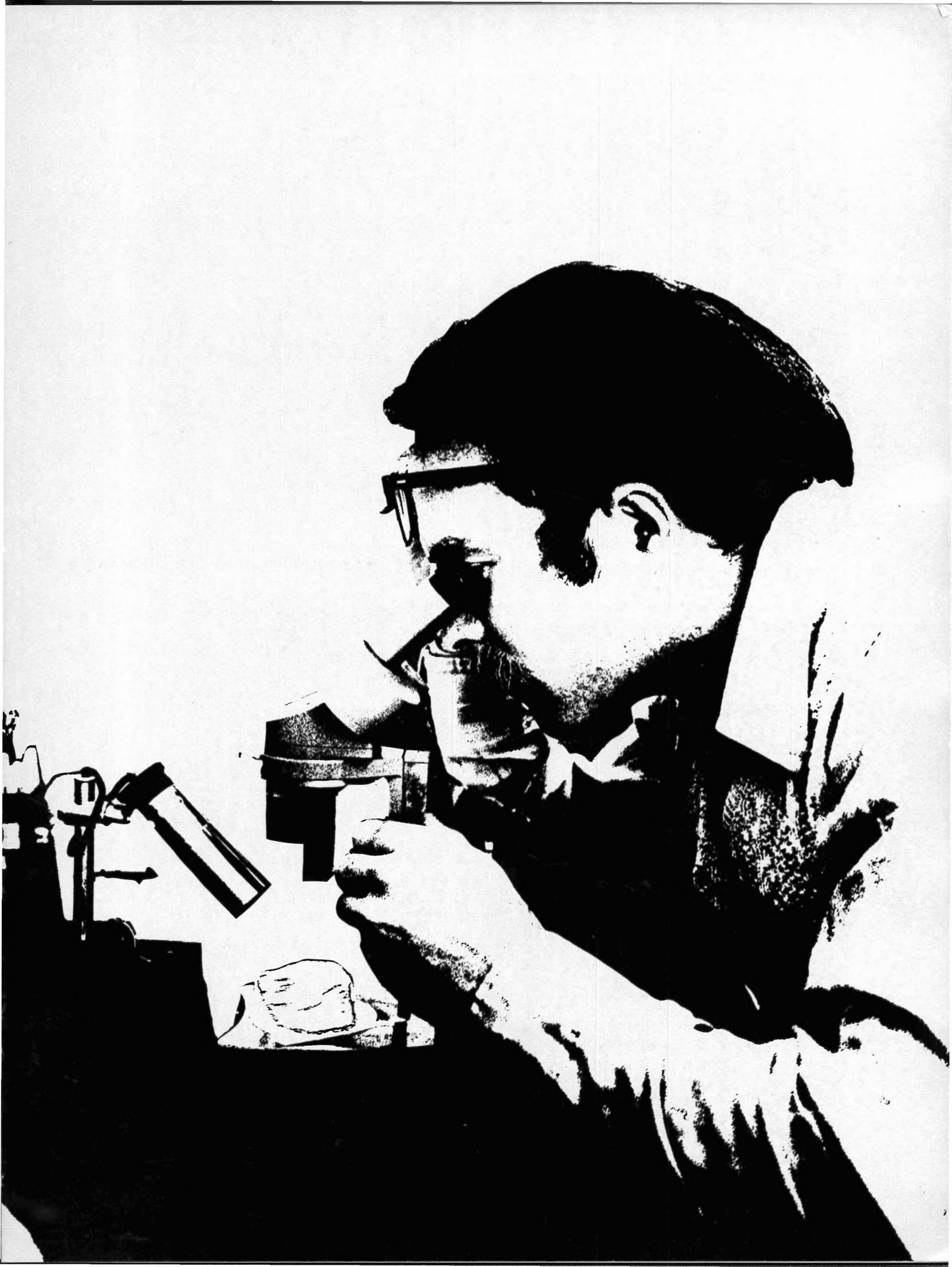
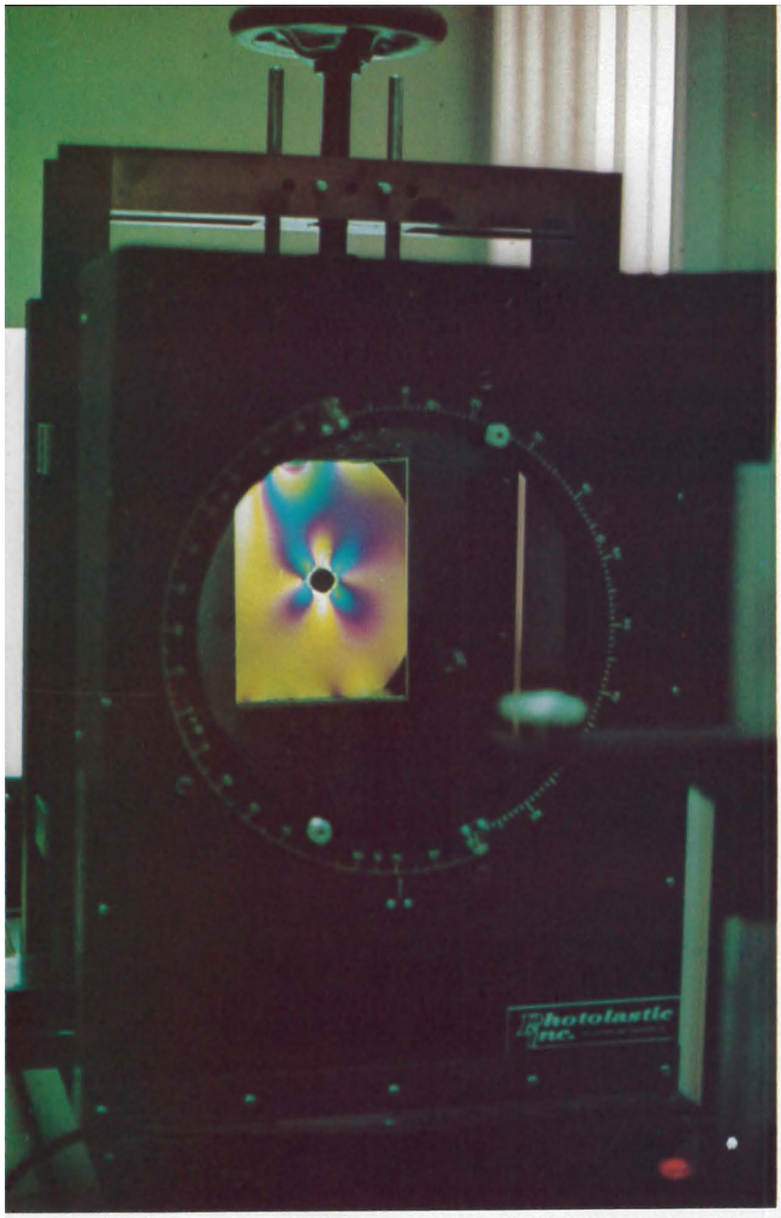
academics



