

Attention tree-huggers!

Tech's Earth Day celebration showcases a morning of entertainment for the earth in recognition of the environment. **Page 23**

Cricket? Err...?

Possibly Tech's most unique sports club, the Cricket Club faces challenges finding practice space around campus. **Page 40**



New funding paves way for liberal arts



By Robert Hill / STUDENT PUBLICATIONS

Sue Rinker and James Ransone, along with LCC prof. Sha Xinwei, try out new technology on an LCC Demo day. The McEver Program will let Ivan Allen and the COE pair up to offer seminars.

McEver endowment provides impetus for the creation of a seminar series linking the academic interests of the College of Engineering and the Ivan Allen College

By Jennifer Lee
Contributing Writer

Ask your average engineering student what he or she thinks of the liberal arts at tech, and the answer is usually not a positive one.

"Although the available classes themselves seem to be of high quality, Georgia Tech is very much lacking in terms of variety and quantity of liberal arts classes available," said Branden Smith, a CS freshman.

"It's not as great as it could be," said Marlon Mooney, an EAS major. "If I ever wanted to change majors to something such

as history or INTA, I don't think I would, just because it would be 'safer' to stay with the sciences. So it would be nice to see Tech build on its liberal arts program."

What may be news to many students is that Tech is working toward that goal. In the fall and spring of 2002, several liberal arts-oriented seminars will be offered as the McEver Program in Engineering and the Liberal Arts. Dr. Richard Barke, Associate Dean of the Ivan Allen College and one of the people spearheading this initiative, said that the idea for something like this has always existed, since the

creation of the Ivan Allen College in 1990.

"The way we organize curricula and technology suggests that there is a huge chasm between engineering and the liberal arts. Tech students pick up on cues from administration and faculty; they see the cues and think it means something. We're asking whether that gap actually exists. People think of the liberal arts as involving interpretation, beauty, aesthetics, human expression, whereas engineering is practical, design focused, quantitative. But there's a lot in engineering that relates to human expression, and there

is a great deal of what goes on in the liberal arts that is practical and design-focused," said Barke.

The McEver Program was formally launched in February of this year, with the generous endowment of Bruce McEver, a successful Georgia Tech alum who graduated in 1960 with a degree in industrial engineering. McEver's support of the liberal arts at Tech stemmed from his experiences with his own humanities professors, and he continues to support the building of relationships between students in engineering and students in

See *McEver*, page 16

Lack of campus childcare poses problem for parents

By Kimberly Rieck
Focus Staff

When Samantha Conway had her first child in 1997, she found that there were no daycare facilities available. It was towards the end of her freshmen year, when her first child, Sarah, turning five this month was born. Two years later, Conway had another daughter, Kennedy. Conway said that it has been difficult managing motherhood with schoolwork. She and her husband have had to arrange their schedules accordingly.

"Usually we just arrange our schedules opposite, he works at night mostly," said Conway.

She sometimes had to take her daughter with her to work, and to classes with her. Conway said that "professors usually aren't that bad about it" when she has had to bring her children to class.

In her senior year, Conway has found it easier to manage because she is taking only one class, and her children go to preschool and kindergarten now.

The situation wasn't much different for MegAnn Powell, another Civil Engineering major, when she had her daughter in March of 2001. Powell became pregnant during her junior year. She coped during the spring semester of her junior year when she had her baby.

Powell started classes again that summer semester. When she came back to school, she said that her priorities changed. She has had to skip class when she has not had a baby-sitter. Also initially, she said it was difficult to find places to change and breastfeed her infant daughter on campus.

"I got them to move a couch into the girls' bathroom into the Mason building. That's my little victory, that's where I did most of the changing and her breastfeeding," said Powell.

Additionally, she has had to bring her daughter to group meetings for her senior design classes.

Faculty and staff are also affected by daycare problems. The daycare centers in the Atlanta metropolitan area can run upwards of \$200 a week. In addition, the facilities have a limited number of spots, and long waiting lists.

"They're almost three times as much as my tuition. They also have waiting lists that are so long that she wouldn't even be an infant anymore," said Powell.

Dr. Michelle LaPlaca, an Assistant Professor of Biomedical Engineering, uses a daycare facility near Tech.

"We had to get on a waiting list where we are when I was two months pregnant. There is quite a demand in this part of town," said LaPlaca.

In recent years, there have been several groups on campus working towards integrating the demanding academic work environment with the family life. While the ADVANCE initiative, provided through a grant by the National Science Foundation, mainly focuses on the advancement of women in the tenure process and promotions system, it is also working with the Institute to create a more family friendly work environment.

Dr. Mary Frank Fox, the NSF Space Advance Professor of Sociology in the Ivan Allen College School of History Technology and Society, said that it is important to recognize that both work and family are big investments of time, and it is necessary to bring them together more cooperatively.

