect John Portman, came to address the College on such issues as architectural education and architecture as a business.

The theme of "Transitions" for the opening ceremonies was fitting as the College is currently involved in several major changes. Dean William Fash spoke of the development of new graduate programs in architecture and city planning. This will not only provide for the inevitable growth at the graduate level, but is also expected to attract a broad range of students from other schools in the U.S. and foreign countries. A proposed new curriculum for Industrial Design and a plan to study the Building Construction program hit at future major transformations.

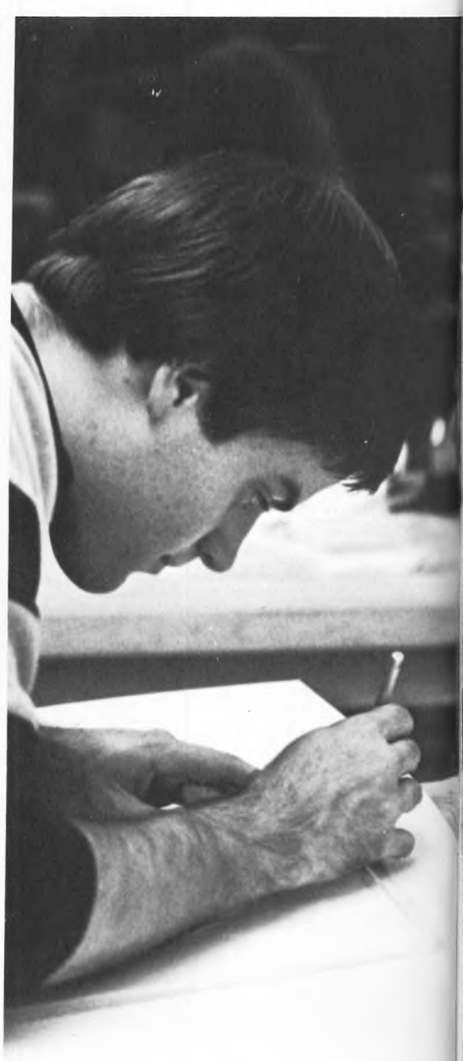
Architectural research continued its pattern of rapid growth and has presented itself as one of the larger programs of its type in the country. Current research focuses on designing for handicap accessibility and work in the field of energy, especially passive solar design.

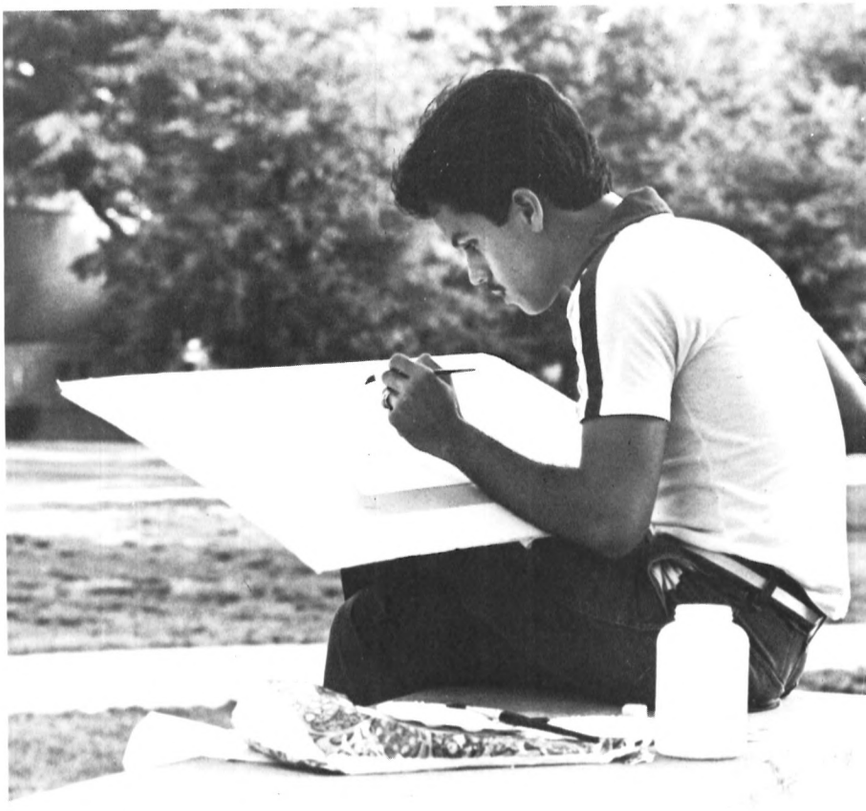
The need for increased knowledge as a result of the changing scope of architecture is constantly being provided for. The use of computers as they apply to architecture is being stressed by Dean Fash. Students are learning to use not only computers but also programmable calculators to make determinations of project feasibility and energy use simulations with greater accuracy.

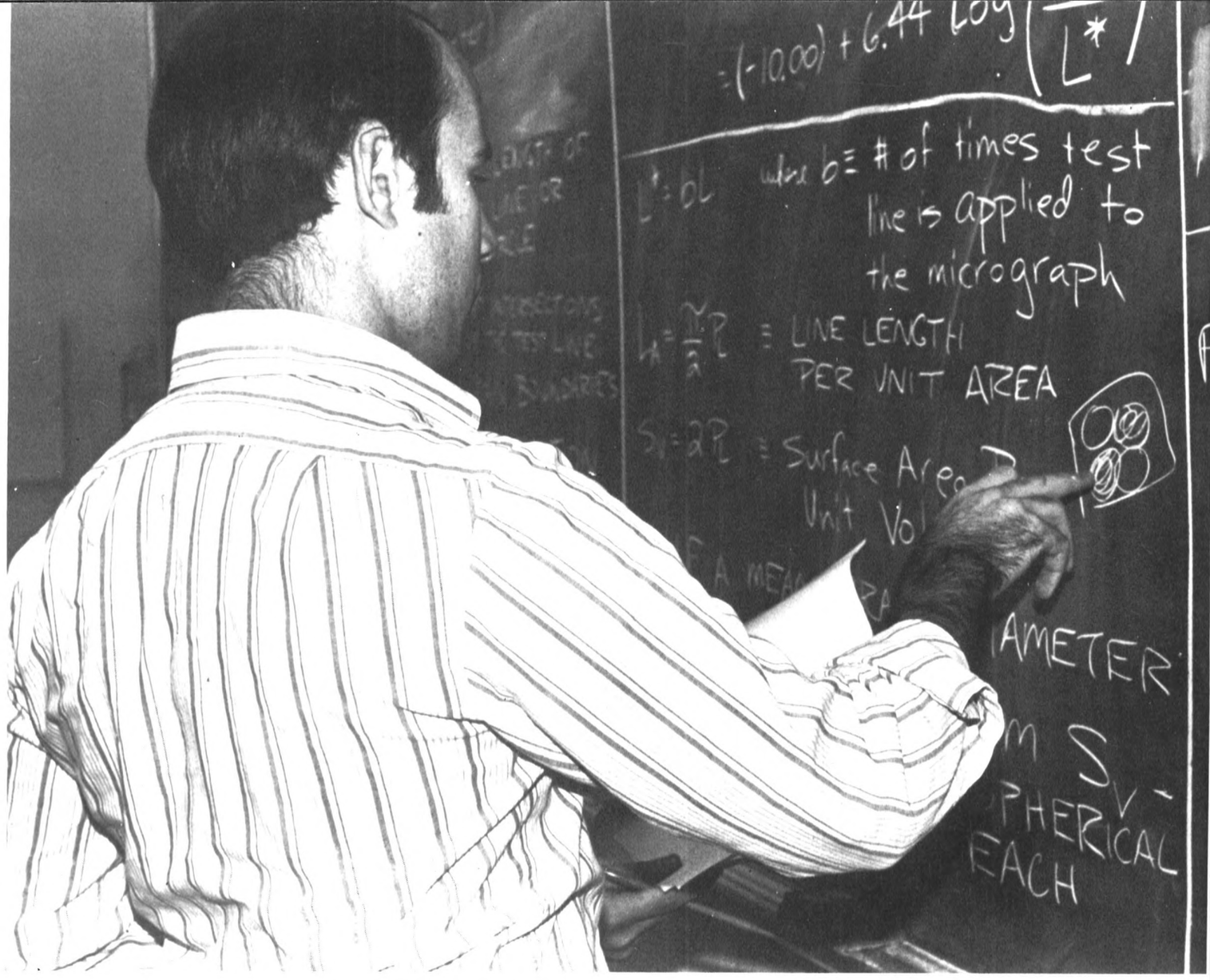
Knowledge in architecture is gained, perhaps most meaningfully, in the design studio. Long hours of work by the student coupled with valuable critiques by the professor combine to create imaginative and feasible solutions to design problems. The "all-nighter" or "charrette" also provides the student with necessary ideas and suggestions from other students as well as uniting students in a common cause: to stay awake and finish the project.

Expanding programs, continuing research, and design studio all combine to offer the student with the most comprehensive education possible. Ultimately though, the success of the College depends primarily on the integrity and desire of the student.

TOP, LEFT TO RIGHT: John Portman, after the dedication of the new building. A future architect practices his watercolor technique. *BOTTOM, LEFT TO RIGHT:* William L. Fash, *Dean of the College of Architecture.* David Lanier nears completion of a scale model church in Architecture Lab.



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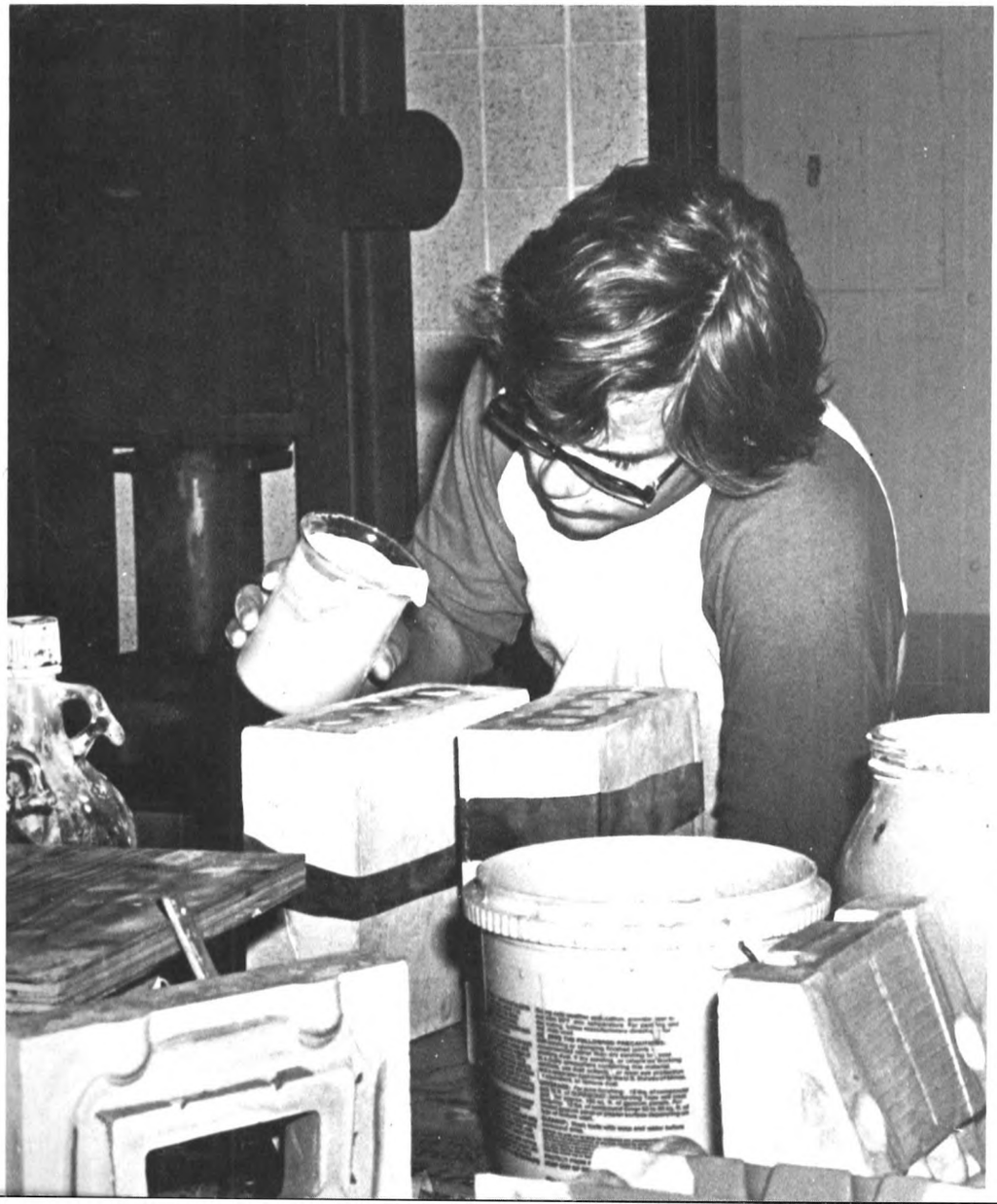
Rigorous Standards Fail to Alleviate Overcrowding

Maintaining the rigorous academic standards which have placed the Georgia Tech's College of Engineering among the top ten engineering schools in the nation has become a greater challenge with the inpouring record numbers of students. Tougher admissions policies and stricter individual school requirements have yet to alleviate the problems of crowded classrooms and overburdened teaching staffs.

Current advances in areas of science ranging from solar energy to micro-electronics have created a gap between present knowledge and sufficient qualified technical personnel to put these advances into practice. Many large corporations have begun offering top-paying positions utilizing the latest research equipment to established engineering professors. Thus with a national shortage of teachers and Ph.D.'s, there is increased competition for new faculty members between schools and industry.

The record demand for young engineers has pushed undergraduate enrollment in the technical fields to new highs throughout the country. A joint study by the Department of Education and the National Science Foundation indicates that there will be more than enough engineering graduates to fill this need over the next decade. Yet, some companies will not be able to hire enough young engineers with the educational background of Tech graduates, and their position in the job market is expected to remain at record levels.

TOP, LEFT TO RIGHT: Teaching Assistant explains how to calculate grain size of specimen using micrograph in ME 3212 lab. Dr. William Sangster, Dean of the College of Engineering. *BOTTOM, LEFT TO RIGHT:* Student performs calculations in materials lab. Student checks his results before handing in lab report. Bricks are poured in Cer.E. lab. Arc welding is demonstrated in ESM lab.



Growing Design Trends Reflect Computer Emphasis

Aerospace design is rapidly becoming a computer function, rather than the traditional drawing board method of old. Tech's Aerospace Engineering School has responded to this trend by the development of a computer-aided design program, which will enable students to keep abreast of the latest design techniques.

Computers, however, are not the sole success factor in aerospace or any engineering project. Written communications are the key to any project, and the department is placing added emphasis on writing by combining technical writing with lab courses. Students are urged to participate in research during their senior year and to write a paper under the supervision of both the English and AE departments. Upon completion these papers are submitted to the American Institute of Aeronautics and Astronautics at their annual meeting.

Much of the research pursued by the school is societal in nature, attempting to solve problems whose solution would be beneficial to mankind. Techniques for looking at fluid flow involving arthereosclerosis of the heart, fire safety, and vibrating structures are but a few of the targeted projects falling outside the normal range of Aerospace.

CERAMIC ENGINEERING

Innovative Engineers Meet Demand

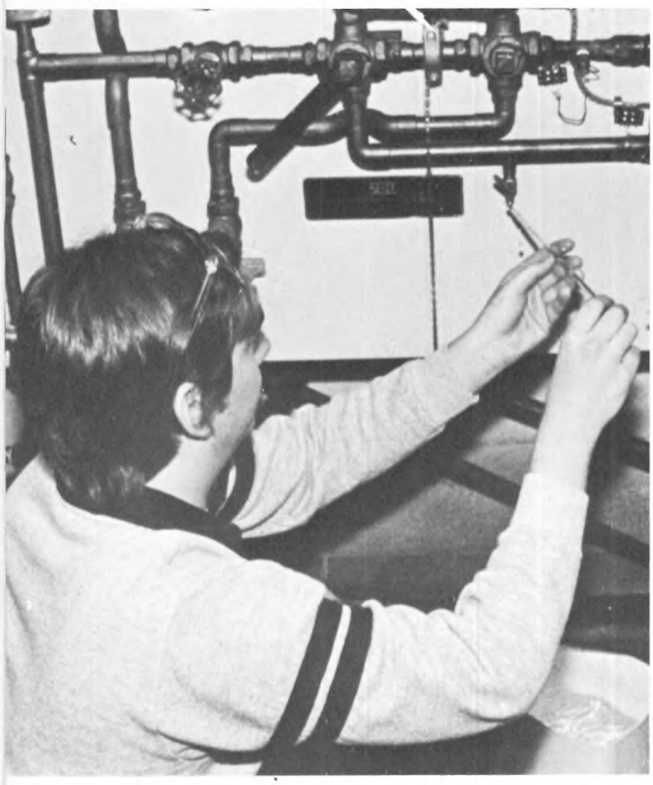
Ceramic engineers utilize the worlds' least expensive, most abundant raw material — dirt. Geologic substances such as sand and clay form the basis of ceramic staples including brick, glass, porcelain, and cement. In the past decade, ceramics have expanded into many new areas with material applications in electronic computer circuits, radiant heaters, and automobile exhaust catalysts. The need for these traditional and nontraditional speciality products has resulted in a continuous rise in demand for ceramic engineers.

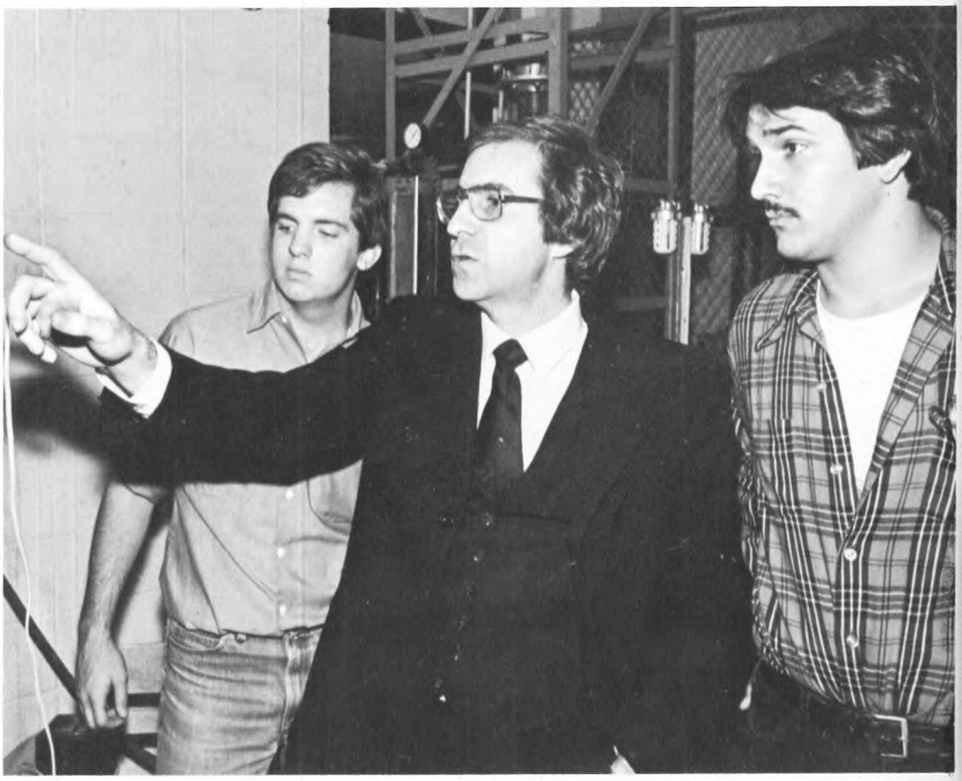
Student awareness of trends and applications is supplemented by seminars with visiting scientists, engineers, and plant representatives. The student branch of the American Ceramic Society complements these activities with tours of nearby ceramic research and manufacturing facilities.

Classroom learning is backed up by research, as well as practice, through experimentation in the high temperature material section of the Engineering Experiment Station. Experimentation includes both the improvement of traditional techniques and the development of newer uses of ceramics such as rocket nozzles. Thus graduates from the School of Ceramic Engineering utilize background in theory and practice in a field increasing in importance to the world as a whole.

TOP, LEFT TO RIGHT: New computer programs aid design students. Dr. Arnold Ducoffe, Director of Aerospace Engineering. Dr. Joseph Pentecost, Director of Ceramic Engineering. *BOTTOM, LEFT TO RIGHT:* Gathering data from fluid-flow experiment. Measuring heat resistance of ceramics at the Engineering Experiment Station.

Dedicated New Faculty Handles Growing Enrollment





With a thousand undergraduate students, the School of Chemical Engineering is one of the largest on campus. Director Gary Pohlein feels that the facilities are being strained to the maximum by the presence of so many students.