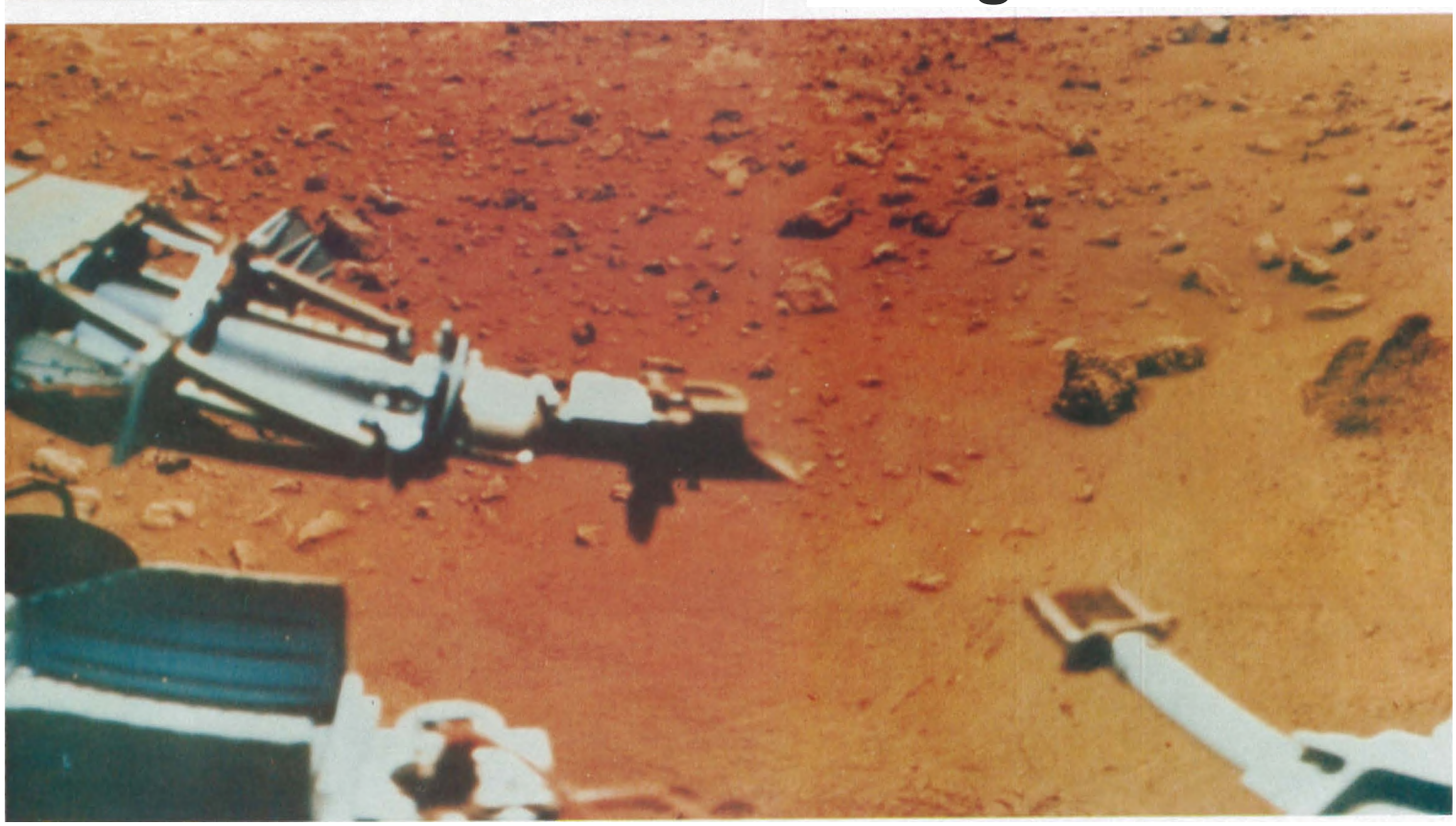
High academic standards are what Georgia Tech is known for. Lacking some of the diversity of certain other schools, Tech still offers a very broad curriculum. New programs are being offered every year that increase the horizons of Tech students and graduates. Research increases yearly, and the Tech influence now reaches millions of miles into our galaxy as well as all around the globe. Members of Tech's faculty are working with NASA on the Life on Mars team. Some are presidential advisors, and many are pioneers in the field of solar energy.