The Women's Resource Center helps expecting and parenting students find other avenues of support. The center provides counseling and information about the various childcare services avail-

See *Childcare*, page 18

Spinning Tunes WREK Radio



By Kimberly Hinckley / STUDENT PUBLICATIONS

A WREK disc jockey plays music that can be heard on FM 91.1. The student radio station, located near ORGT on Eighth Street, also plays streaming digital music over the Internet. The station broadcasts music and radio shows 24 hours daily to the surrounding Atlanta area.

An Untitled Perspective

From soup kitchens to electrical systems

"Pressed into service means pressed out of shape." —Robert Frost

By Joshua Cuneo
Contributing Columnist

Community service, I've observed, has a particularly important influence on the current generation of teenagers and young adults.

Especially in this day and age of advanced education when students with a high GPA are a dime a dozen, community service has become a deciding factor in a variety of career and academic opportunities.

Yet when most people hear of community service, they immediately associate the concept with outdoor construction projects, goodwill donations, or soup kitchens.



After awhile, as helpful as these [service] activities are, they become completely uncreative and redundant.

Joshua Cuneo
Contributing Columnist

Organizations such as the Habitat for Humanity immediately spring to mind. Volunteers imagine themselves paying visits to senior homes and day care centers.

Now, I have nothing against these activities. In fact, as a member of the Boy Scouts of America for close to eight years, I've done my share of manual

labor to assist a needy institution, and I've felt a certain satisfaction in this.

Still, after awhile, as helpful as these activities are, they become completely uncreative and redundant.

I've begun to look upon community service organiza-

See *Cuneo*, page 17

McEver

from page 15

the humanities and social sciences.

"[McEver's support] is what has given us an impetus to begin this program," said History, Technology, and Society Professor Ken Knoespel, who is working with Barke on the initiative.

However, its history has deeper roots. "Two and a half years ago, I created a student advisory board made of twelve students from the Ivan Allen College," says Barke. "We talked about putting together some

informal evening seminars where we could discuss questions that weren't addressed in classes."

With the recent developments, he has been able to connect the seminar idea with McEver's interest, and through Knoespel's work, the seminars have been institutionalized as the McEver Program.

One objective of this program, says Knoespel, is "to create a series of three to five very small seminars that would be co-taught by faculty in the College of Engineering and the Ivan Allen College."

Each class would have from six to ten students, selected from a va-

riety of majors. Students would be reading perhaps the equivalent of a book every other week, and would "spend some time doing some sort of applied problem," Barke said, "where the reading and thinking takes place together, and you ask yourself whether you agree with the things you read. You can't really ask yourself if you agree with the things you learn in a structural analysis class."

Students would work closely with each other and with the faculty, according to Barke.

"We want the seminars to build on students' interests, which means

that students have a responsibility for building and shaping the way they want seminars to be," said Barke.

"They would meet in the evening, in a different setting than normal classroom, because we want different kind of thinking than you do in a normal classroom," he said.

Both Barke and Knoespel emphasize the fact that the details for these seminars are still very much in the works, and that much of it is still in preliminary stages.

"None of them appear on OS-CAR yet," said Dr. Barke. "How this unfolds depends really on how the first seminar goes."

Another reason students probably haven't heard about these programs is because, Knoespel said, "We've haven't wanted to advertise, because we've been building this very, very slowly and carefully, with the participation of students, with the participation of people within lots of different disciplines."

However, "the program will be described in more detail at the beginning of the fall semester—or even in the beginning of January, because ideally, we want to learn from the work that's done before," said

See McEver, page 21



Cuneo

from page 15

tions with less and less fondness as they routinely limit themselves to traveling to the midtown shelter to cook a meal or to the back woods elementary school to plant bushes

Service projects should be broadened from aiding the poor, weak and impoverished to include anybody in need.

for a nature trail.

Perhaps part of my frustration lies in personal preference.

I like everything I do to be intellectually stimulating in some fash-

ion, from the classes I take and the friends I socialize with right down to the games I play on my computer.

When I end up in a run-of-the-mill community service project, then, except for those rare instances when I've been on the management/administrative end of the activity, my mind feels like it starts to atrophy, and I grow bored quickly.

But many students, I'm sure, enjoy these opportunities precisely for their lack of intellectual stimulation, for a chance to kick back and hang out with friends and forget about life for awhile, and that's just fine.

Still, I believe that community service organizations would attract more members if there were an academic aspect to at least some of their activities.

Give the electrical engineers a chance to rebuild the electrical sys-

tem in a church that's undergoing renovation.

Give the computer scientists a chance to establish a computer network in a short-funded middle school.

Give the biologists a chance to help design a new animal habitat at the local park. Give the historians and political scientists a chance to

Many students enjoy [service] opportunities precisely for their lack of intellectual stimulation.

assist the Carter Center in their philanthropic activities.

Tech has students eager to use their academic talent in abundance, so providing them with such an opportunity—with the bonus of having an act of voluntary goodwill to

their credit—may attract those who otherwise might neglect to participate in much community service.

Furthermore, I believe that community service projects should be broadened from aiding the poor, weak and impoverished to include anybody in need.