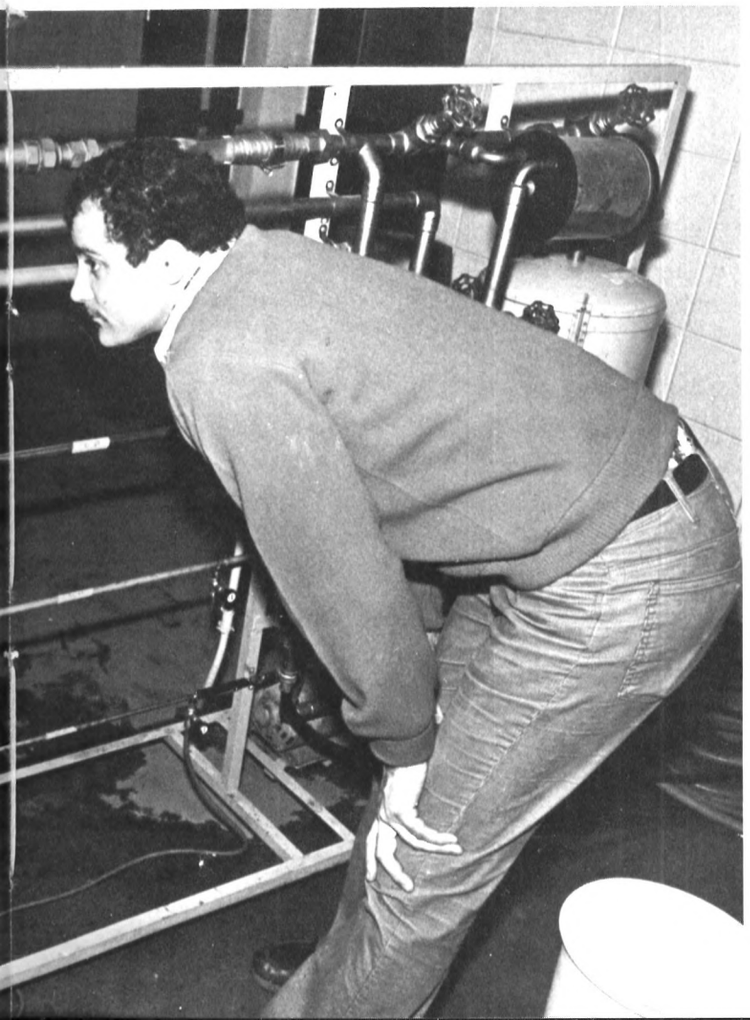
The large salaries commanded by students with a Bachelor of Science degree in Chemical Engineering have increased the number of undergraduate students. However, the graduate program has suffered because students are being lured away from master's and doctoral programs by lucrative industrial positions.

The school has a strong research program which affords undergraduates the opportunity to work on special projects and, perhaps, even begin a graduate thesis while still an undergraduate. Topics of current research projects include the areas of polymer kinetics, catalysis, conversion of wood to alcohol, and bio-engineering. There has been a renewed interest in bio-engineering and one of the more interesting projects involves the study of blood flow in the heart in order to design artificial heart valves.

Changes have been numerous in the Chemical Engineering Department in recent years. Over half of the nineteen permanent faculty members have been at Tech less than two years. The dedication of each faculty member to education is immediately apparent when one considers that most Chemical Engineering professors could probably obtain a higher paying position outside of the academic world.

The opportunities for chemical engineers have never been better with companies hiring graduates at a record pace. The chemical engineering job market will fluctuate with the overall engineering job market, but Chemical Engineering graduates should not suffer greatly because of the flexibility of their degree.

TOP, LEFT TO RIGHT: ChE student makes minor adjustment in fluid flow lab. Dr. White helps students in Chemical Engineering Lab. Students obtain data from print-out. Dr. Gary Poehlein, Director of the School of Chemical Engineering. *BOTTOM, LEFT TO RIGHT:* ChE student observes fluid flow apparatus in senior level lab course.



Research Covers Diverse Topics

The constantly changing demands of a technological world have had widespread effects on Civil Engineering. These changes have affected the field on both the academic and professional levels.

Courses in computer graphics and the applications of the VAX minicomputer system have been added to the curriculum in order to give students a clearer perspective of engineering theory. Faculty research is diverse, ranging from traditional interests such as structures to newer topics like waste chemical storage and energy conservation.

Government regulations and findings of the Environmental Protection Agency have placed new emphasis on sanitary engineering. Digital computers have become commonplace in business, and the school is compelled to turn out graduates capable of using this technology. Furthermore, the development of polymers and plastics for use in structural applications have resulted in a need for additional research in the area as well as curriculum modification to include these newer topics.

TOP, LEFT TO RIGHT: Dr. John E. Fitzgerald, Director of Civil Engineering. Dr. Demetrius T. Paris, Director of Electrical Engineering. *BOTTOM, LEFT TO RIGHT:* Students set up apparatus during a soil compaction test. Circuits and circuit theory are learned in E.E. labs. Sensitive instruments are used by a couple of students in their examination of computer circuits.

ELECTRICAL ENGINEERING

School Experiences Surge in Enrollment and Research

The rapid growth in the numbers of undergraduate and graduate students studying Electrical Engineering has created real problems for the school, according to Director Demetrius Paris. The rapid expansion has meant crowding students in existing facilities and a very unfavorable student to faculty ratio. New faculty members are being hired, but competition with the lucrative electronics industry is heavy for these talented people.

Rising enrollment has allowed the department to expand its research activities, always one of the school's strengths. Projects are currently underway studying solar energy, laser systems, computers and the generation or transmission of electrical power. Continuing study of traditional areas such as electromagnetism and circuit theory is now being complemented by work in newer fields such as optics and solid state research. To facilitate these efforts, cooperative ventures with other departments, such as physics, have been instituted to attack problems with new solutions.

ENGINEERING SCIENCE AND MECHANICS

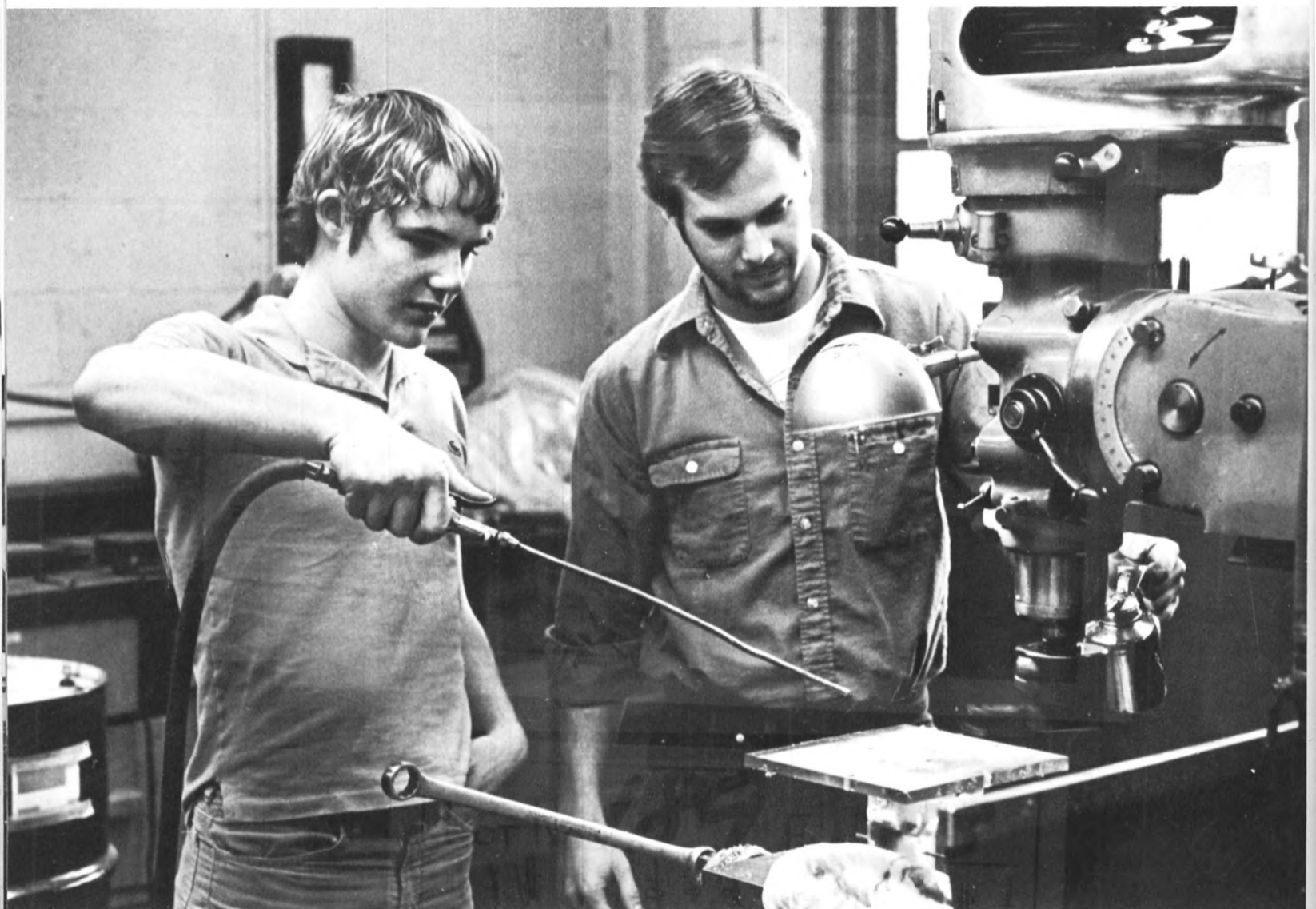
School Changes Teaching Methods

Many Georgia Tech students get their first real introduction to engineering problems through the service courses of the School of Engineering Science and Mechanics. Statics, Dynamics, and the Mechanics of Deformable Bodies are courses which are designed to make the future engineer think about problems. Since much ESM work is done with mathematical models, the school has developed a microcomputer system for teaching and clarifying abstract ideas to the undergraduates.

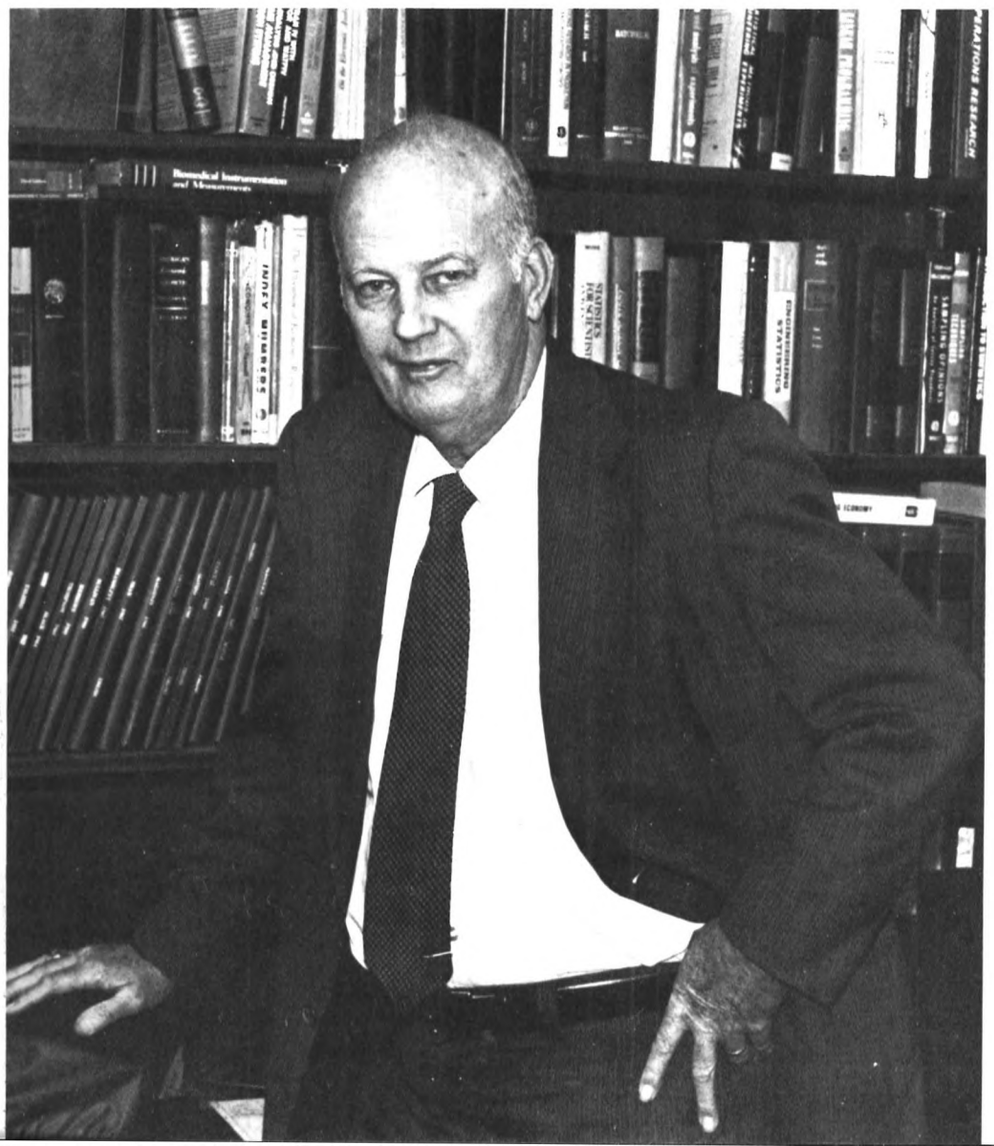
Dr. Milton Raville, director of the school, feels that his faculty has an enormous load upon them considering that all engineering students must take classes from his department. This burden adversely affects the faculty with large classes, but to alleviate this, graduate students are used as teaching assistants in the problem-solving classes.

Graduates with degrees in Engineering Science and Mechanics have a great knowledge of stress analysis, biomechanics, failure analysis, dynamical systems, flow phenomena and structural design. With this background, they fit well into a wide variety of engineering job opportunities.

TOP, LEFT TO RIGHT: Dr. Milton Raville, Director of the School of ESM. Ellen Freeman studies Health Systems in the Multi-Media Instruction Center. *BOTTOM, LEFT TO RIGHT:* Billy Hinners and Leslie Lynch mill a lexan plate in the ESM lab. Dr. Harold Smalley, Director of the School of Health Systems.



Research Center Carries on Community Projects

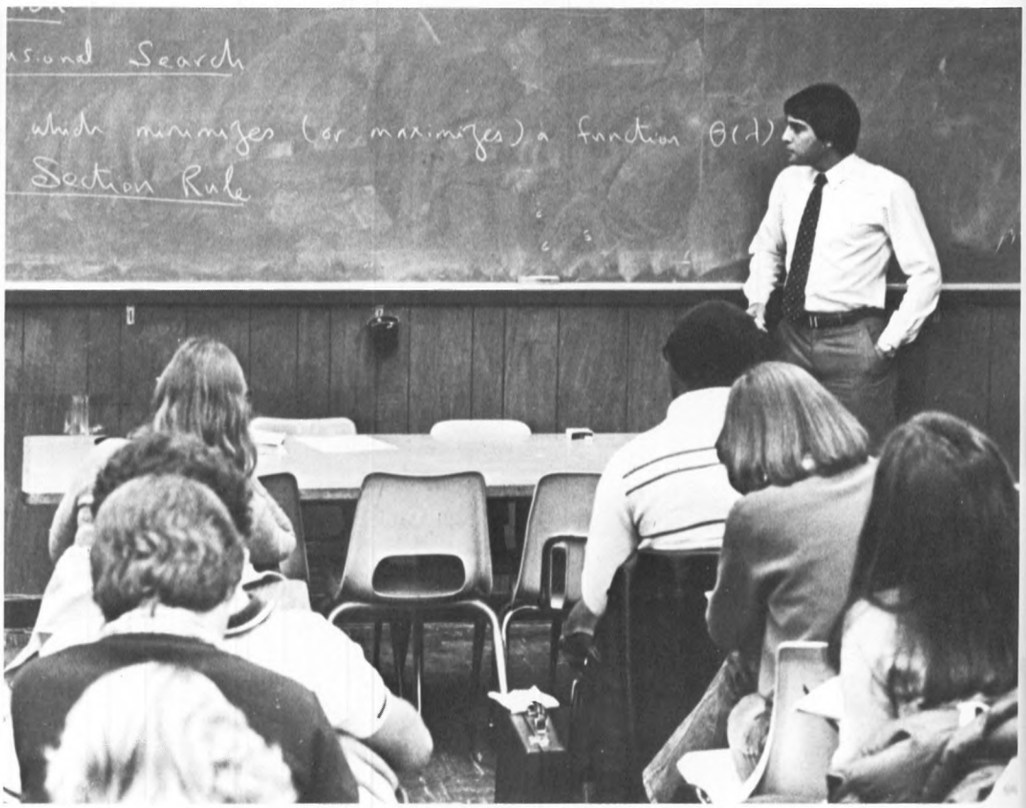


Having started as a faculty research project in 1952, the field of health systems has grown rapidly from a student option in 1958 to a program in 1972 to a school in the College of Engineering in 1977. The area of study was pioneered at Georgia Tech, and the school along with its faculty have earned national renown for community service and an innovative research program.

The School of Health Systems is affiliated with the Medical College of Georgia. Experimentation and community oriented projects are based on campus at the Health Systems Research Center, established by the Board of Regents in 1969.

Students are eligible for Bachelor and Master of Science degrees, with a premedical school option. While courses offer the general background necessary for admission to most medical and dental schools, students have a variety of areas in the growing profession of health science to choose from. Field training is provided by a three month senior externship, and graduate students may use major related projects as an equivalent to a master's thesis. Health Systems graduates learn to combine systems engineering and management science to establish programs for hospitals, institutions, and health related organizations.

Curriculum Emphasizes Understanding of Industry



In an age where American productivity is declining and foreign products are rapidly flooding American markets, industrial engineers are in high demand. The IE whose curriculum at Tech is geared toward a broad understanding of industry, equipment, and profit is trained to increase the productivity ratio while maintaining quality and worker satisfaction. The need for industrial engineers in today's market is reflected in the number of students in the ISYE school.

Burgeoning size causes problems for the ISYE school, as it is housed in the oldest classroom building on campus. In an effort to alleviate this problem, a new building has been planned, and the groundbreaking for the ISYE/College of Management complex was held in the Fall of 1980. The new facility will enable the school to expand its computer facilities, and a materials handling lab will also be a reality.

TOP, LEFT TO RIGHT: Dr. Michael Thomas, Director of Industrial Engineering. Dr. Bazarra conducts class. Dr. S. Peter Kezios, Director of Mechanical Engineering. *BOTTOM, LEFT TO RIGHT:* Jill Davis listens intently to an IE lecture. Students in lab.

MECHANICAL ENGINEERING

Practical Degree Attracts Students

The role of the mechanical engineer in industry today has expanded greatly due to the energy crisis, constantly changing production procedures, and needs for improved productivity. This has led to an increased enrollment in the School of Mechanical Engineering as prospective students realize the practicality and advantages of a degree which is in such demand in the job market.

Dr. S. Peter Kezios, director of the school, is of the opinion that engineering students, especially those in mechanical engineering, get a majority of their practical experience outside of the classroom. Programs such as cooperative engineering, and the Student Competition on Relative Engineering are forums for this experience. In the classroom professors tend to stress theory rather than actual application. Furthermore, expanding use of microprocessors is forcing revisions in the curriculum to keep engineers current with available technology. Research in the field of mechanical engineering is growing and encompasses work involving a variety of topics ranging from cloth flammability to acoustical submarine tracking. These new technologies mean new interests and knowledge for both the students and the faculty.