Traditionally, Tech has been known the world over for engineering. While still maintaining this reputation, other subjects have become nationally known and respected. Life sciences, biology and bioengineering, are making great strides in research as well as their curriculum for students desiring to attend medical or graduate school. Management is becoming more recognized in the business world, and more programs such as accounting and advertising are being offered to enable the graduate to attain a diverse field of business functions in the world.

Many alumni have become nationally known and respected. Many are presidents of companies or banks, or even chairman of the board. The world is becoming more highly scientific and technological every day. To get ahead, one needs to have a great store of facts and the ability to understand new technological advances. Whether the career be law, medicine, engineering, politics or business, a degree from Georgia Tech is certainly advantageous in attaining one's goals in life.



Diversity Characterizes Academics at Georgia Tech



"One of a Kind" Profs Excel in Diverse Fields

Of the many teachers on the Tech campus, only a handful seem to be known by the majority of students. There are three main reasons for being well known by the students. First, because students believe the teacher expects too much, the teacher has gained the reputation as being a "shaft." The second reason is that some people have no talent for teaching. Third, is that the person can really teach; doesn't expect too much of the students, and has that certain "knack" of being a teacher. Professor William E. Woolf of the Physics Department is this type of teacher.

Professor Woolf attained his B.S. and M.S. degrees at Emory University. He didn't start out in physics though; he began in pre-law, switched to math, and then switched to physics because of the influence of undergraduate instructors at Emory. After graduating from Emory, Professor Woolf worked with the Argonne National Laboratories in Chicago. From there he went to Duke University for two years of study. He came to Tech in 1952, to quarter which provides a little variation in the Engineering Experiment for his students and himself. Station. After working in the EES for a few years, he desired something more people-oriented. In 1963, the physics department had an opening for a part-time instructor. Professor Woolf applied for and received the position. Finding that he really like working closely with students, he asked to be considered for a full time faculty position.

In his spare time, Professor Woolf likes to read, mainly non-technical subjects. "History and current events are what I like most." He has no real hobbies, but for relaxation he likes to spend weekends in the mountains.

Being available to students and making good use of class time are vital in the role of a good teacher. Woolf said, "I'm convinced that people don't read the book." Thus, he tries to be prepared for every class, by planning what he wants to cover for those and the way he will cover the material. He also changes the problems from quarter to quarter which provides a little variation for his students and himself.

Spending time with his students and having the willingness to give them needed help is a major factor of his campus popularity; he has stated, "A lot of people need to sit down on a one-to-one basis, and I try to be available a reasonable amount of time." Professor Woolf's future calls for continued teaching, as he doesn't have a great desire to return to full time research, nor does he feel that he would make a good administrator. He believes, " . . . it takes a different type of person."

"I don't know that anyone knows what a really good teacher is," said Professor Woolf. "I don't know what the real criteria is for a good instructor is." Whatever the criteria is, it seems that Professor Woolf has it, and the *BLUEPRINT* would like to recognize this outstanding teacher. And those wondering what his philosophy of teaching is: "I don't have any philosophy of teaching, I just sort of do it."

Professor Helen H. Naugle of the English Department is one of the most viva- cious teachers on the Georgia Tech campus. She loves her career and is devoted to teaching. She said that she wanted to be a teacher, ". . . all my life, because my mother was a school principal," and her father was a college mathematics professor.

She was the first woman on the Georgia Tech faculty when she began her career here in 1962. Being hired as an instructor, she has been promoted to the rank of full professor, and she says, "That makes me very happy." Her reasons for coming to Tech were two-fold. First, her husband was stationed at Fort McPherson while in the military. When he retired, they wanted to stay in Atlanta. Second, she says that, "I've always liked boys; I have always liked smart boys. I like boys, but I like girls too." So, Tech was a natural choice for her.

"It's really fascinating and challenging to see people come in and work with ideas. It's almost like a rose opening up, you know as you teach and people understand." In short, she teaches because she likes it. She teaches inductively, looking at things and drawing major premises from them. Teaching for many rote memory does not impress her, she had rather students learn to conceptualize ideas as tools to manipulate, and for a student to come to his own conclusions. "I like for students to think and be challenged. I think most people know more than they think they know and this comes out in a give and take situation."