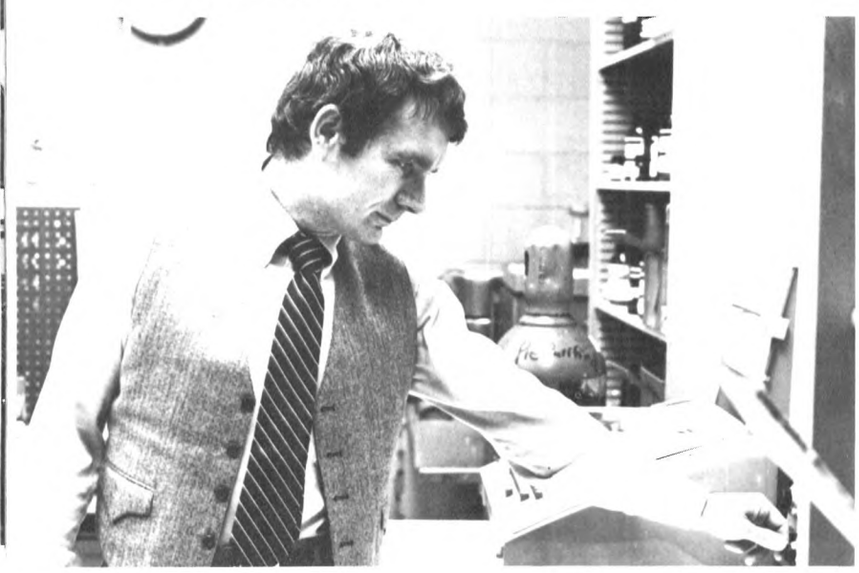
NUCLEAR ENGINEERING

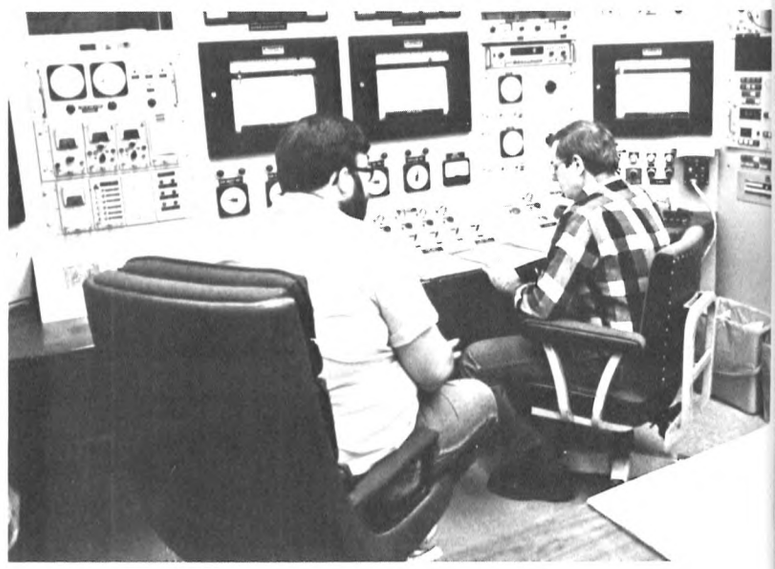
Core Curriculum Offers Variety

The School of Nuclear Engineering continues to expand the frontier of nuclear technology. The curriculum is structured to facilitate students' plans for either immediate employment or continued education, wtih flexibility indicating the wide range of specialization within the field. Students can enter a variety of specific areas of study with a background in nuclear core and fuel design, fuel process engineering, nuclear power economics, and reactor operations.

Undergraduate and graduate level work in nuclear engineering and health physics are complemented by an extensive research program which is centered around several facilities on campus. Nuclear energy research attempts to solve the problems of advanced reactor design, radioactive waste disposal, and danger-free nuclear power generation. The Frank H. Neely Nuclear Research Center features fission experimentation with a five megawatt heavy water moderated nuclear reactor.

The increasing use of ionizing radiation in the nuclear sciences has led to a greater awareness of health physics. Through the Center for Radiological Protection and its Environmental Research Laboratory, health physicists learn to deal with the increasing potentials of radiation hazards. These and other principles serve as a solid foundation upon which students gain valuable insight into the application of Nuclear Engineering.





TEXTILE ENGINEERING

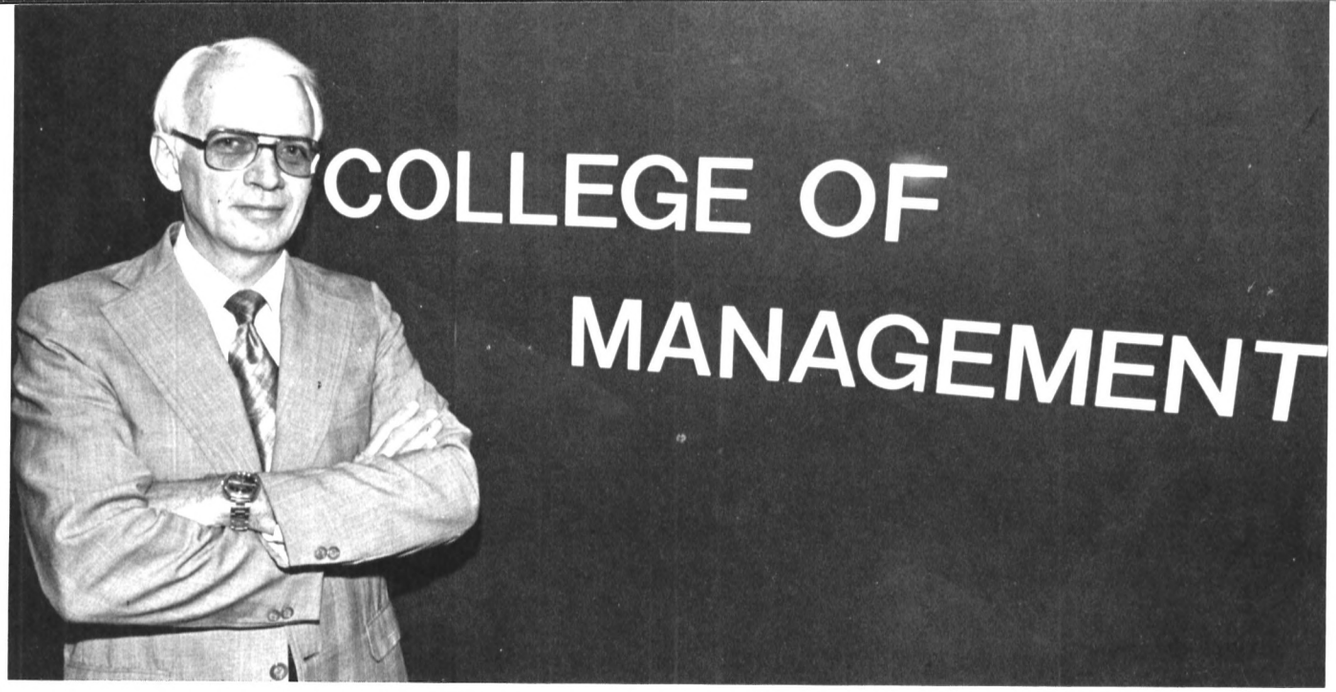
Student Run Enterprise Teaches Production Methods

As the Textile industry is located primarily in the South, Tech's Textile Engineering School has developed a natural and important relationship with that industry. The school produces graduates with the degrees in engineering and chemistry, as well as the more general Bachelor of Science Degree in Textiles. Although the industry is an indicator of economic fluctuations, enrollment remains steady and there are always plenty of jobs available for graduates.

Undergraduates are introduced to the rapidly changing industry in a number of ways. Tex-Tech, the student-run laboratory, provides practical experience as students design and produce various fiber products which are then sold to the Tech community; field trips to textile plants are used to augment this experience.

Research, on both the graduate and faculty levels, embrace advanced study in diverse areas such as fiber synthesis and process dynamics. The rapidly expanding field of geo-textiles has resulted in the development of fibers to be used with structural applications such as roadbed fiber mats which greatly reduce wear on highways. In all areas of research, applications are geared toward solving the multifaceted problems facing the nation's largest manufacturing industry.

TOP, LEFT TO RIGHT: Researcher adjusts a monitor. Dr. Wayne C. Tincher, Director of Textile Engineering. *BOTTOM, LEFT TO RIGHT:* Dr. L. E. Weaver, Director of Nuclear Engineering. The reactor control room facilitates nuclear safety education. A student uses a mechanical arm to doff spools.


COLLEGE OF
MANAGEMENT

COLLEGE OF MANAGEMENT

College Breaks Ground for Complex in West Campus

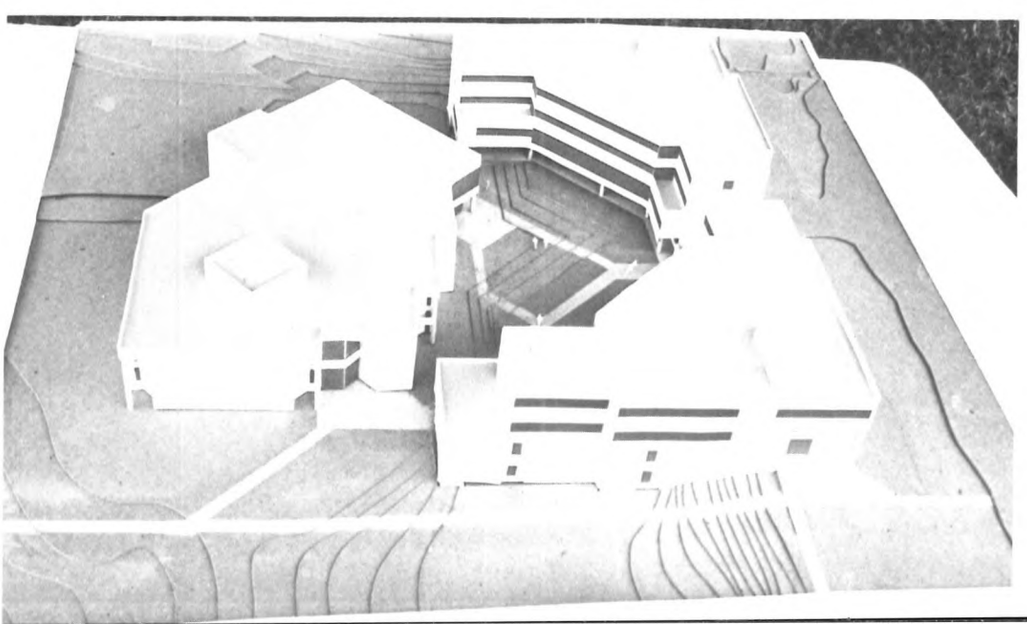
Changing the name of the College of Industrial Management to the College of Management illustrated the expanding perspective of management at Tech. While the degrees offered by the college remain the same, Bachelors of Science in Industrial Management, Management Science, and Economics, the school is expanding both physically and academically.

In fall, Governor George Busbee aided in the groundbreaking of the management building of the IM/IE complex. Located between the Student Center and SAC, the three million dollar structure will eventually contain a management building, industrial engineering building, and instructional center. Not only is the building expected to relieve overcrowding in the Skiles Classroom Building, but it will give the college a central focus and a much needed sense of identity.

As opposed to most business majors, a management degree is oriented toward technical aspects such as mathematics and science. Interplay between seniors and graduate students is encouraged and seniors are urged to take graduate level courses. Restructuring the graduate curriculum to add an MBA style two-year program is expected to draw additional students from other schools.

As Busbee said at the groundbreaking ceremonies, "Young men and women leave Georgia Tech with sound management training and a high awareness of the technical aspects of tomorrow's world."

TOP, LEFT TO RIGHT: Dr. Charles E.Gearing, *Dean of the College of Management.* Groundbreaking ceremonies for the new building feature President Pettit, Governor George Busbee, and Chancellor Vernon Crawford. *BOTTOM, LEFT TO RIGHT:* Gary Newsome checks the output from a management science program. Architect's model of the Management/Industrial Engineering Complex to be located near SAC.



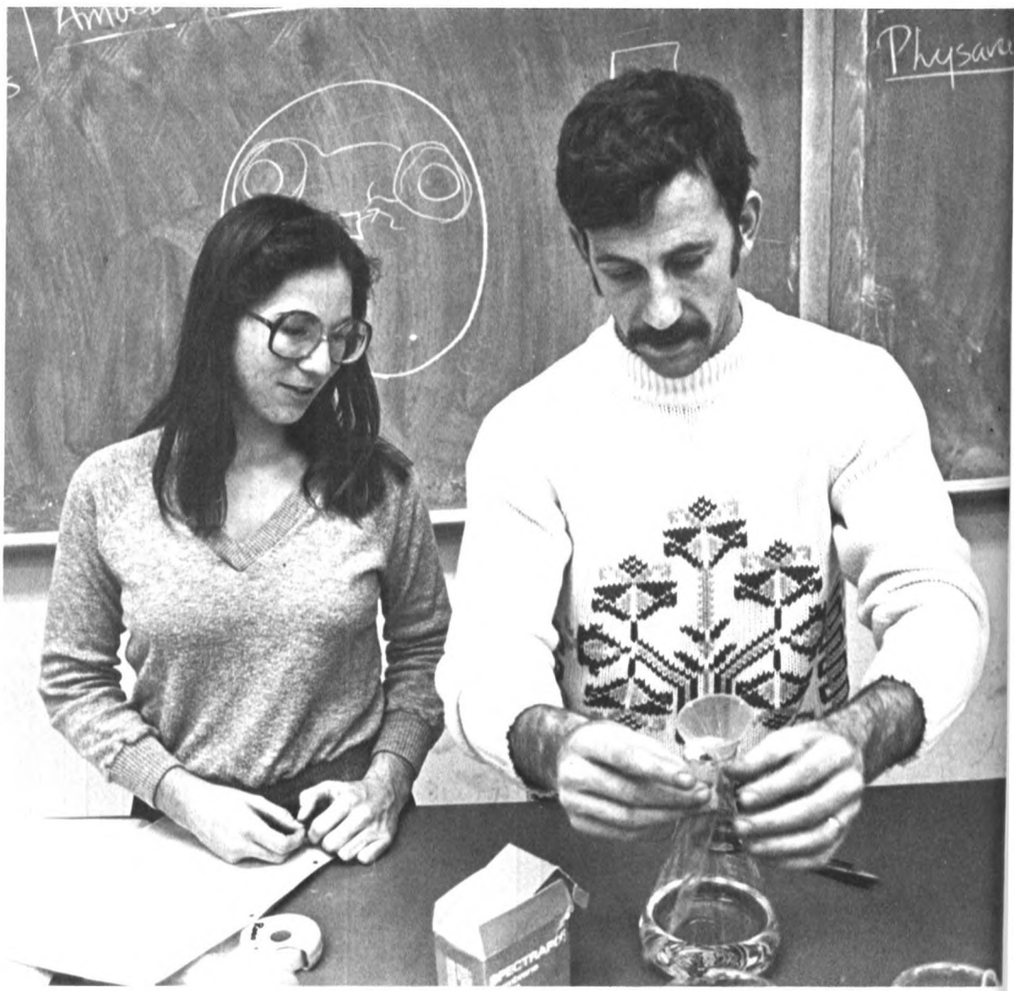
COLLEGE OF SCIENCE AND LIBERAL STUDIES

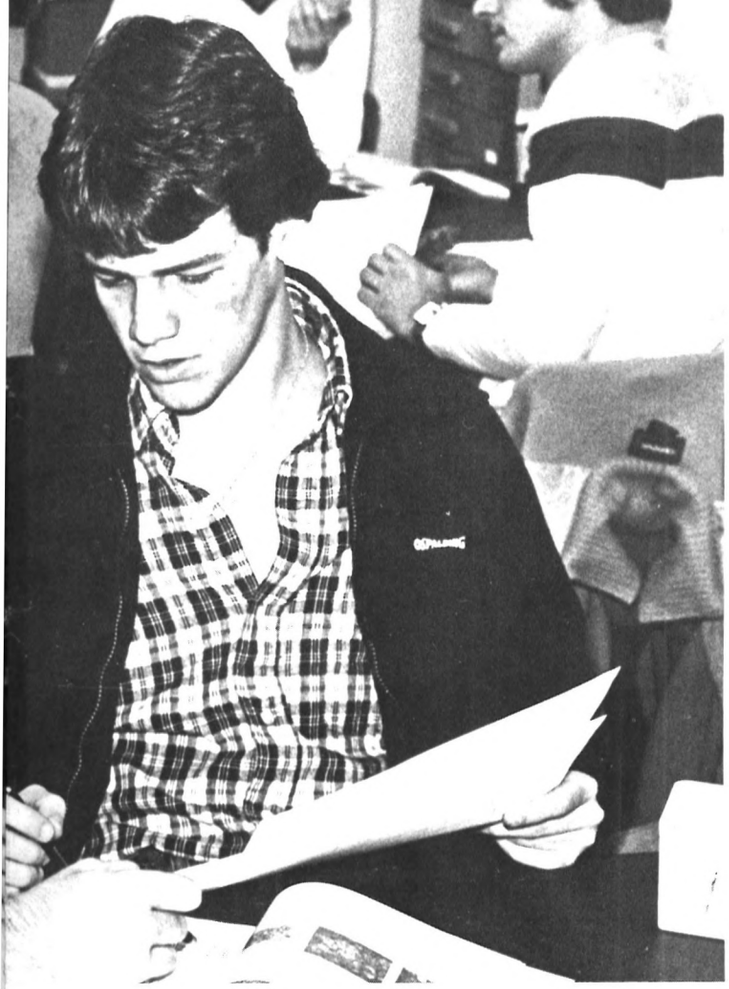
Certificates Up Minor Popularity

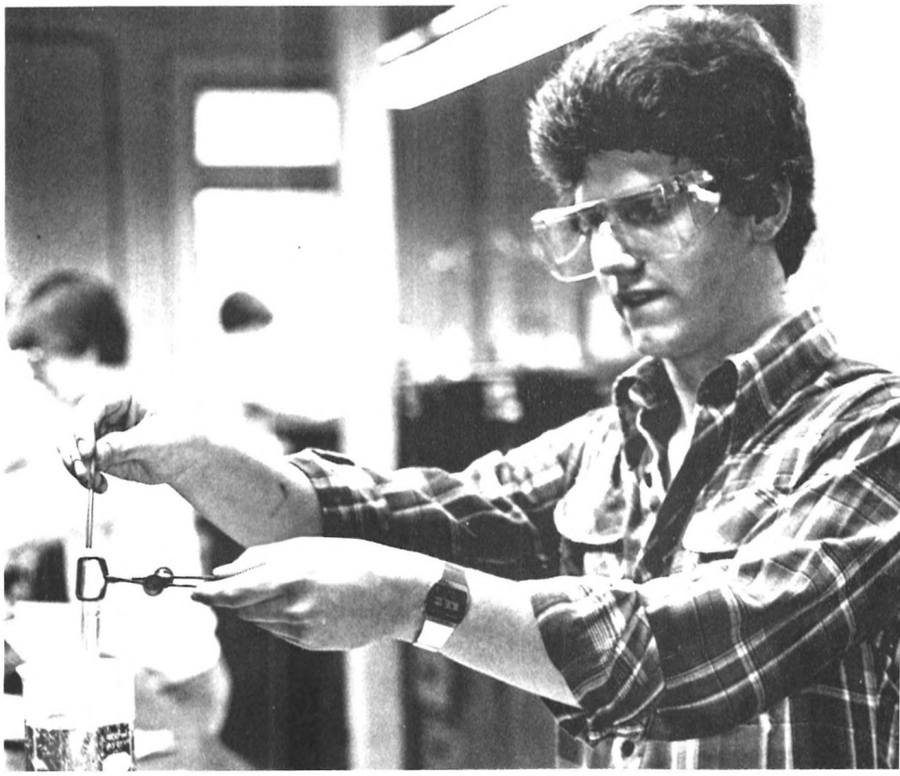
Every student at Georgia Tech must take courses offered by the College of Science and Liberal Studies. The college is divided into eight degree-granting schools and seven departments which compliment degrees granted by the other colleges at Georgia Tech.

The minor's certificate, made available by the Modern Language and English Departments, enables students to round out an otherwise technical education. Additionally, the School of Social Sciences provides minor certificates in all five of its divisions. Both of these programs are popular among students wishing to acquire a more thorough education while pursuing a technical career.

TOP, LEFT TO RIGHT: The identification of minerals is not always easy. A water bath is used to melt a solid chemical during a lab. *BOTTOM, LEFT TO RIGHT:* Joe McGuire checks over his program to debug it. Ann Corey assists her instructor in an osmosis experiment. Dr. Henry S. Valk, Dean of the College of Science and Liberal Studies. Cadet Pere listens intently during ROTC class.







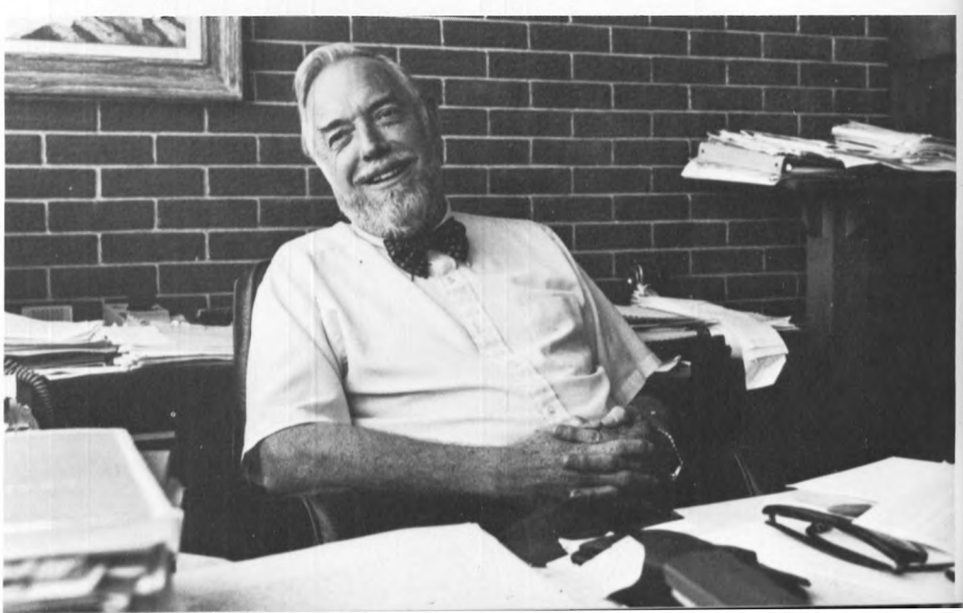
Job Market Prospers Due to Environmental Concern

Georgia Tech's tougher entrance requirements have a major effect on the School of Biology. Although the undergraduate enrollment of the school dropped significantly, students majoring in biology tend to complete their degree work. In the graduate department enrollment has increased in the past few years and final approval from the Board of Regents is expected soon for the proposed doctoral program in biology.

The future looks especially bright for biology graduates. The job market is expected to grow due to huge increases in the environmental impact monitoring and the genetic engineering fields.

Biology graduates are accepted in many diverse fields; many go to medical or dental school, and every dental school applicant from Georgia Tech's biology program has been accepted. Other students with a Bachelor of Science in Biology go on to master's or doctoral programs, sometimes in disciplines other than biology. Access to jobs in biology increases with a graduate degree.

A strong asset of the school is the faculty members, who can boast an enormous publication record. A current research project involves the antibody approach to cancer treatment. Another project is concerned with very sophisticated neuro-biological probing of the development of the nervous system in the fetal mouse. The biology researchers are armed with a wide array of impressive equipment including scanning electron microscopes, an automated gamma counter, and a cell fractrometer. Because of the presence of strong research endeavors the faculty has been able to secure federal research grants thereby insuring a developing school.



CHEMISTRY

Research Benefits Many Agencies

Due to the burgeoning growth of the chemical industry, graduates of the School of Chemistry have numerous opportunities for future careers awaiting them. Because their degrees fulfill the more demanding recommendations of the American Chemical Society, Tech graduates have that extra edge needed to compete for better jobs and higher salaries.

Yet not all graduates take advantage of the available positions. According to Dr. Aaron Bertrand, the school's director, only one-third of those with bachelor's degrees move directly into the corporate sector. The remainder are divided between graduate school and medical school. The majority of those in postgraduate study attempt to earn doctorates.

In tandem with the wide-ranging undergraduate curriculum, the school has a strong program of research projects that serve to extend knowledge and to support the school with first-rate equipment.

Agencies benefitting from Tech's projects include the Centers for Disease Control, Emory University's School of Medicine, the Medical College of Georgia, and Tech's Chemical and Electrical Engineering Departments. Topics include the testing of active compounds in marijuana for their effect on glaucoma and theoretical research that may revamp current thinking involving important reactions in organic chemistry. This latter project, should it fulfill its theorized potential, would have worldwide significance.

As long as America's need for increasing chemical research and technology continues, there will be a need for chemists. Tech is committed to providing enough trained graduates to fill that need.

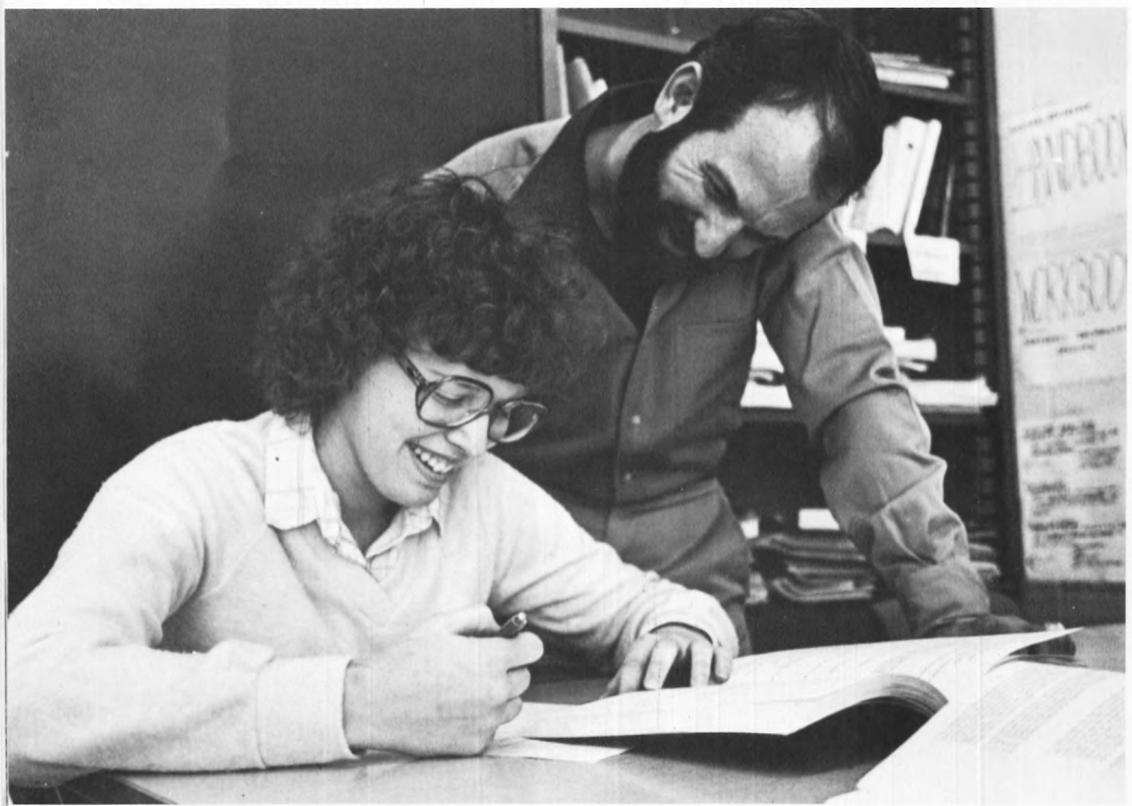
TOP, LEFT TO RIGHT: Co-ed investigates the microscopic world of amoebas. Dr. J. Aaron Bertrand, Director of School of Chemistry. *BOTTOM, LEFT TO RIGHT:* Dr. John W. Crenshaw, Jr., Director of School of Biology. Freshman performs a titration experiment.

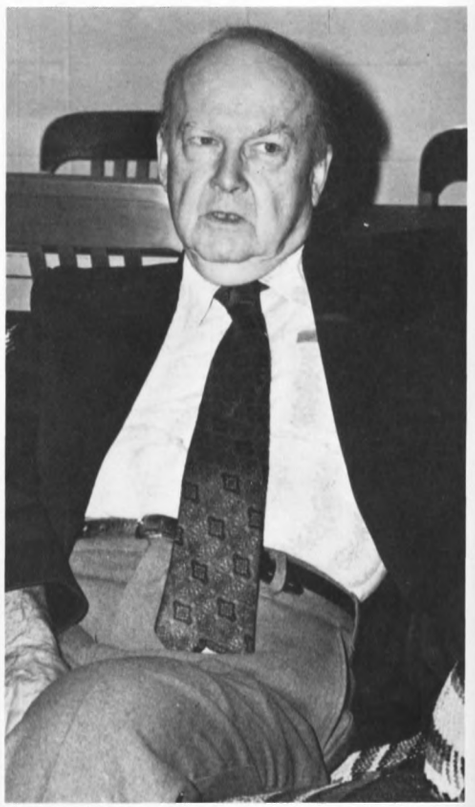
Communication Skills Essential for All Programs

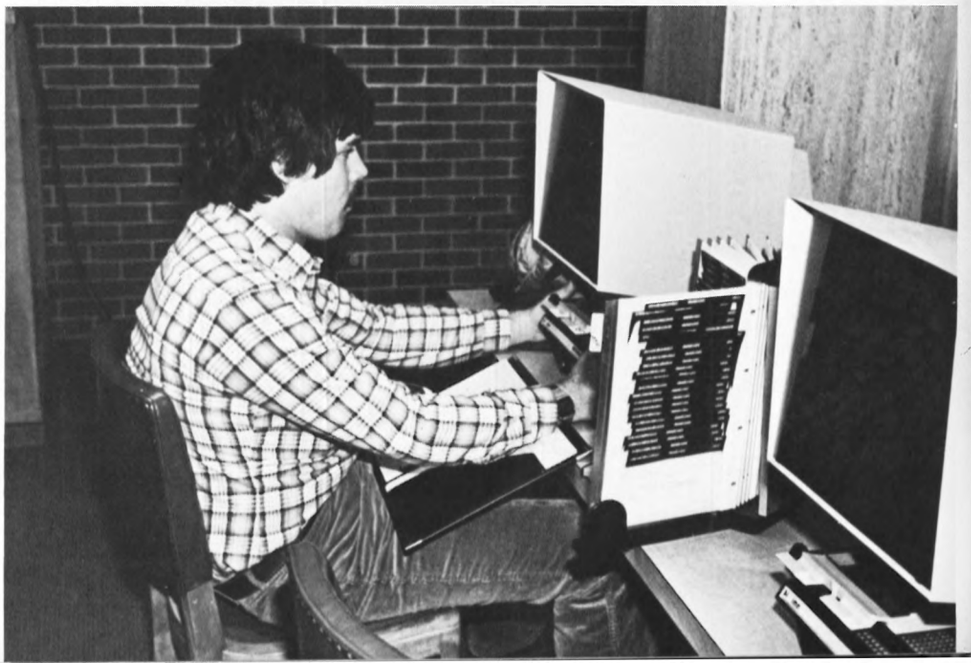
Faced with a student body well versed in most aspects of technology, the English Department has the massive task of educating the students to the uses and nuances of the English language. The ability to write well is a necessity, and through a series of freshman composition courses, the department hopes to impart to the potential engineer the importance of good communication skills. The popular certificate in Technical and Business Communication lets students hone communication skills and focus on the writing style used in the business world. The certificate is attained by completing satisfactory work in five junior level courses.

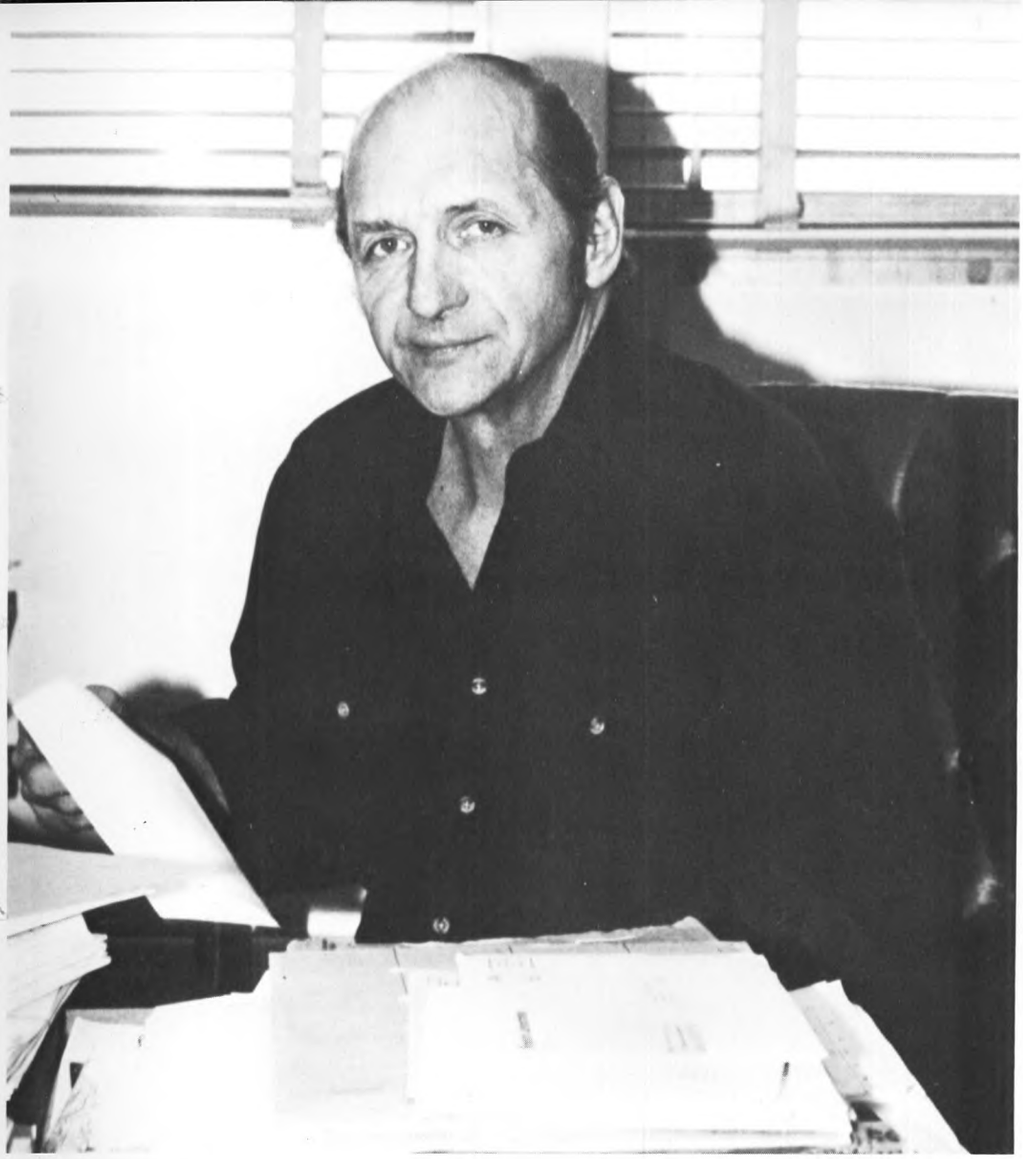
Aside from the need for good communication is the need for ethical education. This education can be obtained through literature appreciation and humanities courses. The current demand for upper level literature courses studying such authors as Chaucer, Shakespeare, and Faulkner indicates a renewed interest in the classics. Plans for a certificate in literature are near completion; to obtain this certificate, a student must take 15 extra hours of literature above the already required 18 hours.

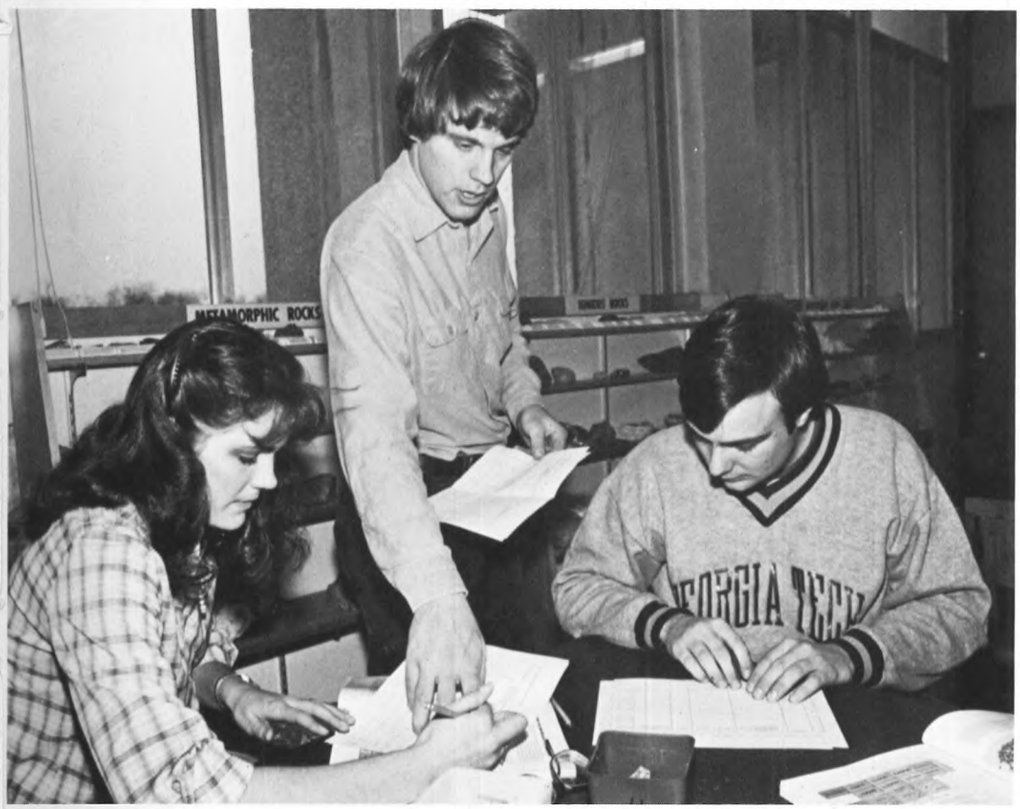
The faculty is encouraged to do research in their specific field, for this work improves both the teacher and his awareness of developments in his field.











GEOPHYSICAL SCIENCES

Petro Industries Seek Graduates

Since its beginning a decade ago, the School of Geophysical Sciences has come to stress the necessity for knowledge in basic science as well as the earth sciences. The traditional graduate program concentrates on the earth sciences and geology. Tech's program however insists on students' having a knowledge of a basic science such as physics or chemistry, and a more concentrated aspect of earth science. Dr. Charles Weaver, director of the school, pointed out the positive results of producing a physicist who deals with the physics of the earth, rather than a geologist involved in the physics of the earth.

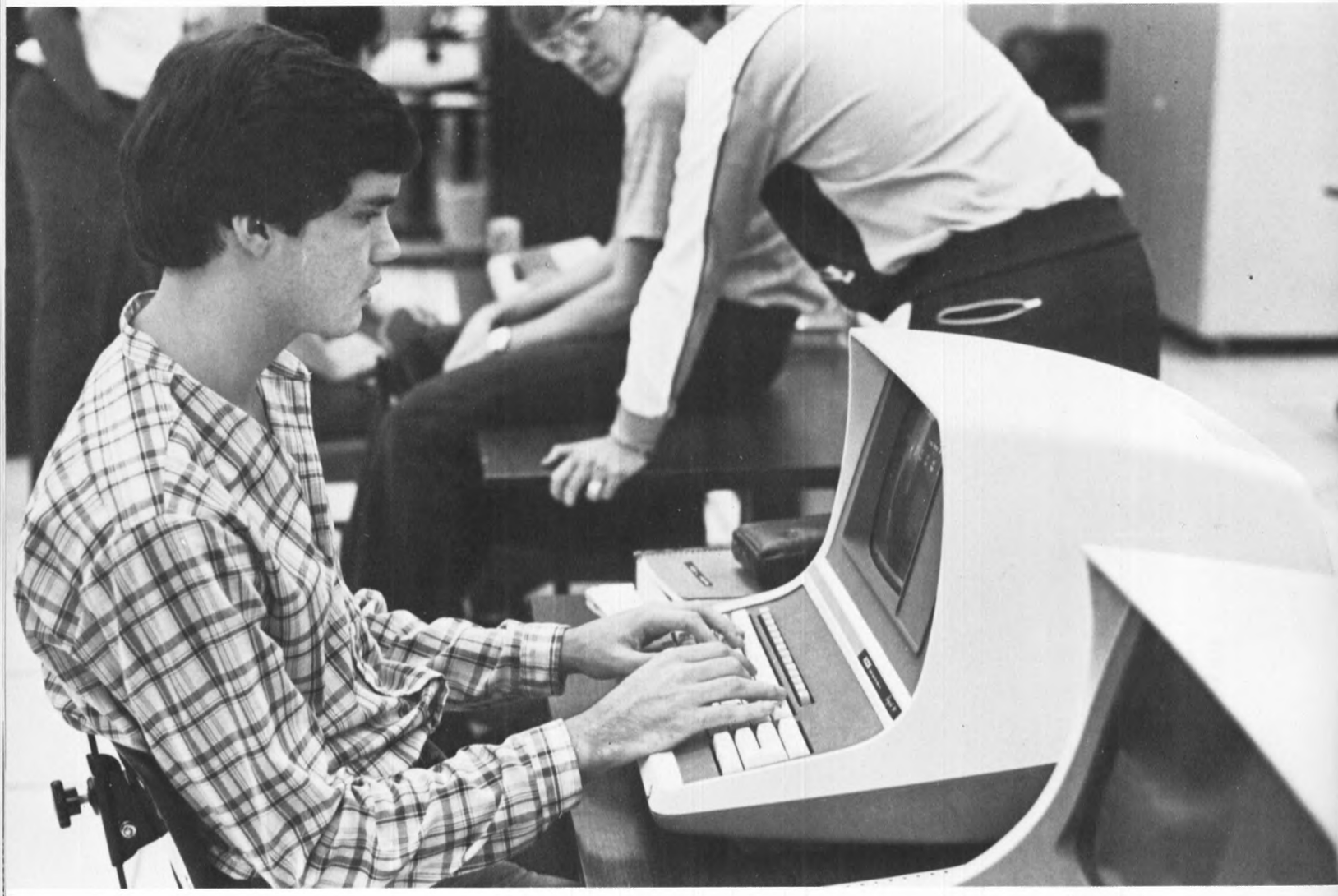
A curriculum such as this gives Tech students an edge in a very competitive job market by virtue of having additional math and science courses. Even though almost half ot the Geophysical Science graduates go to work for oil companies, the flexibility and diversity of knowledge enables the graduate to gain jobs in a variety of areas.

A full range of areas of concentration are provided in both instruction and research. Geochemists are studying organic materials phenomena in coastal waters, while seismologists are monitoring earthquakes and their effects on dams in Georgia and surrounding states. Atmospheric specialists within the school are involved in analyzing problems of ozone distribution and atmospheric pollutants.

With over seventy students enrolled in the program, future growth is limited only by the physical availability of classroom and lab space. Dr. Weaver has noted that being scattered across the campus in three different buildings has deprived the school of cohesiveness necessary for rapid academic development. In spite of this problem, future growth is forseen in the areas of radioactive waste disposal, bio-geo-marine chemistry, and data processing applications.