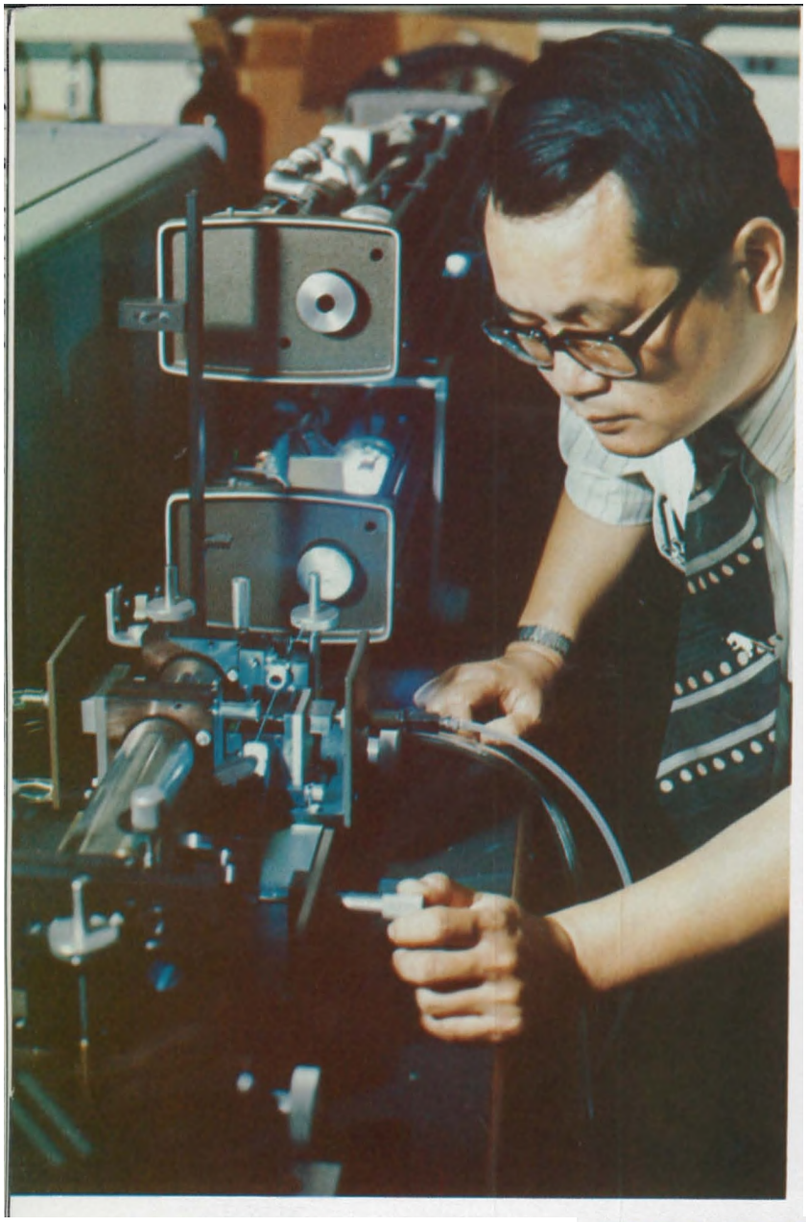
Chaucer became her first love in literature, when her high school teacher interested her in English. Later, she attended the Mississippi State University for Women for her B.A. in English, worked for her Master's Degree at the University of Mississippi, and earned her Ph.D. from the University of Alabama.

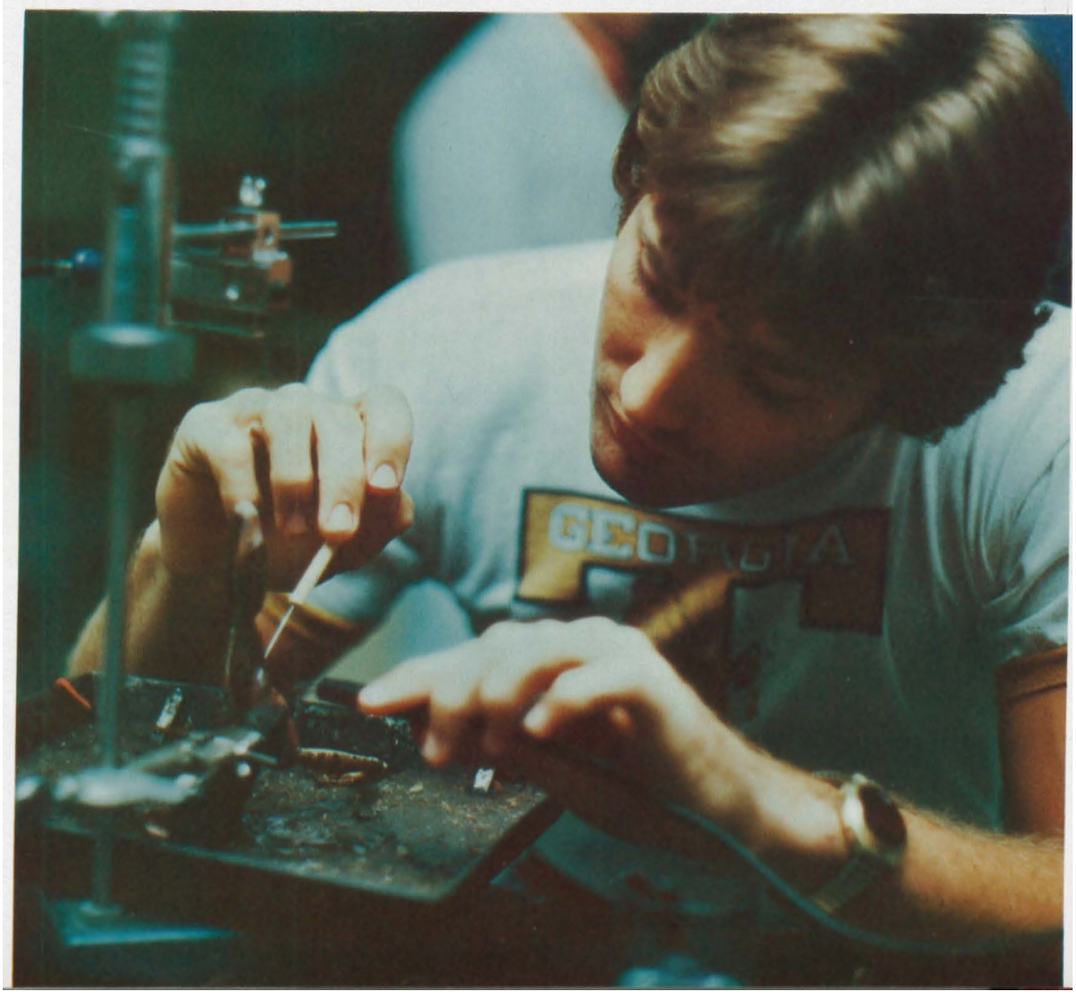
Marriage has always been somewhat perplexing in that sometimes she is not really sure that she is married. She was been very happy; I've got the Good Fairy "married" on the day she received her B.A. degree, so naturally she was very excited. When she received her diploma and eighteenth century literature. She also likes to spend a lot of time with her family, especially her three grandchildren. Happily she states, "My life has reply is "I do," she said, Thank you!"