TOP, LEFT TO RIGHT: English Lab is used to write practice Regent's Tests. Dr. Karl M. Murphy, Director of English. Dr. Charles E. Weaver, Director of Geophysical Sciences. *BOTTOM, LEFT TO RIGHT:* English papers often require library research. Joe Collins identifies different minerals with his lab group.

Remodeling of Computer Center Improves Facilities

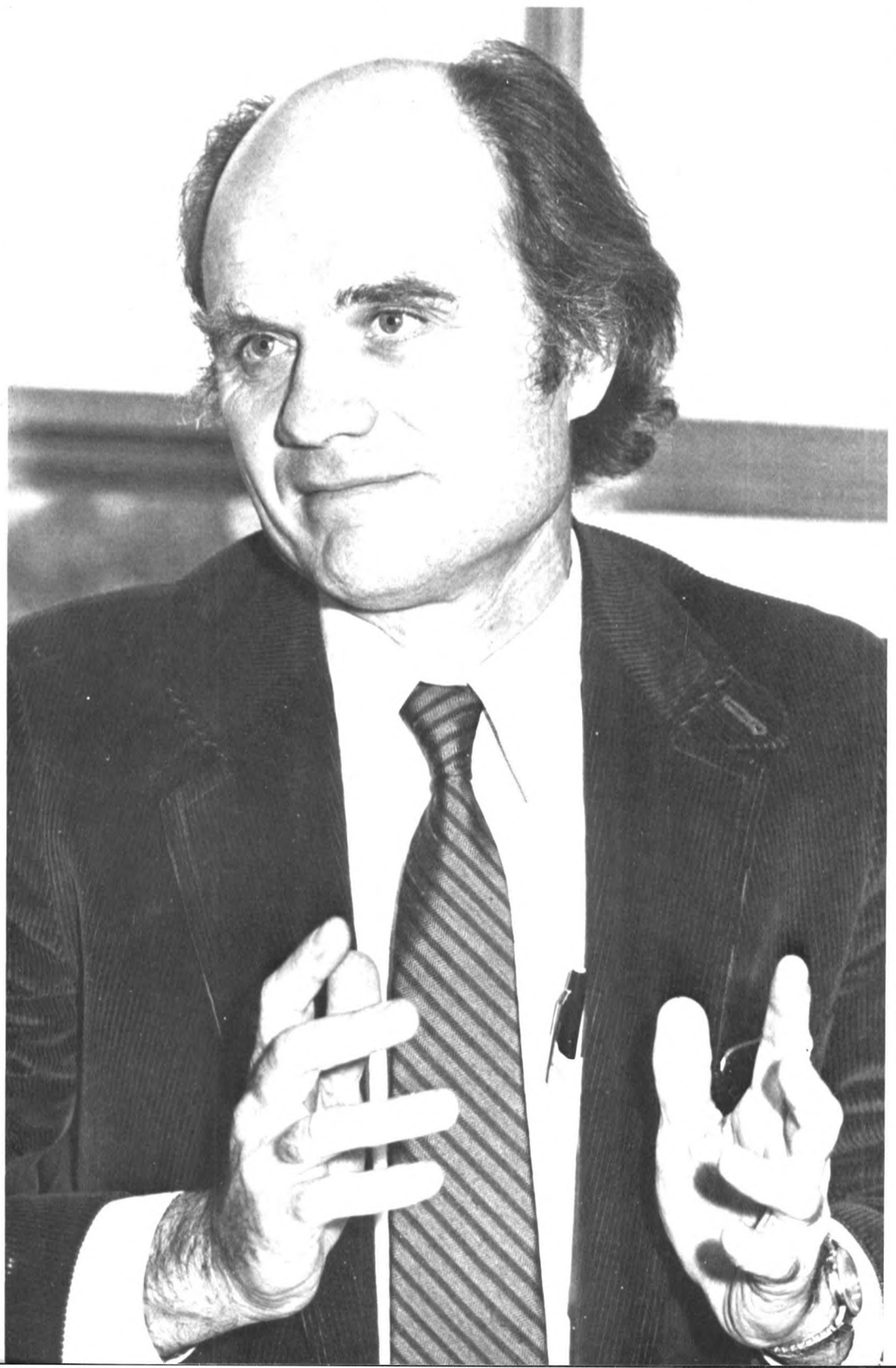


With the invasion of computer technology into all aspects of everyday life, it is not surprising that the number of students enrolled in the Department of Information and Computer Science is growing at a yearly rate of twenty percent. To meet this increasing demand, five faculty members have been added to the staff. Students receiving a degree in information and computer science are in great demand, for there is a shortage in business and industry of people with programming or system design training.

A new system of teaching the basics of programming language is being introduced in the school. Director Raymond E. Miller feels that the system whereby the student uses an interactive terminal programmed with a learning package will be a real aid in learning the subtleties of computer language. Coupled with this development is the introduction of a series of uniform courses in programming.

The Rich Computer Center was revamped to improve access to the computer facilities by relocating distracting punch card machines away from the terminal area. The addition of several express terminals greatly aided those who needed a terminal for very short periods of time.

In order to better train future programmers in all aspects of information collection and retrieval, the department operates the Computer Systems Laboratory, and the Human Information Processing Laboratory.



Mathematics

Department Joins Co-Op Program

In order to better serve students from the dual viewpoints of a major school and service department, the School of Mathematics introduced new innovations during the past year. One of these now allows undergraduates who choose to major in mathematics to join the cooperative education program and receive job-related training as do their engineering counterparts.

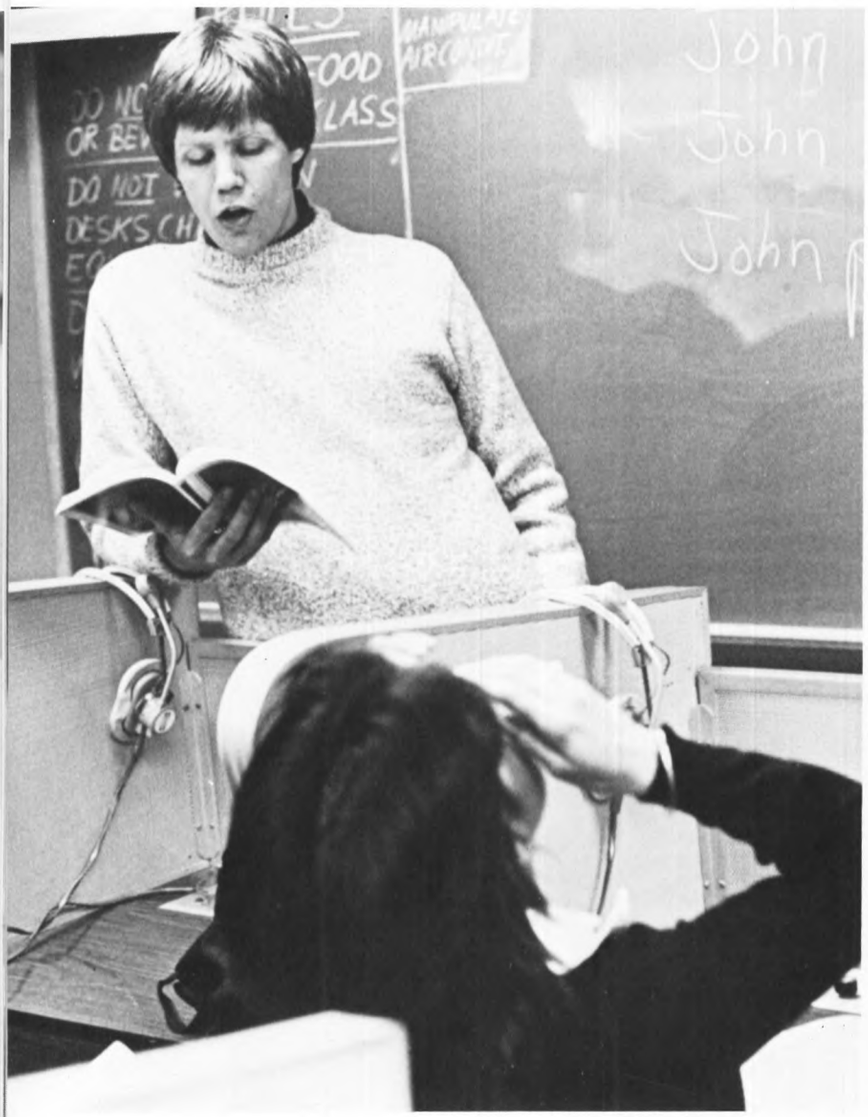
To cope with the need for computers in many classes, television monitors were installed which allowed whole classes to view information at one time. Dr. Les Karlovitz, director of the school, hopes to improve these computer aids in the larger classrooms by working with the Physics Department on a projection system for their lecture halls.

The firm commitment of the School of Mathematics toward the students can be found in the growing undergraduate complex. Here there is a lounge where all students may study, do homework, or just have a few moments of rest. The Math Lab gives tutorial help with an emphasis on a one-to-one student-teaching assistant ratio. Future plans include an expansion of this lab and the addition of more computer terminals so that interested students have opportunities to probe deeper into ideas that were introduced in class.

The aim of the school was that these teaching methods will permit their graduates to make real contributions in mathematics.

TOP, LEFT TO RIGHT: Computer output is diligently searched for the right combination of program steps as a student utilizes an interactive terminal. Software developed by undergraduates is used as a teaching aid. *BOTTOM, LEFT TO RIGHT:* Dr. Raymond E. Miller, Director of School of Information and Computer Science. Dr. Les Karlovitz, Director of School of Mathematics.

Student Interest Results in More Course Offerings

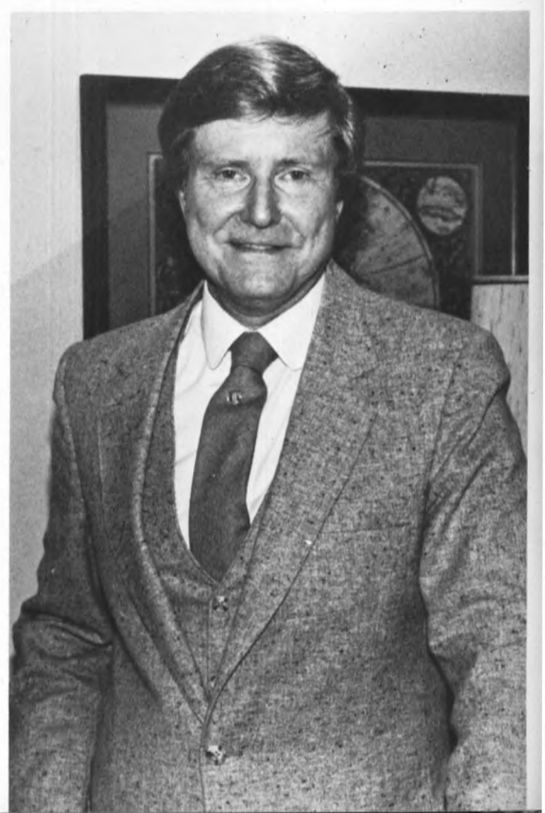


The increased presence of international corporations has created a need for multilingual engineers. Consequently, Tech students have realized the practicality of learning a foreign language. Courses offered reflect the interests of the international science and business communities.

This surge in popularity is reflected in department enrollment. The number of students taking modern languages has doubled in the past four years. In an average quarter, fifteen hundred students participate in foreign language courses. Additionally, half the student population will have had at least one modern language class during their stay at Tech.

Additional course offerings reflect the growth of student interest. Italian was introduced into the curriculum this past year, and Japanese and Chinese are being considered as additions for future quarters.

The department is rounded out by one of the oldest and largest programs in the State of Georgia which teaches English as a foreign language to international students. Intensive English courses handle two hundred students per class meeting twenty-five hours a week. Foreign students of various national origins are combined in one class with English as the only spoken language. After successfully completing this course, foreign students are able to enter the mainstream of education at Georgia Tech.



TOP, LEFT TO RIGHT: Instructor reads aloud in an intensive English course. A Spanish student listens intently in lab. Mr. Gregory Colson, Director of Music. *BOTTOM, LEFT TO RIGHT:* Dr. Louis J. Zahn, Director of Modern Language. The band entertains at halftime.

MUSIC

Department Encourages Creativity

One of the disadvantages of a technically oriented school is the lack of opportunity for the pursuit of individual interests in nontechnical areas. Students with an interest in music are able to expand their talents through participation in the student government sponsored Department of Music centered at the Couch Building in Area III. Course offerings allow students to earn humanities credit while expressing themselves in a variety of vocal and instrumental groups including the Chorale, Pep Band and Jazz Ensemble.

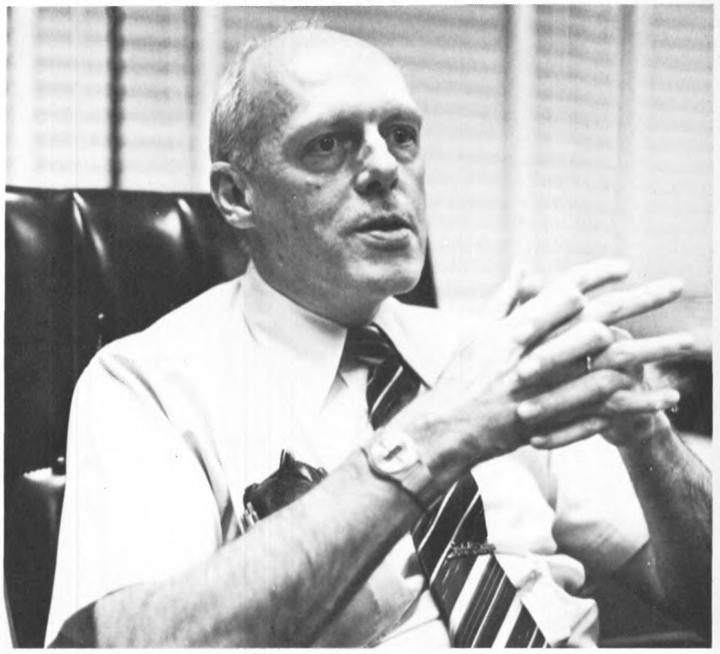
The Chorale, chartered in 1908, has grown to include almost seventy members. Although relatively unknown on campus, the group has attained popularity in the Atlanta community. The singers' plans for appearances included the Atlanta Yacht Club, a televised service at the Grace United Methodist Church, and a performance with the Atlanta Symphony Orchestra.

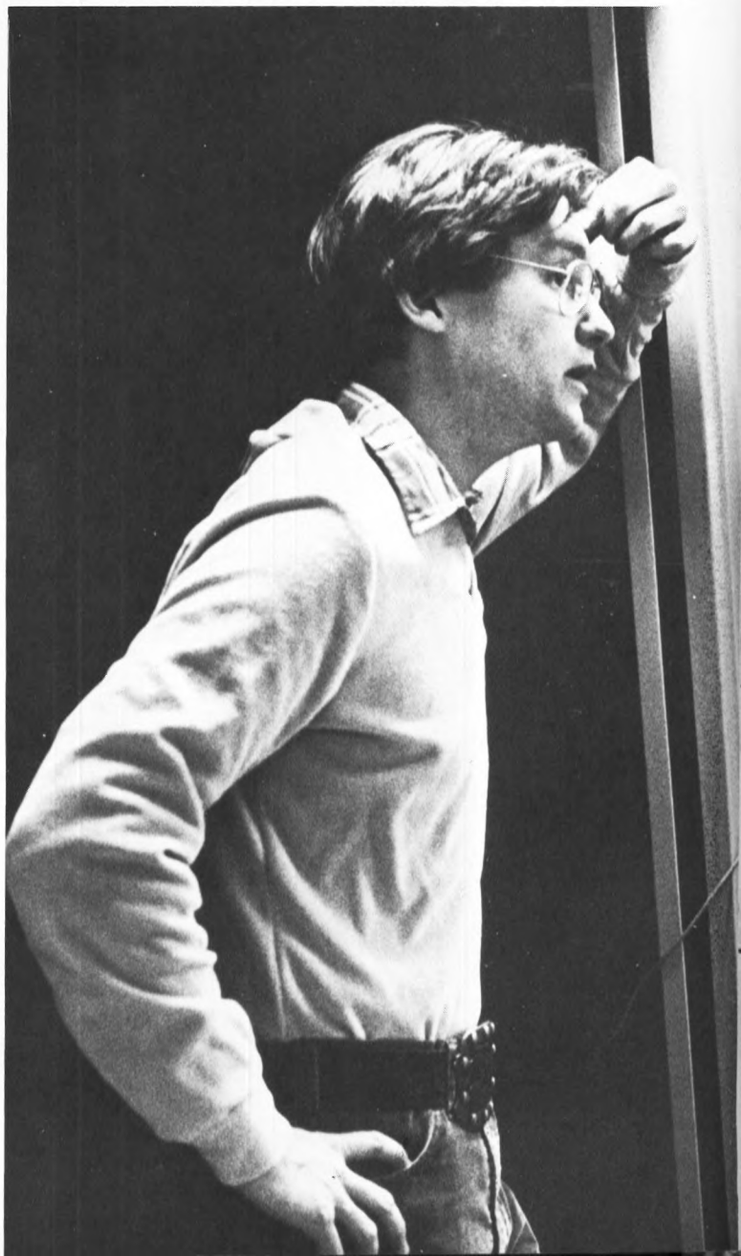
Spreading the tradition of "Ramblin' 'Reck," the band and pep band strive to encourage school spirit at pep rallies, ball-games and other campus events.

The most recent addition to the department is the Jazz Ensemble, under the direction of Ron Mendola. Created in response to increased interest in modern jazz, the ensemble interprets works of contemporary jazz artists.

The Jazz Ensemble, Band, and Chorale combine for a joint concert in the winter in an attempt to spread their enthusiasm and gain more support. While participants derived their greatest satisfaction from creative expression, their activities helped maintain a diverse cultural element in an otherwise technical atmosphere.

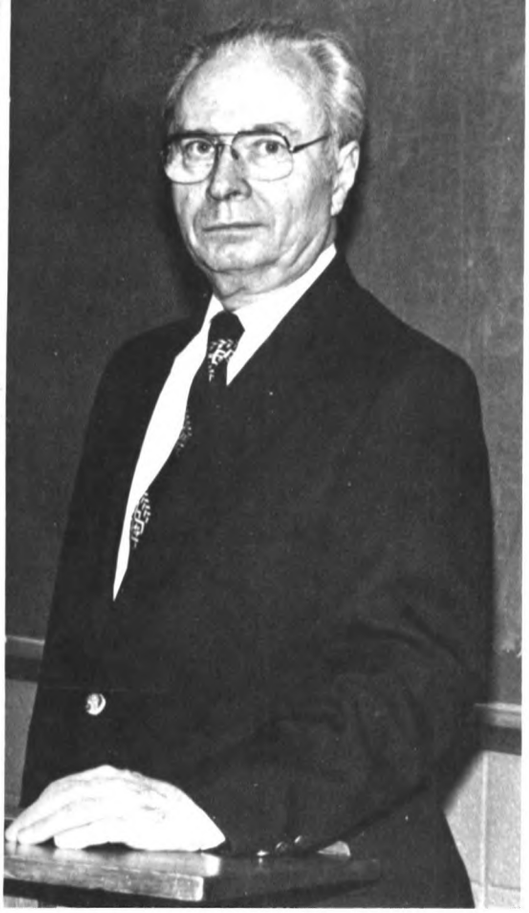
Emphasis Shifts to Up Classroom Experience





Increased enrollment in the school's introductory classes has severely strained the resources of the School of Physics. In an effort to reduce the strain on both the faculty and facilities, the responsibility of supervising labs and grading homework has been shifted to graduate students. This shift has allowed professors to concentrate on teaching more specialized courses within the school thus making the students' classroom experience more beneficial.

The field of applied physics has experienced growth in recent years. The number of graduate students, as well as the amount of research, is on the increase. Current physics graduates number approximately 60 with 30 percent working on doctorial thesis research. Many graduates seek jobs in fields ranging from Microwave spectroscopy, nuclear physics and solid state physics to elementary particle theory, statistical mechanics and x-ray and neutron diffraction. Throughout the school, research continues in the areas of optics, bio-physics, laser technology and atomic collision in a continuing effort to find solutions to some modern problems.



PSYCHOLOGY

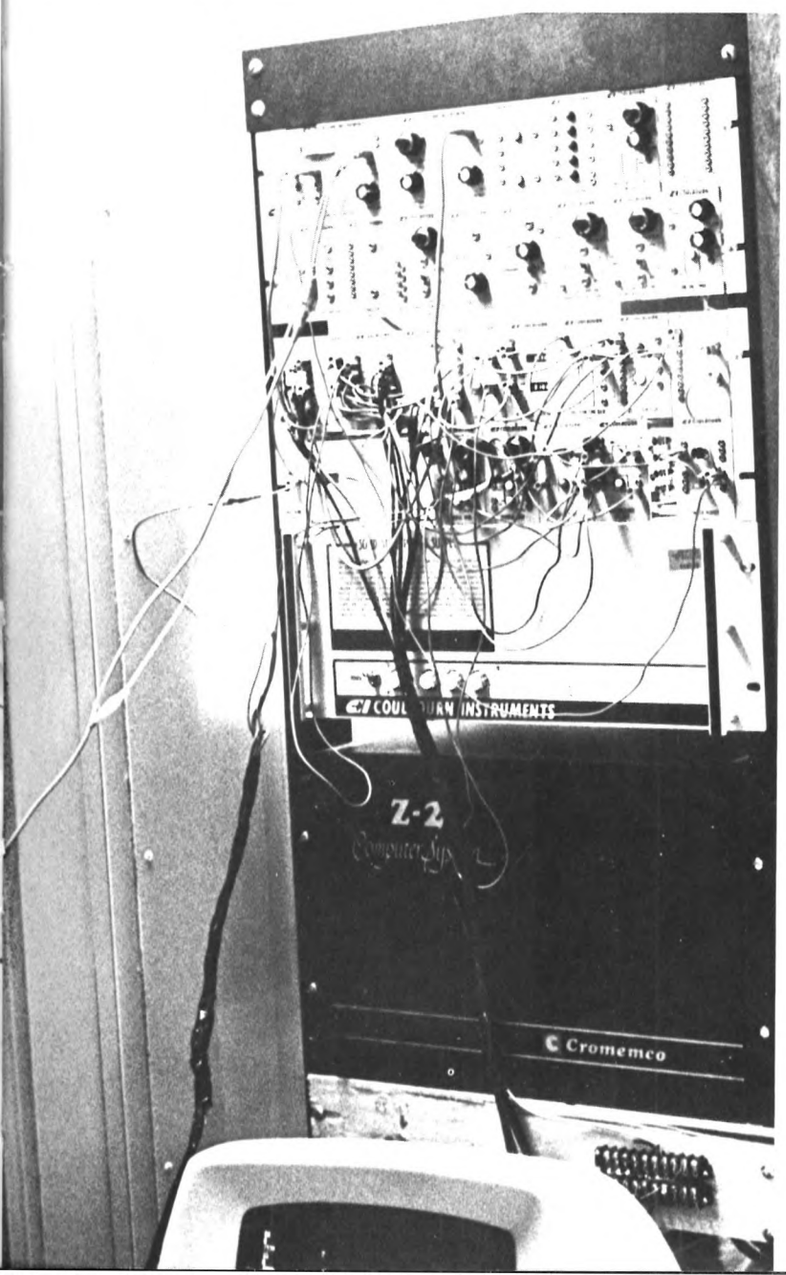
New Options Increase Flexibility

Some of Tech's most popular electives are the courses offered by the School of Psychology. The courses help undergraduate students broaden their education by understanding some aspects of behavioral science. Although it is an elective that will put them three hours closer to graduation, students realize that an awareness of psychology will help them in future careers.

The School of Psychology offers three curriculum options. The newest option often selected by pre-med and pre-law students offers the most flexibility for specialization. The second, more technical option, stresses quantitative and experimental approaches to psychology. Both of these options may be applied toward obtaining a teaching certificate from Georgia State University. The third option is designed for students who wish to combine the study of psychology and linguistics.

A large amount of sophisticated equipment, used to study human behavior, is located in the basement of the D. M. Smith building. The equipment and labs are used for both instructional and research purposes by the School of Psychology. The opportunity to visit foreign countries and to study animal behavior are a few of the interactions available outside the classroom. The school is formally associated with the Yerkes Primate Research Center, the Georgia Mental Health Institute, and the Georgia Retardation Center.

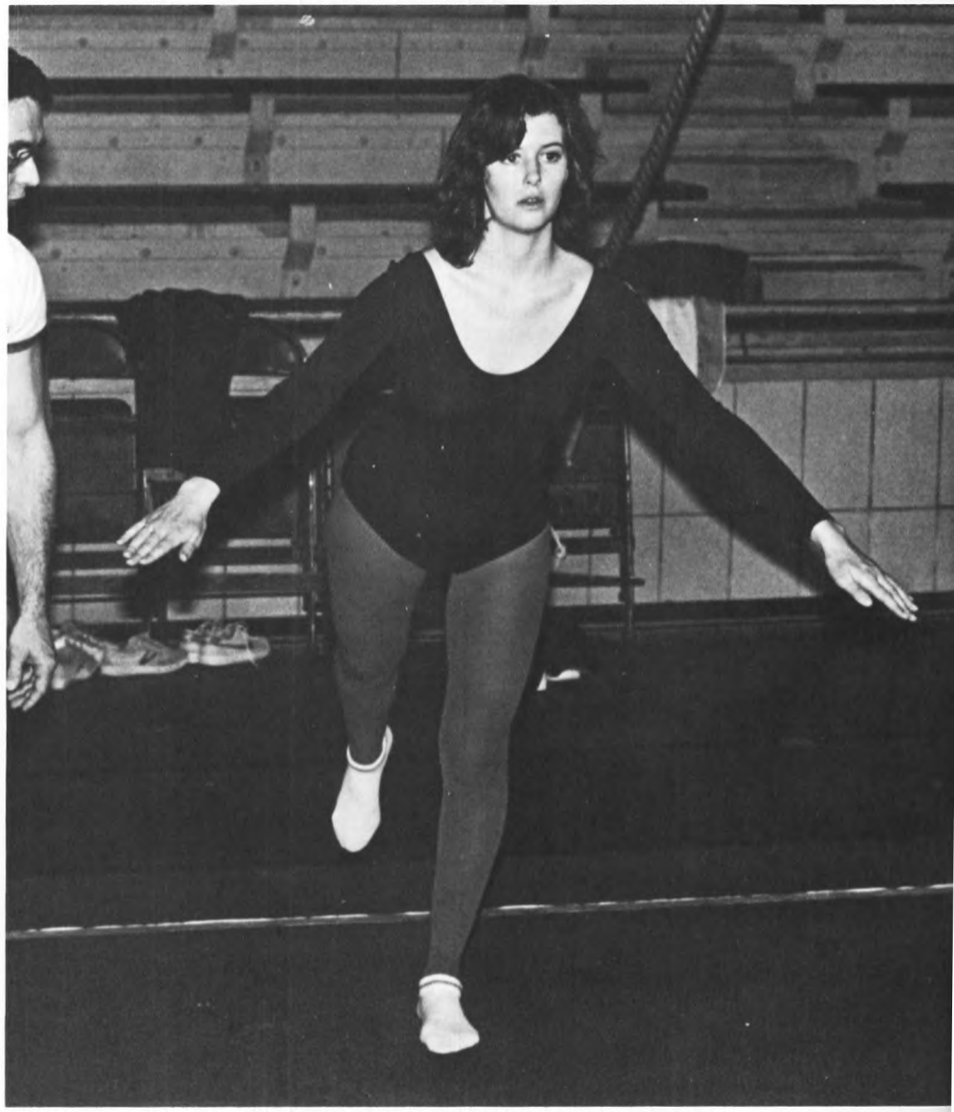
TOP, LEFT TO RIGHT: A receiver is used in studying microwaves, Dr. C. H. Braden, Director of Physics, Dr. E. H. Loveland, Director of Psychology. *BOTTOM, LEFT TO RIGHT:* Rhea Eskew monitors equipment in a noise lab. Dr. Greg calls up a simulation program.

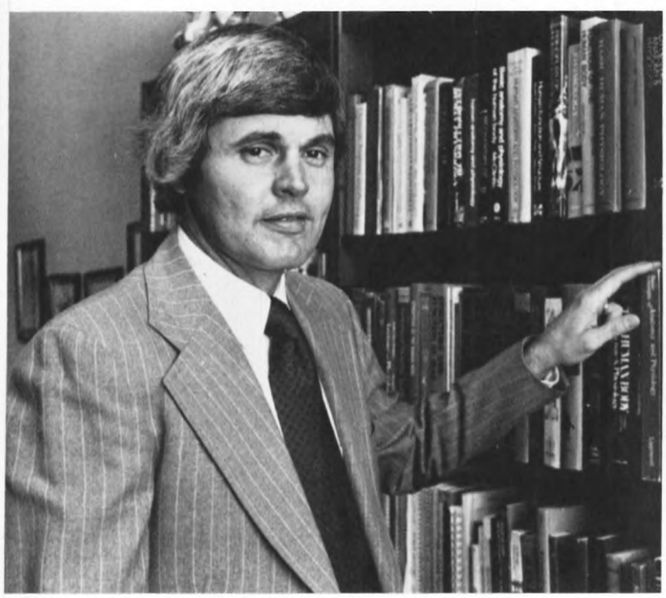


New Fitness Evaluation Course Becomes Requirement

One of the major goals of the Physical Education Department is to increase health awareness within the Georgia Tech community. "Fitness, Theory, Evaluation and Conditioning," a recently approved course will be added to the freshman physical education requirements. The Human Performance Laboratory, finished with aid from the Clark Howell fund, will be a major part of this course. Fitness evaluation and planning will be implemented by the lab course, which gives individual fitness tests and prescribes personally tailored fitness plans for each student.

The department is also concerned with the effects of stress on both the faculty and students of Georgia Tech. Exercise psychologists specialize in evaluations of man under physical stress and use the full instrumentation of the department laboratories to determine vital signs. There is gas analysis equipment to test oxygen consumption and a hydrostatic weighing system to measure the percentage of fat in total body weight. For the faculty an adult fitness program is being further expanded. This supervised exercise program also conducts various tests, including a blood test which gives twenty-six results to get a profile of the body's metabolism. Through these programs the department hopes to impart a renewed interest in health awareness to all members of the Tech campus, thereby insuring a healthier community.





SOCIAL SCIENCES

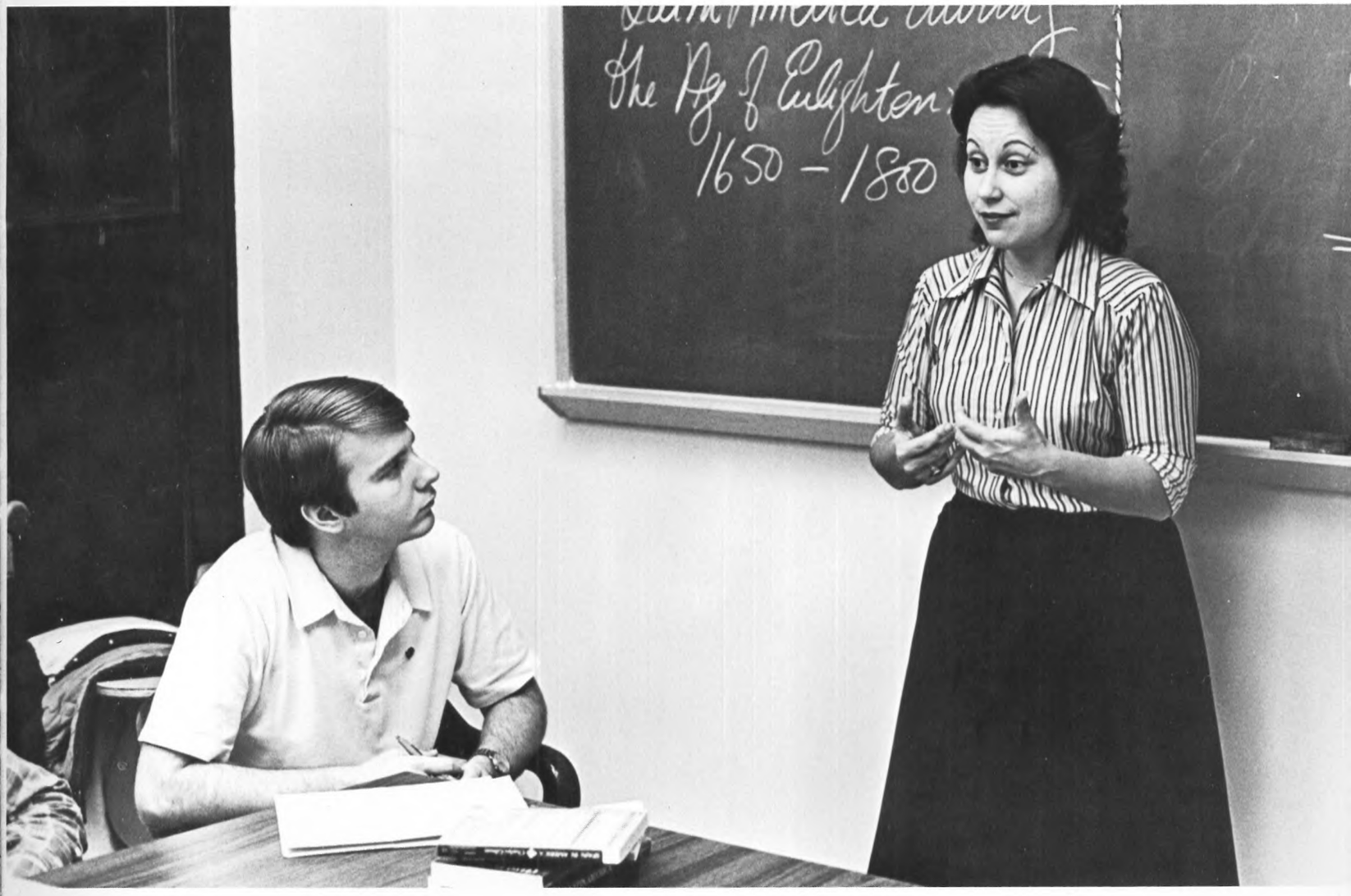
School Offers Master's Degree

This year's addition of a graduate program transformed the old Social Science Department into the School of Social Sciences. Now students can earn a Master of Science in Technology and Science Policy degree. Dr. Daniel Papp, director of the School, is actively seeking Georgia Tech graduates as well as students from other technical schools for this new program. The new course work will deal with the formation of policy and how social scientists work with the industrial community. Furthermore, this program compliments a degree in Engineering or Management, and allows the graduate to become a member of the business community.

The nature of the social sciences is one of constant change; this necessitates a regular updating of curriculum and even teaching methods. Because of this fact, plans are now underway to install new teaching procedures that were recommended by a project of the Exxon Educational Foundation.

Even with the advent of school status and graduate programs, social science remains dedicated to the undergraduate student. A certificate of specialization in one of the school's four disciplines, history, philosophy, political science, or sociology is still available at the undergraduate level. Freshman introductory courses are being enlarged to handle the increased student awareness of the need for social studies as they relate to a technical society.

TOP, LEFT TO RIGHT: Balance is essential in gymnastics. Dr. Daniel S. Papp, Director of Social Sciences. *BOTTOM, LEFT TO RIGHT:* Dr. James Reedy, Director of Physical Education. A student struggles with the rigors of drown-proofing. Dr. Diana Velez elaborates during a class on Latin American history.



Large Number of Cadets Shows Student Patriotism

Participation in ROTC has not been mandatory at Georgia Tech for more than a decade, units, however, continue to thrive on the campus. Each cadet has his own reasons for choosing ROTC and the particular branch of service. However, the idea of patriotism still ranks on the list.

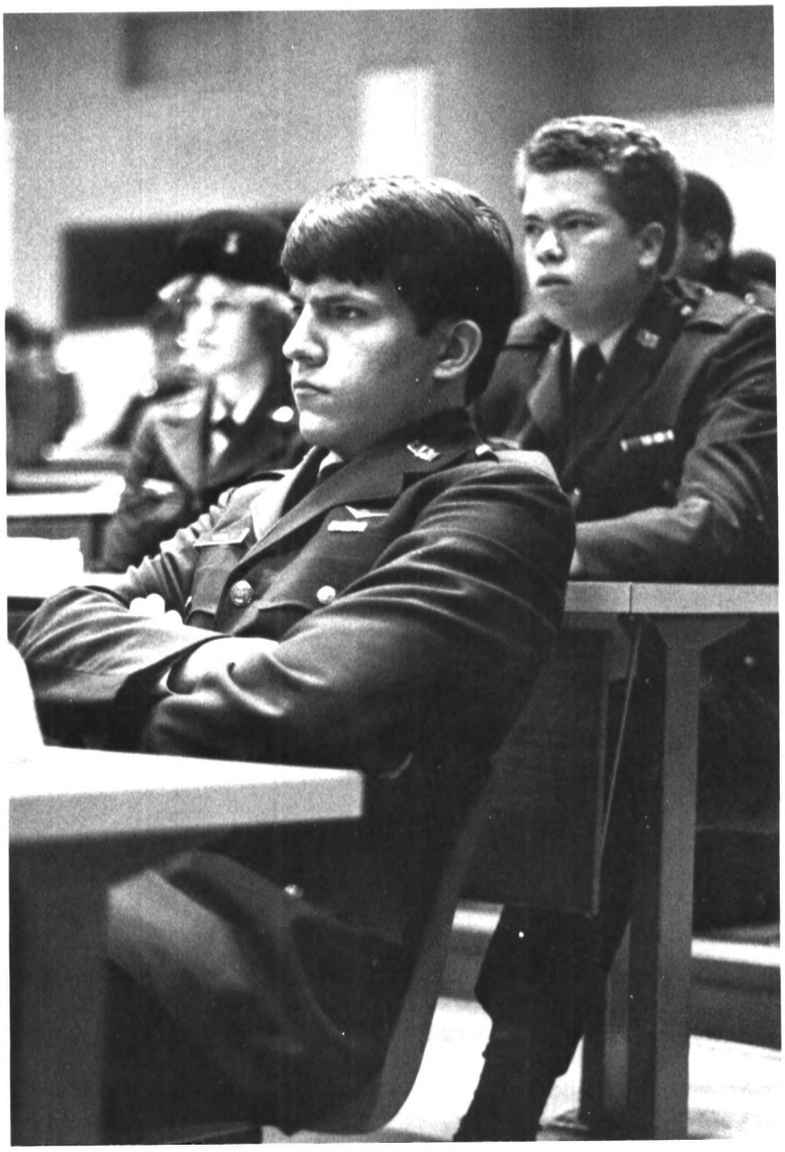
The Air Force ROTC program boasts the largest number of scholarship winners and the third largest total cadets of any non-mandatory detachment in the country. Under the direction of Col. James Priest, the Tech concept is to prepare the future officer for life after commissioning. In order to fulfill this goal, Priest and his staff frequently evaluate their program, altering and expanding aspects of the training as necessary. Two recent additions were increased counseling and added emphasis on communication skills. The additional counseling comes in the form of a field trip for seniors to Eglin Air Force Base where cadets are able to get advice from recent graduates of ROTC programs. The purchase of a video-tape camera and recorder allows the students the opportunity to see just what they are doing wrong — and right — in their attempts to communicate. Acquired responsibility and traditional comradery remain important in the curriculum.

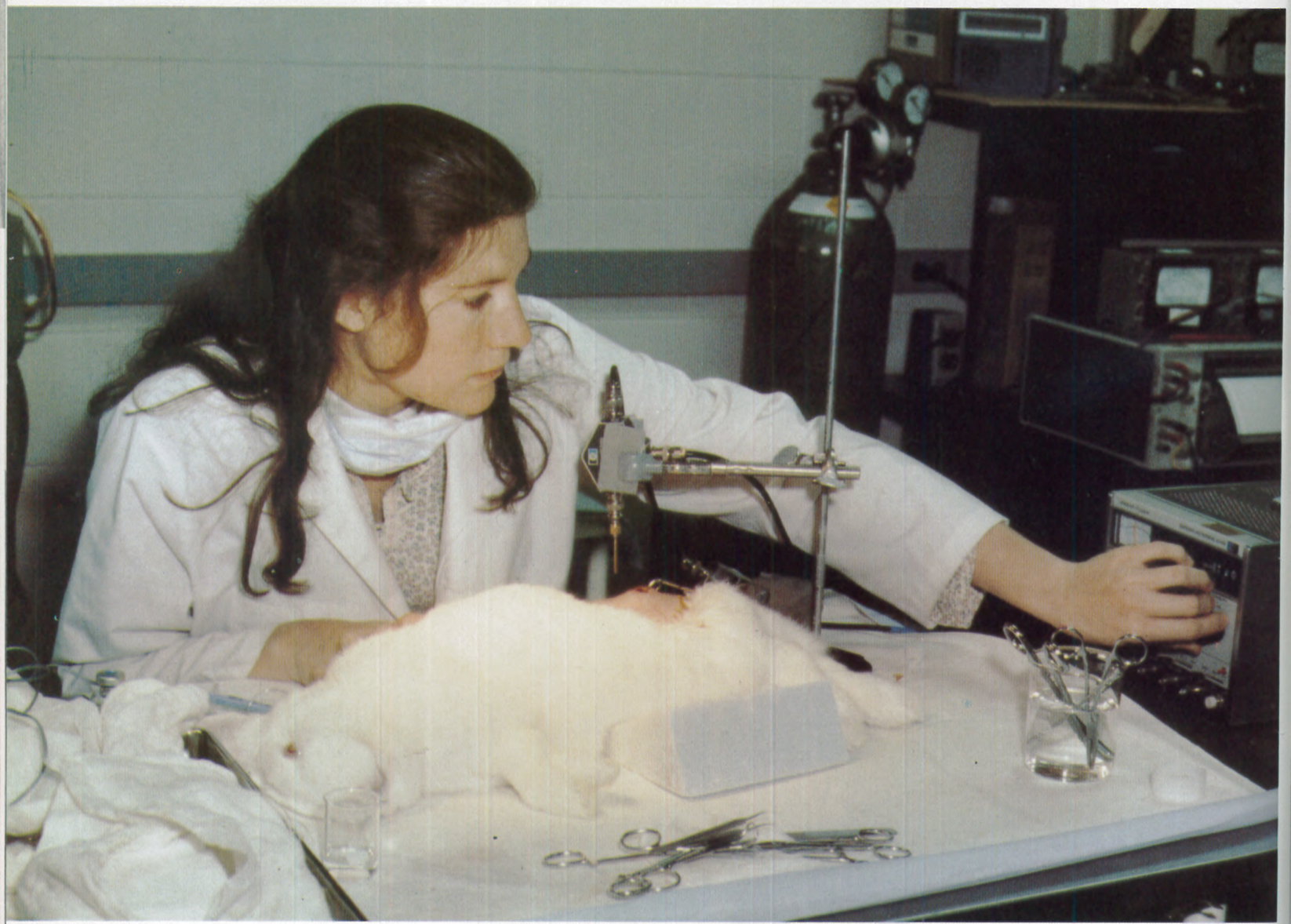
The Army ROTC program considers locating quality students who will become qualified officers as their paramount duty. Lt. Col. David B. Garvin emphasizes the "way of life" aspect of the unit. In the Army program, the staff is interested in taking care of their cadets in all phases of Tech life. The detachment combines the expected classroom and practical instruction with programs aimed at the less regimented parts of the cadets' life. The unit conducts an extensive counseling program and provides a home-away-from-home atmosphere for leisure hours. This integrated program seeks to provide its cadets with the traits of management and leadership needed to succeed, in the Army or life.