For the future, Professor Naugle holds plans for herself and Georgia Tech. She wants to start a Resource Facility at Tech. This would be a facility where students having difficulty with the English language could receive assistance, so that their studies would not be impeded any more than necessary. She hopes to see this develop into an enrichment center for all of the humanities.

In her spare time she likes to mix with people, since she is very people oriented. She is also one who likes to sit and listen to papers, as well as write them. Her writing is mainly limited to two areas, those being innovative approaches to teaching

There are not many teachers like Professor Helen Naugle, and we thank her for her devotion and care for the well-being of Tech students.

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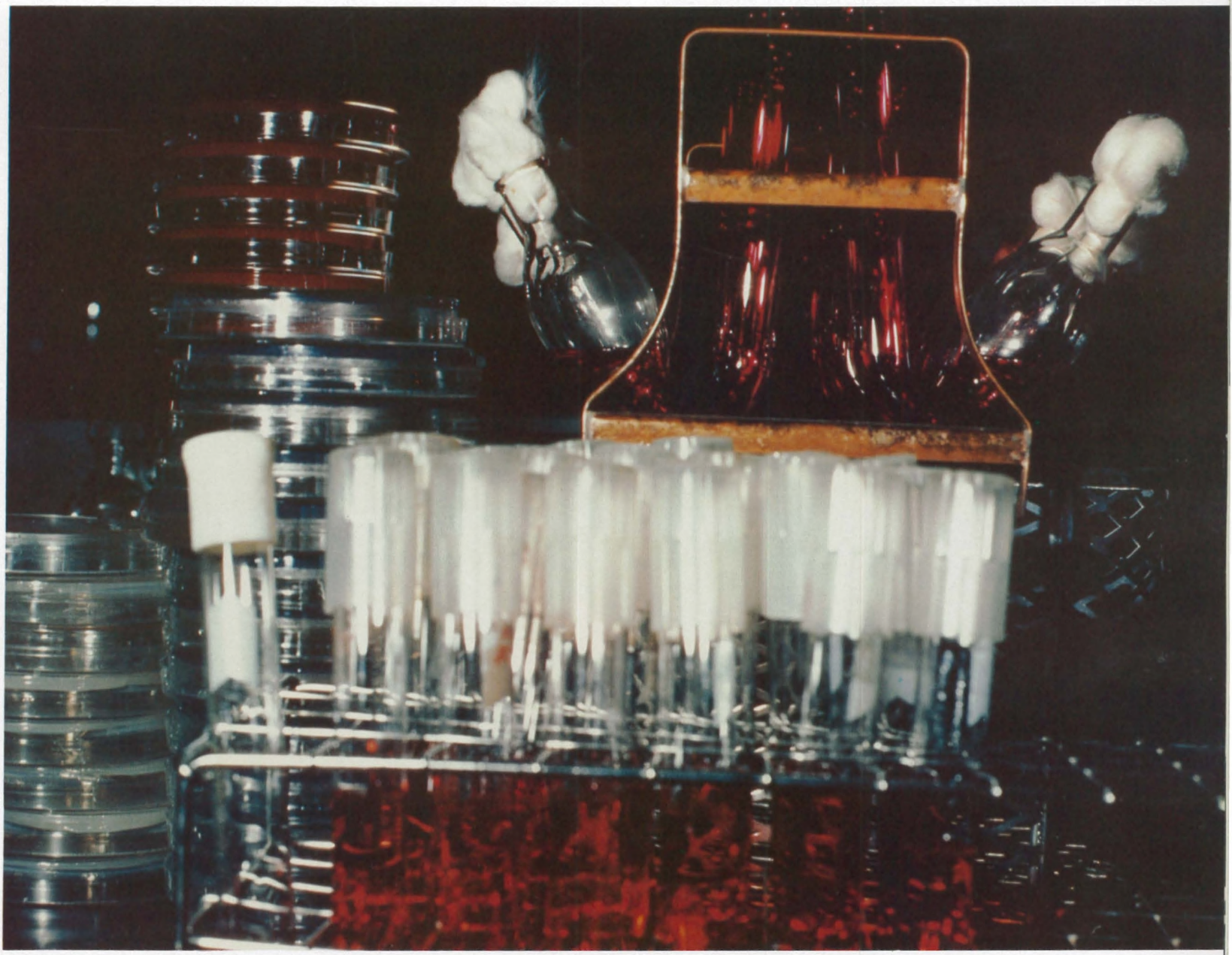


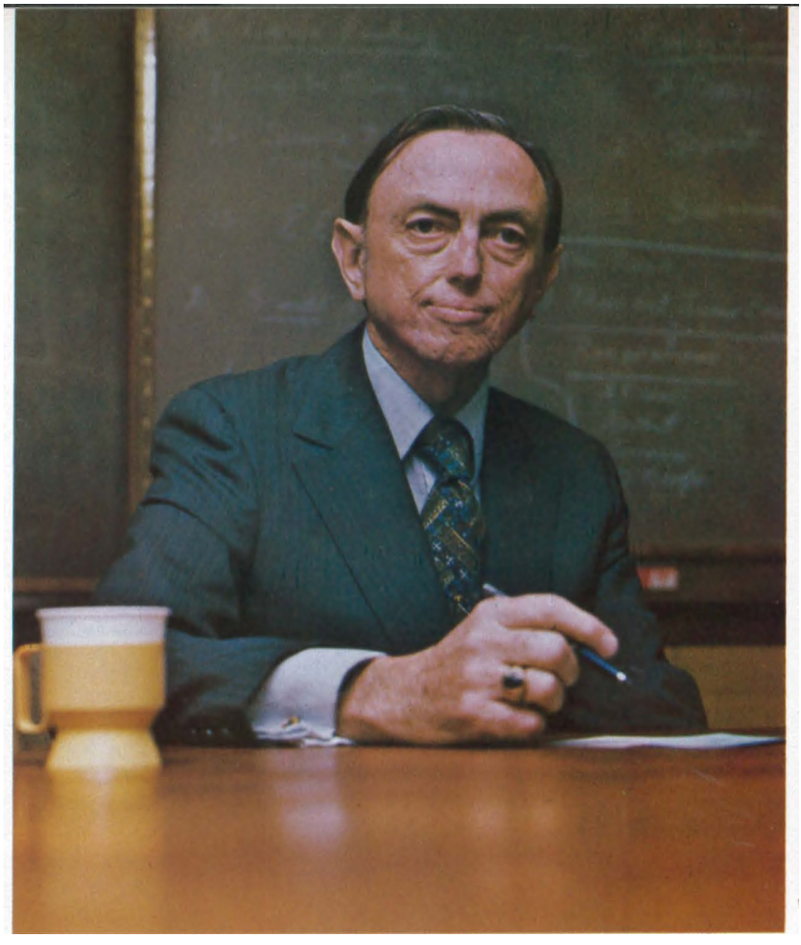
STANDING, LENT TO RIGHT: P. R. Smith, Carey Williams, Charles Harris, Scott Candler, Charles T. Oxford: *Chairman,* Lamar Plunkett, Irwin Friedman, Rufus Goody. *SEATED, LEFT TO RIGHT:* David Tisinger, Dr. John Robinson, Milton Jones: *Vice-Chairman,* Elridge McMillan, James Maddox, Torbitt Ivey. *NOT PICTURED:* Jesse Hill.

Regents Seek High Quality Education for Students

The University System is governed by a state-at-large. Members serve seven year ationship between the political system of fifteen member constitutional Board of terms, with two members of the Board the state and the University System.
Regents, which is the policy-making body being appointed each year and one addi- While the Board of Regents exercise for the entire System. The Chancellor of tional member being appointed one year broad jurisdiction over the institutions of the University System is the chief execu- during each seven-year period. the University System, and establishes tive officer of the Board of Regents and The Board of Regents is responsible uniform policies and procedures under the chief administrative officer of the Sys- for all aspects of the operation and Bevel- which these institutions operate, each tem. opment of the University System and its institution is allowed a high degree of

The Board of Regents was created institutions. academic and administrative autonomy.
under the Reorganization Act of 1931. In The Regents anticipate the state's This has been a distinguishing character-
1943, the Board of Regents became a needs in higher education and provide istic of the University System since it was constitutional body of fifteen members the institutions in the University System established.
whose appointments were made by the with the facilities and other resources The present Board of Regents brings Governor and ratified by the State Sen- required to meet these needs. many fields of expertise into play in the ate. When the Board of Regents attained An important feature of the fiscal duties of their position. Serving on the constitutional status, the Governor's *ex* arrangement of the University System is Board are men of such diverse careers as *officio* membership was terminated. the stipulation that the Board of Regents bankers, attorneys, farmers, business-

The membership structure of the shall be the only medium through which men, educators, and doctors. By blend-
Board of Regents has not been changed requests shall be made for appropriations ing their variety of backgrounds into one since 1943. The Board includes one from the General Assembly and the Gov- common purpose, they are better able to member from each of the ten congres- ernor. Through the years this has serve the approximately 125,000
districts and five members from the resulted in a healthy and harmonious rel- dents in the University System.