During the past year, the Naval ROTC unit has learned the importance of enduring change. The nine month period found the cadets in three different locations under three commanding officers. The physical moves were instigated with the demolision of the old Naval Armory. The unit temporarily set up shop in the old Civil Engineering building while waiting for the renovation of their new permanent home, the old Ceramic Engineering building. The personnel changes began fall quarter as Captain George Henson retired. Henson's replacement Captain C. E. Hill remained with the unit for only a few months with Captain Frederick taking over command in March.

In spite of these rapid changes, the aim of NROTC remains constant: to provide a program of academics, leadership training, and extracurricular activities which is the path of cadet growth.

TOP, LEFT TO RIGHT: Navy ROTC's improve their drill technique on Grant Field. Air Force cadet concentrates on the weekly topic of discussion. *BOTTOM, LEFT TO RIGHT:* Dallas Wurst leads the Army troops on parade in the area of Rose Bowl Field. Upperclass Naval cadets assemble for roll call and exercises. ROTC Commanders: Lt. Col. James Garvin U.S. Army ROTC; Col. James L. Priest, U.S. Air Force ROTC: Captain C. E. Hill, U.S. Navy ROTC.





Staff Aids Advanced Technology Development Center

Advanced technology research operations are centered at the Engineering Experiment Station. Co-operation between the 525 scientists and engineers of the E.E.S. and the faculty of the academic schools and departments of Tech are found in projects ranging from solar energy to pollution. Although most of the research operations are for governmental organizations and private industry, many services and facilities are used by Tech faculty and students for institutional research and projects.

In the very near future the E.E.S. will be involved with Georgia's Advanced Technology Development Center (ATDC). New businesses will be offered working space and the expertise of Tech faculty and graduate students as a well trained labor base. With this new complex the State of Georgia should benefit greatly from the attraction of new industries and subsequent employment openings.

TOP, LEFT TO RIGHT: Researcher checks contacts on scanners. An ohmmeter is used to test for circuit continuity. Computer printout is used to analyze data. *BOTTOM, LEFT TO RIGHT:* Rabbit's tumor is probed electrically. The controls of a corrosion chamber are adjusted.

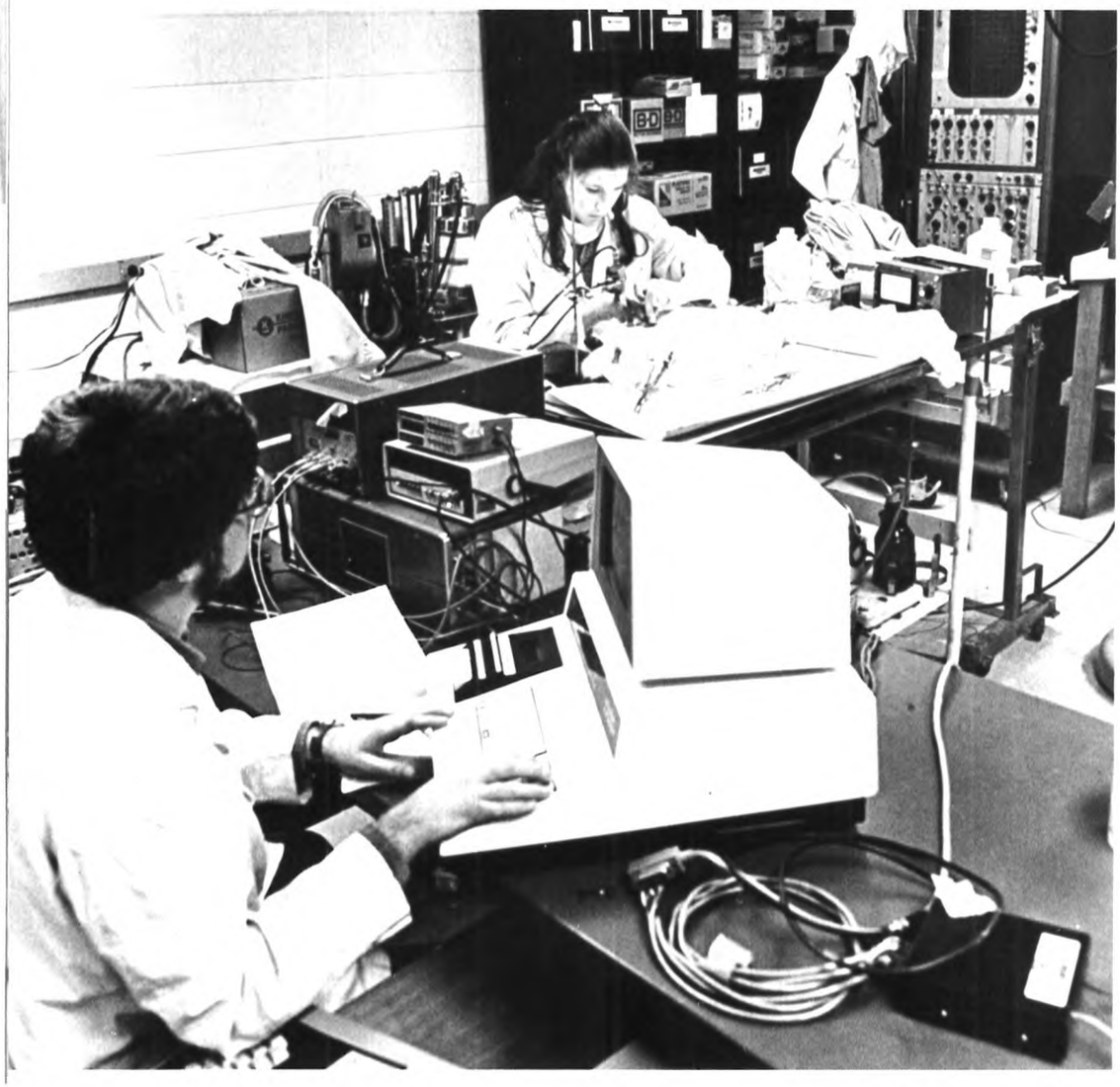
Students Gain Valuable Insight

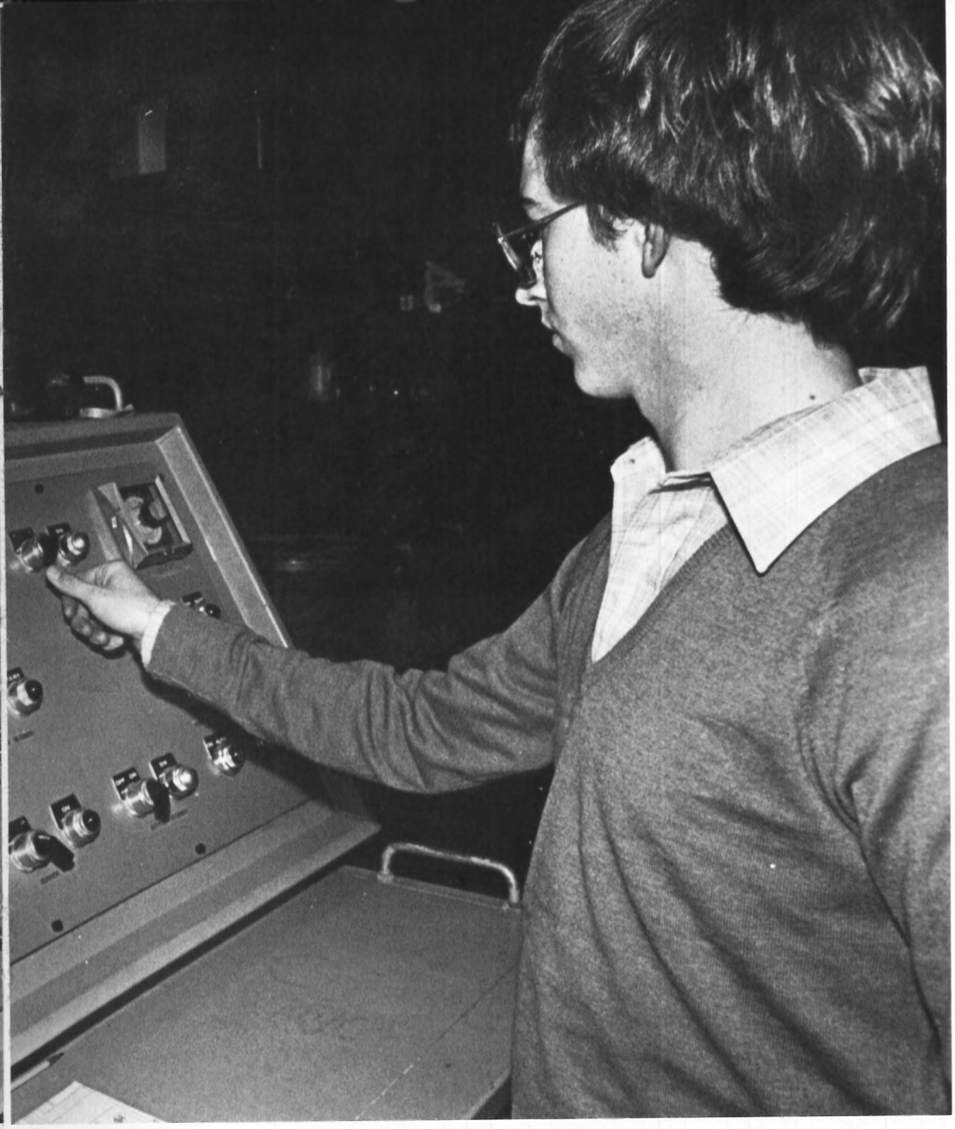
Since 1912, Tech has offered students the opportunity to combine studies at school with practical work experience in industry through the Cooperative Program. Approximately 2000 students are currently enrolled as co-ops, alternating their studies with work quarters while pursuing a degree. The program is designed so that co-ops work a minimum of six quarters and graduate in five years with a bachelor's degree — cooperative plan in their chosen field. Presently, the program includes students from 16 different major fields in engineering, science, and management.

Many co-ops apply their work-quarter earnings toward school, and, as a rule, most are able to pay one-half of a quarter's expenses. Also, by gaining first-hand job experience, the student is able to balance the theoretical training at school with the practical aspects of hands on experience. Often times, this experience with the company will lead co-op employers to offer those students positions of permanent employment upon graduation.

In these ways, co-op students are able to acquire insight which could never be obtained from the classroom or from textbooks. Their on-the-job efforts benefit them both in school, and long after graduation, thus demonstrating that the program is a very attractive means of getting an education at Tech.

TOP, LEFT TO RIGHT: Student adjusts controls while doing Biomass research. Careful attention to detail is important in drafting. *BOTTOM, LEFT TO RIGHT:* Cancer research is carried out with the aid of a computer and a rabbit. A co-op repairs a circuit board in the Engineering Experiment Station. James G. Wohlford, Director of the Cooperative Division, advises a Chemical Engineering student about prospective co-op job interviews.






JAMES G. WOHLFORD

Graduation Transports Seniors into World Realities

Graduation is the symbolic transition from college to career. The Tech senior, waiting to go forward and pick up that hard-earned diploma, sees this symbolism in many aspects of the ceremony.

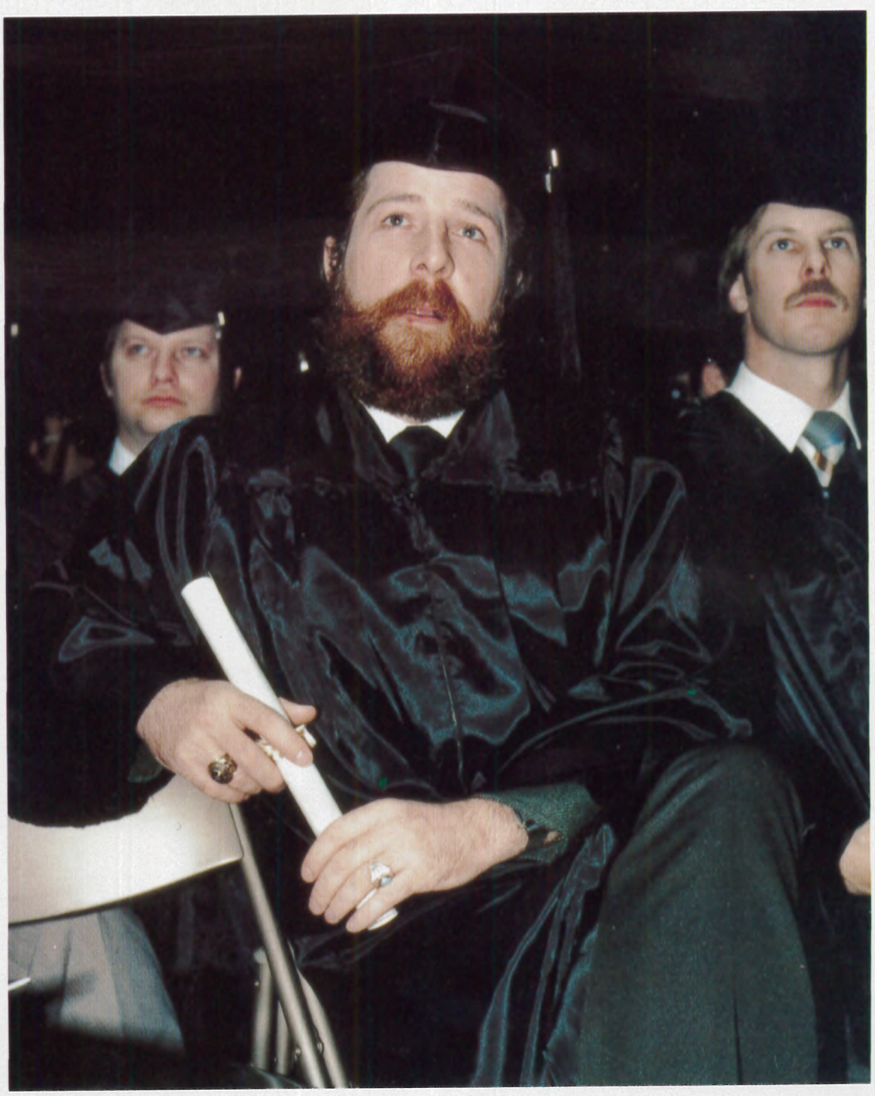
On one hand, are the representations of Tech herself. Old White and Gold are all around. Across the podium sit the faculty members, one from each discipline, physically representing every academic aspect of the campus. Tech's unique traditions are further enhanced by the singing of the "Ramblin' 'Reck," instead of the usual "alma mater."

On the other hand are the representations of the world ahead. The diploma, the "ticket to tomorrow," is placed in the hand by President Pettit. The president of the alumni association welcomes the graduates to its membership rolls along with those from years past.

Walking out of the coliseum, the transition is complete. The celebration begins, the cap and gown go into the closet, the Tech graduate starts a new life in a new world.

TOP, LEFT TO RIGHT: Beatrice Leyba, Jimmy Zaferes, and Frank Zorc celebrate the end of their college careers. The paper is worth all the work. The master's sash is draped over a graduate student. *BOTTOM, TOP TO LEFT:* A reception is held on President Pettit's lawn. A youngster is awed by graduation's magic. Students listen intently to the commencement speaker's message.


1795
OF M E
LAGHER WILLIAM A
1755
OF M E



Anak

HIGHEST SENIOR HONORARY

Established in 1908, ANAK recognizes students for their leadership ability, personal achievement and strong character. Membership in the society is the highest honor a student can receive while at Georgia Tech. ANAK is unique in that meetings and activities are known only to its members.

Thomas Blake
Karl Green
Isaac Champagne
Robert Holloway
Mark Loch
Jack Markwalter
Noelle Marier
Ben Mathis
Kelly McKeague
John O'Callaghan
David K. Scott
David Vogel

Omicron Delta Kappa

NATIONAL LEADERSHIP HONORARY

Founded in 1930, Georgia Tech's chapter of Omicron Delta Kappa honors juniors and seniors who have proven themselves outstanding in the areas of academics, athletics, social service, journalism and creative and performing arts. Only distinguished leaders with at least a 2.8 GPA are considered for membership.

Dr. Walter Bloom
Dr. James Bynum
Mr. Bill Cherry
Dr. Vernon Crawford
Mr. William A. Curry
Dean James Dull
Dean George Griffin
Dr. James Herod
Dr. Harold Johnson
Dr. William Lnenicka
Dr. Paul Mayer
Dr. Joseph Pettit
Dr. John B. Peatman
Dr. Joseph Penetcost
Mr. Nelson Rodgers
Dr. Peter Sherry
Dr. James Stevenson
Dr. Miller Templeton
Dr. James Walker
Dr. Paul Weber
Dr. John White
Dr. William Woolf
Dr. James Young
Susan Bailey
Patricia Becker
Lisa Berson
Tom Blake
Julie Ellis
Dan Finelli
Sheldon Fox
Doug Fuller
Bill Gartner
Garry Gauthier
Chris Gorby
Lauriston Hardin
Bob Holloway
Mark Hemmer
Ralph Hornbeck
Steve Justice
Ken Ko
Frankie Little
Mark Loch
Jack Markwalter
Noelle Marier
Ben Mathis
Jim McFarland
Chris McGahey
Kelly McKeague
Kathy Miller
Dick Odum
Linda Podger
Juan Prieto
Steve Sanders
Charles Shockey
Bob Spretnak
Tommy Thompson
Susan Velander
Cindy Vitale
Dave Vogel
Teresa Volmar
Williams Wells
Amy Wepking
Greg White
Joseph Whitiker
Jim Williams
Mike Williams

Phi Kappa Phi

SENIOR SCHOLASTIC HONORARY

The twelfth chapter in the nation of Phi Kappa Phi was established at Georgia Tech in 1914. Recognition and encouragement of superior scholarship in all academic subjects is the purpose of this honor society. To be considered for membership, candidates must rank in the top ten percent of their class as well as display good character and superlative academic achievement.