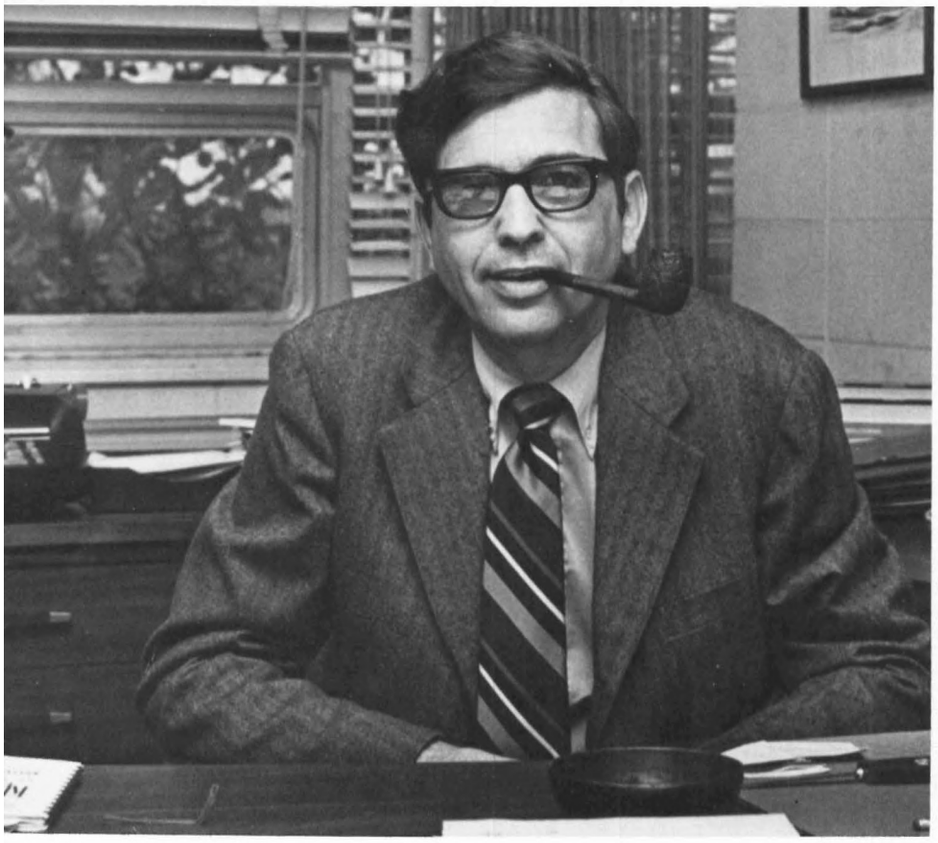


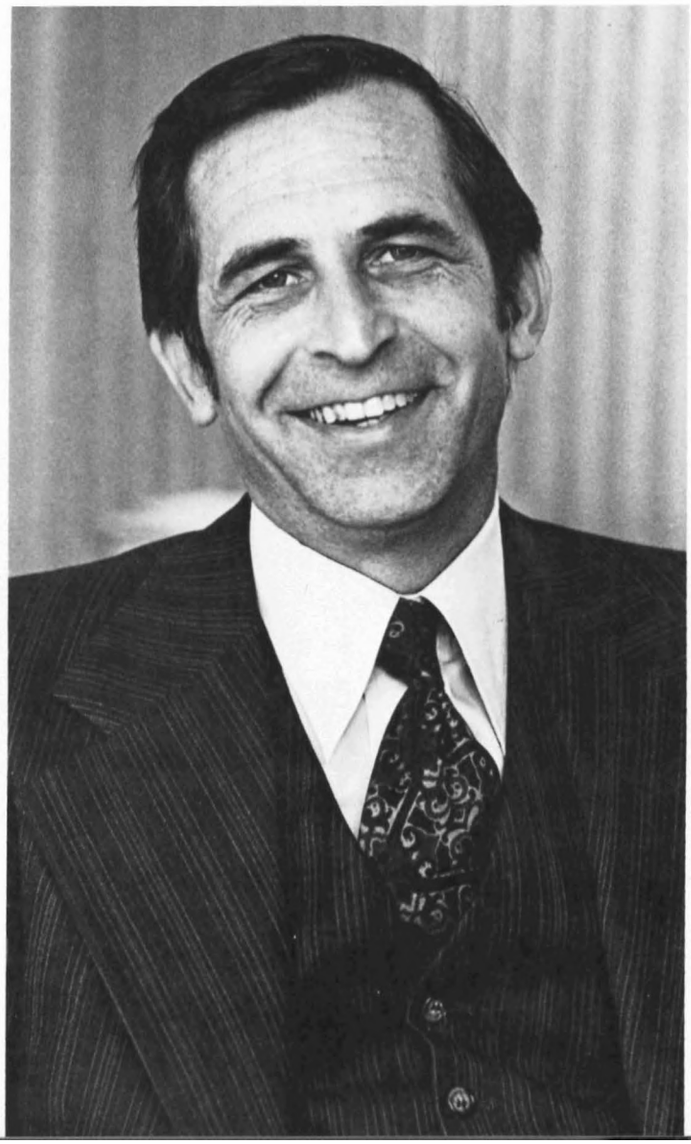
Georgia Tech has a great past and will have a greater future. Only the present is a problem. That sounds like a description of life itself, but what I mean is that Tech's upward curve of progress has temporarily leveled off. The economic recession has been the cause, with its impact on state revenues and hence on the appropriations to the University System. We are lagging behind our needs on salaries, new buildings and renovations. Nevertheless, we are advancing on several fronts. Our external sources of support have increased, both private and federal. And our most important "input" — Georgia Tech's fine students — continues to increase in both quality and quantity.

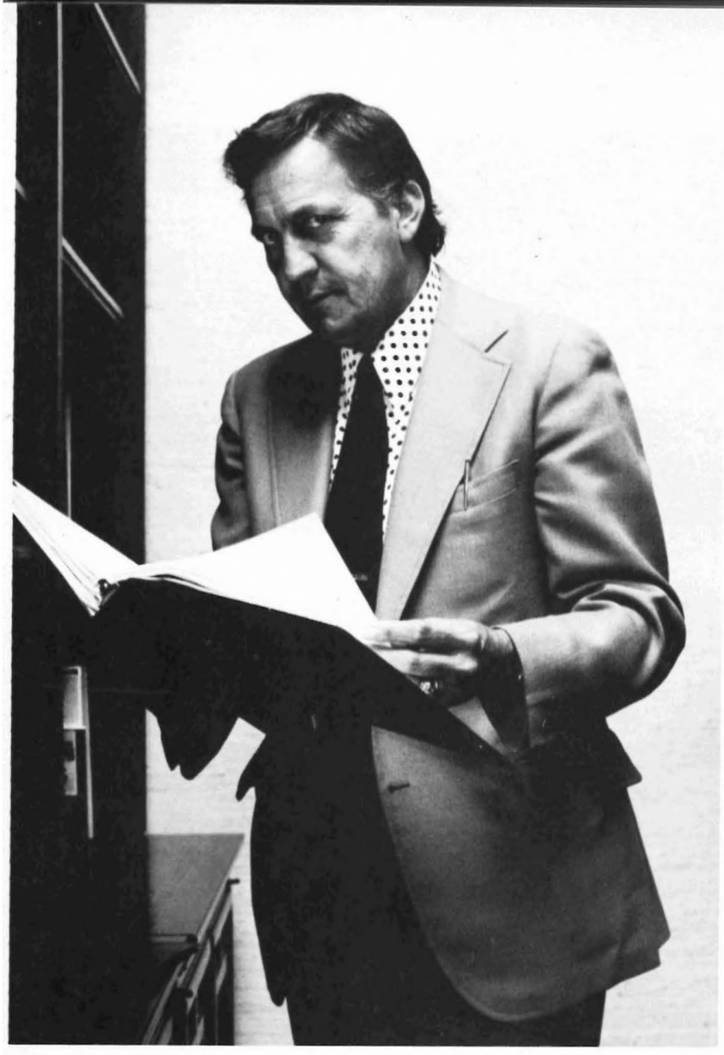
The year 1977 has historic significance for Tech. Some years ago, two freshmen were roommates in the old dorms. One of them is now president of a major corporation and the other has become President of the United States. Several of our alumni are heads of large corporations, and one is a U.S. Senator. Others have made significant, though less conspicuous, accomplishments in engineering, science, and architecture. We will surely see more of this in the future, some from the Class of 1977.

I predict, and would urge from each of you, achievements which will result not from self-seeking ambition but from a high personal standard of integrity and a doing of each day's work in the best possible way.

Vice-Presidents and Deans of Colle:es





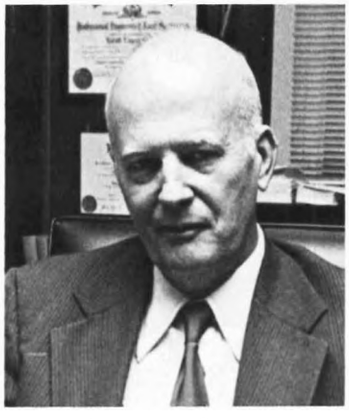


TOP, LEFT TO RIGHT: Clyde Robbins, *Vice President for Campus Planning;* Richard Fuller, *Assistant to the President:* Vernon Crawford, *Vice President for Academic Affairs. BOTTOM. LEFT TO RIGHT:* Ferdinand Levy, *Dean of the Industrial Management College;* William L. Fash, *Dean of the Architecture College;* William Sangster, *Dean of the Engineering College.*

Directors of Schools and Departments

Dr. Arnold Ducoffe
Aerospace Engineering

Dr. Joseph L. Pentecost
Ceramic Engineering

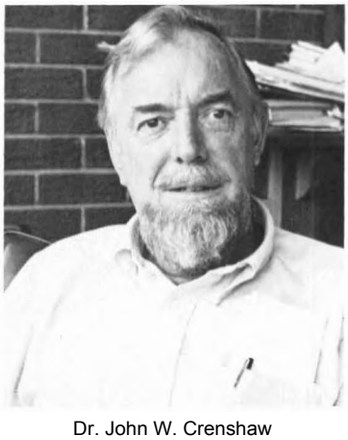


Dr. Harold E. Smalley
Health Systems

Dr. Robert N. Lehrer
l. Sy.E.

Dr. Stothe P. Kezios
Mechanical Engineering

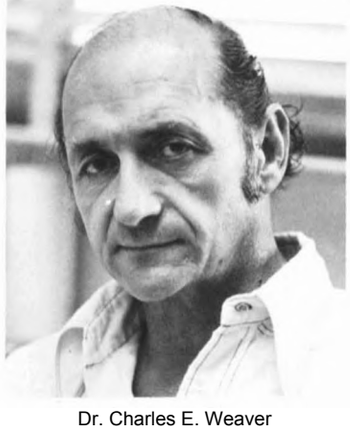
Dr. Lynn E. Weaver
Nuclear Engineering



Dr. John W. Crenshaw
Biology

Dr. J. Aaron Bertrand
Chemistry

Karl M. Murphy
English



Dr. Charles E. Weaver
Geophysical Science

Capt. Gelzer L. Sims
Navy R.O.T.C.

William D. Beavers
Physical Education

Dr. James R. Stevenson
Physics