Jeffery Alan Aaron
Robert F. Arnold
Marsha Lea Arrendale
Paul James Ausbeck, Jr.
Donald Wayne Bagwell
Barbara E. Ballas
Brian Robert Barber
Patricia Elizabeth Becker
Daniel Behr
David Ross Benator
Jimmy Chancy Black
Thomas Gregory Bradberry
David H. Bridgers
Cynthia Grace Brinkley
Kenneth Morgan Brooks, Jr.
Clay Matthew Bryant
Roger Buch
Russell W. Buchanan
Kevin Lawrence Butt
Mark Smith Byers
James E. Cartwright, Jr.
Vincent S. Chung
Joseph Michael Clarkson
Mitchell Ray Cline
Kerry Warren Cozad
John Jay Crittenden
William H. Deen
Russell K. Denney
Roxanne Drago
Peter Warren Estelle
Paul Timothy Fastenau
Keith C. George
Lisbeth Randol Gibson
Clinton D. Gilbreath
Christopher F. Class
Tracy Ruth Corton
Michael George Guler
Robert Alan Hall
Peter V. Hansen
Charles Lee Harris
Perry Leigh Heedley
Mark Carl Hemmer
Scott Hoenig
Robert Bryant Holloway
Eric P. Jack
David Alan Kemp
Marion Mark King
Robert Elford Livingston
Martin Randall MacBlane
H. Anne Marsden
Peter F. Martin
Juan Roberto Martinez
Angela Erin McCormick
William Norris McKenzie
William J. S. Mc'_emore
Michael J. McNulty
Elizabeth Ann Miller
Kathy Alisa Miller
Jay Steven Miller
William Morley Mizell
Thomas Edward Morgan, Jr.
Ronald A. Morrison
Claire Louise Moxley
Jeffrey P. Murray
Robert David Nabow
Terrye Allyn Nipper
Thomas Joseph O'Brien
William Max Pavlovsky
Ronaldo Pels
Jose Luis Pere
Laura Kerstin Pitts
William V. Powell, Jr.
Harry Wayne Presley
Lynn M. Ramsey
Roderick Kirkland Randall
John D. Ratliff
Donald E. Roett, Jr.
Laurence Ralph Riddle
Emmanuel P. Rivas, IV
Paul David Robbins
Steven C. Sanders
Edward Schepps
Mary Althea Seckinger
Timothy David Semones
William Gerald Simpson
Brock Stanton
Maryhelen Stevenson
Steven W. Stewart
Hon Wah Tam
Samuel Albro Taylor
John Christopher Thompson
Sharon B. Thornley
Paul Alan Thurner
Alfredo Trujillo
Luis J. Varela, Jr.
Susan Velander
Paula Marie Vergamini
Teresa Anne Volmar
Frank David Wagner
Regecca Barkley White
Brian Daniel Whittemore
Gregory S. Widell
B. Suzanne Wiley
Tony L. Wilkey
Joseph M. Wilson
Sanford Lloyd Wilson
Michael Harris Yount
Arthur L. Zwern

Tau Beta Pi

HIGHEST ENGINEERING HONORARY

Engineering students who show superior scholarship and leadership as well as integrity and breadth of interest, both inside and outside of engineering are recognized by Tau Beta Pi. Undergraduate students who rank in the top eighth of their junior class or the top fifth of their senior class are considered for membership.

Judy Lynn Adams
James R. Aldrich
Michael Ray Alexander
Katherine A. Alland
Jeffrey Robert Appling
Lyonel A. Arias
Robert Furman Arnold
Marsha Lea Arrendale
Stephen Attaway
Paul J. Ausbeck
Shahriar Ayatollah
Ernest Bahm
Susan Fern Bailey
Nelson Carlton Baker
Barbara Ellen Ballas
David Edward Ball
Brian R. Barber
Grant P. Barton
Kerry Gordon Batts
Patricia E. Becker
Michael T. Beckham
Danny Behr
David R. Bell
Eric Carl Berkobin
Hector Bermudez
Roger Odis Blackwell
Michael L. Blyler
Steven Karl Boecler
Mary F. Bordonaro
Kevin C. Boteler
Jack Monroe Boyd Jr.
Buck Omar Bradberry
Thomas G. Bradberry
Daniel Joseph Bradley
David H. Bridgers
Timothy Scott Brookie
Kenneth M. Brooks Jr.
Philip Brooks
Emil W. Brown III
Clay M. Bryant
Russell W. Buchanan
Roger D. Buch
Edward C. Burdell
David H. Burgess
Allan Butler
Kevin L. Butt
Joseph Camosy Jr.
David T. Camp
Jeffrey A. Cardell
Edwin Carlsen
William Richard Carlyon
Michael R. Carnevale
J. E. Cartwright Jr.
Isaac Champagne Jr.
Wayne K. Chase
Frederick Chen
Franco Cirnatti
James Drew Clarke
Joseph M. Clarkson
Glenn Douglas Clark
Emmanuel Gye Collins
Thomas Riley Collins
Eligio R. Colon
Larry William Colwell
Matthew F. Conner Jr.
James Couzelis
Kerry Warren Cozad
Jeff Crittenden
James Alan Crunkleton
Bruce Crutcher
Betty B. Dalton
Daniel H. Darden
Robert B. Darling
Mark N. Davidson
Osvaldo M. J. Delarosa
Mitchell B. Diamond
Richard Henry Dickson
Joseph N. Dinunno Jr.
Stuart Carter Domeshek
James M. Dorsey
Jerry Wayne Dortch
Cheryl Ann Dotson
Roxanne Drago
David R. Dukes
Douglas Letson Durand
Jaime Francisco Durand
Bruce Eisenman
Julie R. Ellis
Alec Kaleo Epting
Peter Warren Estelle
David B. Etzkorn
Keith Andrew Evans
Vaughn R. Evans
David Michael Fahey
Paul Timothy Fastenau
Karen Ann Fay
Melvin James Ferebee Jr.
Catherine Ann Fieber
Yum Leung Fong
Helmut R. Forren
Raymond IV Foster
Sheldon Fox
Stephen D. Frazer
Galen Scott Freemon
Dennis Michael Frendahl
Douglas Neal Fuller
John W. Galella
Michael P. Gallagher
Jeffrey Scott Gallinat
Ricardo H. Garcia
William J. Gartner
Daniel Edward Geller
R. Andrew Gerrick
David T. Gibson
Lisbeth R. Gibson
Geoffrey Gilbert
James Allen Godsey
Forrest Webster Goodwin
Sheila T. Gorman
Donald Howard Greene
Joseph Odie Gregg
Peter D. Griffiths
Linda G. Griffith
Christopher Ala Grimmell
Mark D. Guastaferro
Mark Lloyd Guenther
Michael George Guler
Donald Spyro Gumas
Gary Neal Hackney
Michael John Hadsell
Christopher J. Hall
Robert Alan Hall
Marsha R. Hanson
Philip H. Hardy
James Robin Harrell
Charles L. Harris
Tillman Bagwell Harris
David Haverkamp
Steve Anthony Hedges
Perry Leigh Heedley
Lily-Ann Zita Heiner
Stanley D. Hewitt
Lisa B. Hibbard
Marie E. Hill
David M. Hitch
Craig L. Hom
Ralph W. Hornbeck
Kevin Hsu
Billy K. Huh
David M. Hull
Joseph W. Humprey
David M. Jackson
Eric P. Jack
James J. Jaklitsch
David William Jenkins
Merrick Andrew Johnson
Russell B. Johnson
Theodore L. Jones
Thomas Jordan
Mark William Joseph
Mark A. Kaiser
Dana W. Karschner
K. Scott Keen
Vincent Leo Kegel
Anthony B. Kehoe
David Alan Kemp
William C. Kendrick Jr.
Richard Wade Kesler
Galen Kilpatrick
Marion Mark King
John S. Kirk
Betsi Marie Klee
Ann L. Knickmeyer
Rebecca S. Knight
Kenneth David Ko
Mary G. Krah
Kevin Kent Krigline
Eve L. Kuniansky
Kathleen A. Kurtz
Mark Drexel Langenbahn
Chris Lange
James Crewe Leathers
Carol A. Lee
Michael T. Lee
Howard A. Leon Jr.
Lynda F. Lewinski
Robert E. Livingston
Tim Kenneth Lockridge
Charles Londa
Charles Robert Long
Timothy J. Louie
Russell Scott Lowery
Keith Howard Maberry
Claudia B. MacDonald
William F. Mandler Jr.
John C. Mantovani
Carl W. Marinelli
Juan Martinez
Peter F. Martin
Stephen Anthony Martucci
John T. Mattison III
Christopher E. Matza
Stacey Gerald McCarver
Mary Louise McClure
Angela E. McCormick
James S. McFarland Jr.
Christopher McGahey
Duncan Ewell McGehee
Robert D. McGinty
William N. McKenzie
William K. McKibbin
Kenneth W. McLain
William J. S. McLemore
Kimberly L. McMahan
William J. McNicoll
Melaine S. Meyer
Nancy J. Miegel
Donald Jeffries Miller
Elizabeth A. Miller
Kathy Alisa Miller
David Bryan Mitchell
Jack C. Mitchell
William Morley Mizell
Tyler Clark Montague
Bryan Banks Moore
R. A. Morrision III
John Compton Mosher
Ted William Moss
Jorge Alberto Mottoa
Claire Louise Moxley
Jeffrey P. Murray
Robert David Nabow
Roger W. Nelson
Terrye Allyn Nipper
Devorin K. Norwood
Steven R. Olivier
Tracy E. Orr
Carol R. Ostrander
Henry W. L. Owen III
Thomas Joseph O'Brien
John Michael O'Rourke
Michael Scott Page
Thomas Abbott Palmer
Scott B. Pantaleo
Thomas Clement Parham Jr.
Colleen Michelle Parry
Roberto J. Passariello
Stephen J. Patterson
William M. Pavlovsky
Maryk Pellegrini
Ronaldo Pels
Paul Perkins
Mary Ellen Pfister
Ronald Philipp
Linda Sue Podger
Stephen Popielarczyk
William V. Powell Jr.
Harry Wayne Presley
Burt Lee Price
John J. Rahaim
Robert C. Ramsdell
Carlos Ranaldi
Roderick K. Randall
Mark A. Randolph
John D. Ratliff
Edward Owen Reese
James W. Reeves
Andy Register
Robert Lloyd Rehberg
Philip Foley Ritchie
James J. Riticher
Emmanuel Pierre Rivas IV
Jorge J. Rivera
Dennis Roach
Paul David Robbins
Emory Braddock Roberts
Joel A. Rosenfeld
Christopher Pau Rousseau
Joseph E. Rumler
Michael M. Ryan
Daniel J. Sanford
John Brian Savage
Alexander Schepps
Edward Schepps
Mark S. Schutz

John Hugie Scogin
Waymond R. Scott Jr.
Mary Althea Seckinger
Timothy D. Semones
Diana Severs
James E. Shea
Alan C. Shedd
Charles H. Shockey II
Joanna Shreve
Karen Audrey Sieg
Judith G. Simpson
William G. Simpson
Albert Lawrence Sly
David C. Smith
Michael Stuart Smith
Wade Adams Smith
Daniel Marion Snare
Jean Souza
John Andrew Sparks
Kenneth D. Springer
Patricia Stancliff
Eric Steinhauser
Maryhelen Stevenson
Steven W. Stewart
Robert D. Strickland
Ronald L. Stroud
David B. Sult
David Talley
Samuel Albro Taylor
Edward C. Tefft III
Douglas Michael Tew
Thomas L. Thompson
Sherry B. Thornley
Terry E. Tibbitts
Trieu Hung Tran
David H. Trask
Alfredo Trujillo
Richard E. Uhlman Jr.
Laningham Diane L. Van
Susan Lynn Velander
Paula Marie Vergamini
Carlos J. Vivoni
Teresa Anne Volmar
David Herman Wagner
Frank David Wagner
Marc K. Weideman
Kevin John Wells
James Kevin Wheeler
Gail White
Rebecca Barkley White
Brian Daniel Whittemore
Gregory S. Widell
Bobbie S. Wiley
Tony Lynn Wilkey
Michael F. Williamson
Frederick M. Williams
Leon C. Williams
Richard R. Williams
Tina E. Williams
Jonathan Wilson
Joseph M. Wilson
Mark Wilson
Carol Anne Wise
Robert Ellis Wood
David Nelson Word
James A. Worsham Jr.
Louise Sowell Wyatt
Bret J. Yetter
Michael Jerome Yoham
Michael H. Yount
Susan Zedella
Donald F. Zyriek

Phi Eta Sigma

FRESHMAN SCHOLASTIC HONORARY

Superior scholastic achievement among college freshmen is recognized through the honor society of Phi Eta Sigma. Founded in 1923 and chartered at Tech in 1930, the society rewards freshman academic excellence. All students who attain a 3.5 GPA or better during their first freshman quarter or by the end of their freshman year are eligible to join.

Joni Ann Adams
Matthew Richard Ahrendt
James Bruce Allan
Michael H. Amend
Phillip Marion Anderson, Jr.
Paul J. Ardie
David V. Badzik
Bruce William Bakke
Sergio Barcala
Anita R. Bausman
Julie O. Bercegeay
Johnathon Mark Berg
Paul Harvey Bishop
Robert E. Bitten
Glenn P. Bochner
Robert W. Bodron
Veronon K. Boland
Mary K. Bresnahan
Wade T. Bridges
Nathaniel J. Brown
James M. Byrum
Martin L. Campbell
Daniel T. Carroll
Jo Ellen Carter
Reginald A. Cartledge
Richard H. Cavallaro
Albert T. Chamillard
Victor Po On Chan
Christopher M. Chen
Stuart Kerry Cheung
Leslie F. Clay
David Lee Cohen
John F. Conway
Gregory W. Cook
Jeffrey A. Cooper
Thomas J. Corbo
David Charles Cree
James G. Culbreath
John J. Curtis III
Chinh Van Dad
Mark J. Danielson
Todd D. Danielson
Terry S. Danner
Richard Lee Darden
Susan L. Davis
Dawn Ellen Deardorff
Diana Diaz
Charles T. Dickson
Larry G. Estes
Ronald I. Farb
Timothy P. Farley
James R. Flagg
Neal P. Fleck
Cherie Lynn Fortham
George E. Fulton, Jr.
Robert G. Gabel
Scott A. Gabeline
Steven J. Gambon
Walter G. Glover
Christopher H. Goheen
Susan H. Gonsky
Glenn B. Greathouse
Edward E. Greene
Thomas D. Gros
Shahin Hadian
Michael Shawn Hairston
Cynthia L. Hall
Holly H. Hamilton
Jerry F. Hancock
Stephen G. Hardy
Leslee L. Hare
James J. Harford
William M. Hargen
Chris S. Harvey
Brian K. Hatchell
Neil C. Hawkins
William B. Hawkins III
Pamela L. Hayes
Elizabeth Ann Heefner
Michael W. Heiges
Della L. Henriksen
John E. Hermes
Patricia Cooper Herron
Julia L. Hiebner
Richard G. Hill
Cary V. Holsenbeck
Robert S. Hooker
Randall C. Horsley
John Gordon Hotchkiss
Donna Kathleen Houtzager
Robert J. Hughes
Ronald D. Humphreys
Timothy L. Hunt
Manuel E. Iglesias
Luis F. Illingworth
William V. Ingle
Johnny C. Jackson III
Stanford R. Jackson
Alan Jeffrey Jakobowski
Kenneth L. Johnson
Laura C. Johnson
Russell S. Johnson
Richard Greg Jorden
Louis J. Kanellos
Marvin M. Kilgo III
James A. Kinnard
Haruko Kinoshita
Frank A. Koconis
Michael D. Koster
Nanette M. Kunzler
Christine M. Kurjan
Joseph Dante Lattanzi
Conrad M. Leiva
John Kenneth Leppla
Richard Leon
Jeffrey K. Leppla
James G. Lertola
David A. Lewin
Mark D. Lincoln
Ivan M. Llanos
Tamara Jayne Loye
Martin V. Mancuso
Jack Manevich
Brian E. Markwalter
Sharon S. Marky
John Carlos Marron
Lewis P. McDermott
Edward A. McDonald
Kenneth A. McKenzie
Michael E. McNeill
Troy R. Medler
Kevin S. Mepham
Morgan L. Miller
Gary M. Moland
Marc A. Montgomery
George B. Moore
James Randall Morgan
Robert Andrew Myers
Anthony J. Neavereth
Mark A. Nichols
Jeffrey D. Nigh
Joe R. Noles
Rochelle Oslick
Teresa M. Parsons
James A. Perry, Jr.
Sally A. Pfeiffer
Joseph H. Pinson, Jr.
James E. Polk
James E. Powell
Paul E. Probst
Martin E. Puller
Susan M. Raffensperger
Anne C. Rambaud
Leigh A. Ramsey
Michelle Marie Renie
Peter Meong Rhee
Roland R. Rodriguez
Carlos R. Rosales
Lisandro Sagastume
Michele D. Saire
Scott W. Sanders
Hyman I. Sarasohn
Daniel John Schaefer
Richard Pittman Scheff, Jr.
David Alan Schienvenbeck
Richard Alan Schiffler
David Richard Schlensker
Scott Jeffrey Schrader
Charles N. Schaughnessy
Ronald K. Shea
Stephen Andrew Sherman
Kevin C. Shultz
Philip Bannister Simpson
Lisa J. Slaiman
Gerald S. Smith
Michael Smith
Michael A. Smith
Warren B. Smith
Eric S. Snyder
Miri So
Glen F. Spivak
Scott J. Spivak
Stephen A. Spooner
Kenneth M. Spratlin
Melanie L. Spriggs
Maureen E. Stanley
Laura E. Steele
Steven L. Story
Stuart K. Sylvester
Leo A. Synoracki
Mark W. Terry
Ronald J. Thompson
Thomas L. Tiede
Charles Brian Titus
Richard K. Toohey
Hugh Walter Tracy, Jr.
Sheryl G. Tucker
Abhoyprasad M. Vaidya
Mary K. VanDeren
April Kathleen Waddell
Eileen E. Webb
Elaine M. Webb
Robert G. Whialey
Michael D. White
Donald Scott Wills
Mark Edward Wilson
Ephie A. Womble
Todd Leslie Wood
Lyle A. Woodruff
Rosalind H. Wright
Jon E. Wyatt
Amy K. Young
Edwin Matthew Young
John J. Young, Jr.
Julie A. Zedella

Briarean Society

CO-OP SCHOLASTIC HONORARY

Founded at Georgia Tech on July 16, 1922, the oldest co-operative honorary society in existence recognizes the scholastic achievements of students enrolled in the co-operative program. To be elected to the Briarean Society, a student must have earned at least a 3.0 cumulative grade point average and have completed five quarters of academic study in the Co-operative Department.

Michael Abadie
Judy Adams
John Austin
Robert Baltar
Richard Barcori
Walter Barry
John Bell
Mark Bennett
Coleman Bentley
Karin Boettcher
Daniel Bradley
Karen Brooks
Michael Brown
Wesley Bryan
Edwin Carlsen
Mitchell Cline
William Conwell
Greg Corcaron
Michael Delange
Dave Detmer
Shawna Dunleavy
Jaime Durand
Greeg Edmiston
James Epstein
Kevin Erickson
Melvin Ferebee
Carol Fleishman
Kevin Fletcher
Richard Folea
Paul Franklin
Leo Frantz
Doug Fuller
Andy Gerrick
Lisa Gibbs
Forrest Goodwin
Greg Green
Mark Guenther
Tom Gurley
Jason Harry
Kenneth Hawkins
Jane Heavrin
Richard Hernandez
Richard Hergert
Rosalind Hill
Bill Hitch
Terry Honick
Joseph Humphrey
Rick Johnson
Vince Kegel
Charles Kerr
Larry Kimbrough
Marion Mark King
Ed Krikorian
Julie Lange
Bill Lansford
Donna Lantz
Ruth Litman
Russell Lowery
Dan Maddox
Michael Martucci
Stephen Martucci
Robert Merkel
Kimberly Mitchell
Isaac Moore
Ronald Morrison
Kate Nesbit
Brian Nutt
Michael Oles
Dave O'Neil
Tammy Page
Kate Parker
Terry Patterson
Richard Pearson
Linda Podger
Vicki Polance
John Rahaim
Bill Ralph
Mark Robb
Stephen Roberts
Charlene Russell
Steve Sheetz
Mike Sheff
Ron Slaymaker
Carol Smith
Dave Stewart
W. C. Strickland
Douglas Taylor
Samuel Taylor
Walter Thain
Paul Thurner
Gary Turbeville
Doug Valenti
Frank Wagner
David Walker
Paul Walker
Andrea Weiss
Tim White
Thomas Wiencko
David Word

Order of Omega

GREEK HONORARY

The Order of Omega honors exceptional leadership in IFC activities. Junior and senior fraternity members are judged on outstanding scholarship as well as leadership qualities.

Barry Birckhead
Frank Clements
Wes Combs
Randy Henderson
Jack Hopkins
Ken Klaer
Noelle Marier
Kelly McKeague
Mike McShane
Ed Metzger
Carole Moore
Terrye Nipper
Jim Richards
Rick Robbins
Ed Rosequist
Don Russell
Stacey Sarris
Chuck Shockey
Tony Taylor
Larry Winter

Who's Who Among Students in American Colleges and Universities

Since 1934, Who's Who Among Students in American Colleges and Universities has been providing national recognition to outstanding campus leaders. Nominees are judged on academic standing, community service and leadership in extracurricular activities by a committee of administrators, faculty and students. Candidates must be college juniors, seniors or graduate students.

Jeffrey L. Baggett
Barbara E. Ballas
Thomas M. Blake
Luther W. Center, Jr.
John S. Dirksen
Roxanne Drago
Donald G. Einig
Daniel A. Finelli
Diane E. Frank
Ellen B. Garvey
Joan E. Goff
Christine L. Gorby
Thomas L. Hardin
Cheryl L. Hart
Mark C. Hemmer
Karen E. Higgins
Scott Hoenig
Harold T. Johnson
Gail E. Jones
Gregory S. Kendle
Irvin B. Lee
Noelle M. Marier
John S. Markwalter, Jr.
Benton J. Mathis, Jr.
Thomas J. O'Brien
Richardson M. Odum
Linda Sue Podger
Juan M. Prieto
Lauren Ann Quinn
Michael B. Sanders
Steven C. Sanders
Timothy D. Semones
Diane L. VanLaningham
Melissa K. Watts
Gregory A. White
James A. Williams, Jr.
Michael T. Williams
Tina E. Williams
Arthur L. Zwern