A community service volunteer is, by definition, anybody who provides assistance to an individual or institution who's unable to completely provide for him/her/itself, and the volunteer expects nothing in return except the satisfaction of doing a good deed.

Therefore, if I willingly volunteer to assist MARTA with power redistribution because the organization is understaffed, then that action is no less a notable act of community service than if I've gathered toys for deprived children in Uganda.

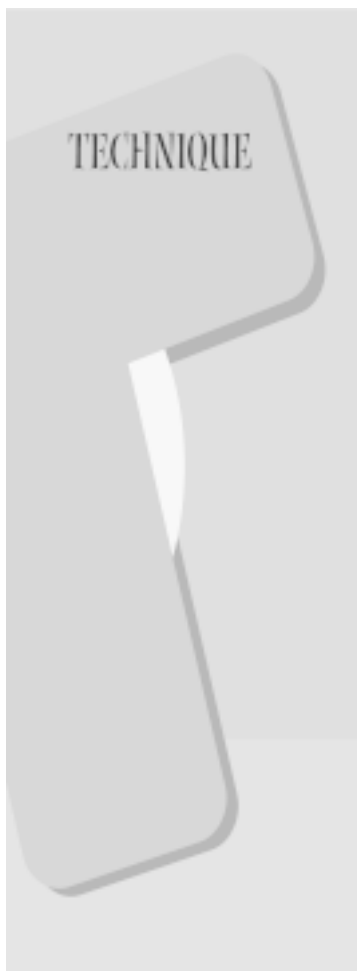
The point is, I believe that community service organizations should tear themselves away from the standard and head off in a new direction.

By taking a different approach to community service, the members have the opportunity to explore new, creative, fascinating, intellectually stimulating areas of service that differ from their previ-

I believe that community service organizations should tear themselves away from the standard and head off in a new direction.

ous experiences, and they can even discover the activities that make them happiest.

This broadens their interests and, therefore, the interests of the organization itself.



Childcare

from page 15

able in Atlanta.

"I do see a number of students who have families. I think there's often a misperception by the Georgia Tech community that there aren't a lot of undergraduates here with children. The reality is that there are some students here who have children. Tech's environment is a very stressful and challenging one, so adding a child to an already rigorous academic schedule really makes an impact on their lives," said Yvette Upton, Director of the Women's Resource Center.

The resource center also helps administer a scholarship that pays for daycare costs through Peachtree Road United Methodist Church. Two scholarships are offered each year, specifically for children of graduate students and are based on financial need and other factors. Upton said that the center is also looking into other ways to help parents.

"We're looking at ways we can do things to make the Women's Resource Center more child-friendly as well. Right now we have very limited space. We have talked about ways to bring in a collapsible playpen if we have students come in with children. We do have students come by with children," said Upton.

Many college campuses have daycare facilities available for student, faculty and staff use. However, the college generally has an education degree program set in place where workers receive credit for their work at the facilities. Powell is considering attending University of California-Berkeley because "they are

very conducive to family. They have seven daycare centers and family housing."

Berkeley also employs a co-op system where parents baby-sit others' children in exchange for others baby-sitting their kids while they're in class.

Georgia State has a center available for members of their community. When Conway's husband was

"The concept of daycare has been discussed at Georgia Tech for years and years."

Gail DiSabatino
Dean of Students

a student at GSU, her children used the facility. University of Pennsylvania had a facility that was available to LaPlaca when she was getting her doctorate there. Yale University also has a child care center.

In recent years, universities and businesses have contracted outside companies to run daycare centers for them. Bright Horizons is one of the largest providers in the world with locations set up in the United States, Europe and the Pacific Rim. Their current clients include Duke University, George Washington University, Mattel and David E. Kelley Productions. Georgia Tech

plans on following in Duke's and GWU's footsteps when the Institute begins its partnership with the company in February.

Bright Horizons will run and manage Georgia Tech's first childcare center when its construction is finished in December.

"The concept of daycare has been discussed at Georgia Tech for years and years, prior to my arrival here, and that goes back seven years. There have been a number of people who have made attempts to get a childcare facility on campus," said Dean Gail DiSabatino, Dean of Students.

The project will involve tearing down Home Park's existing childcare center and building a new center in Home Park.

"There have been just a number of hurdles because we've had to work things out with the city to get permits for demolition and so forth," said Dean DiSabatino.

The estimated cost of the project is 1.7 million dollars. Much of the cost has been paid for through a number of grants and donations. The project has a tentatively scheduled opening of January 2003.

After completion, there will be a total of 120 spots available in the center.

A total of 24 spaces, or 20 percent, will be reserved for Home Park residents because the Home Park community is a partner in the venture. Faculty, staff and students will take up the remaining slots.

The cost of childcare will be at market cost, with everyone paying the same rate. However, Dean DiSabatino said that the Institute will be looking into obtaining grants to help offset the cost for students in the future.



By Danielle Bradley / STUDENT PUBLICATIONS

A lack of daycare facilities on Tech's campus creates a challenging situation for student parents. A new center is planned to open in 2003.

Tech Up Close

email: focus@technique.gatech.edu

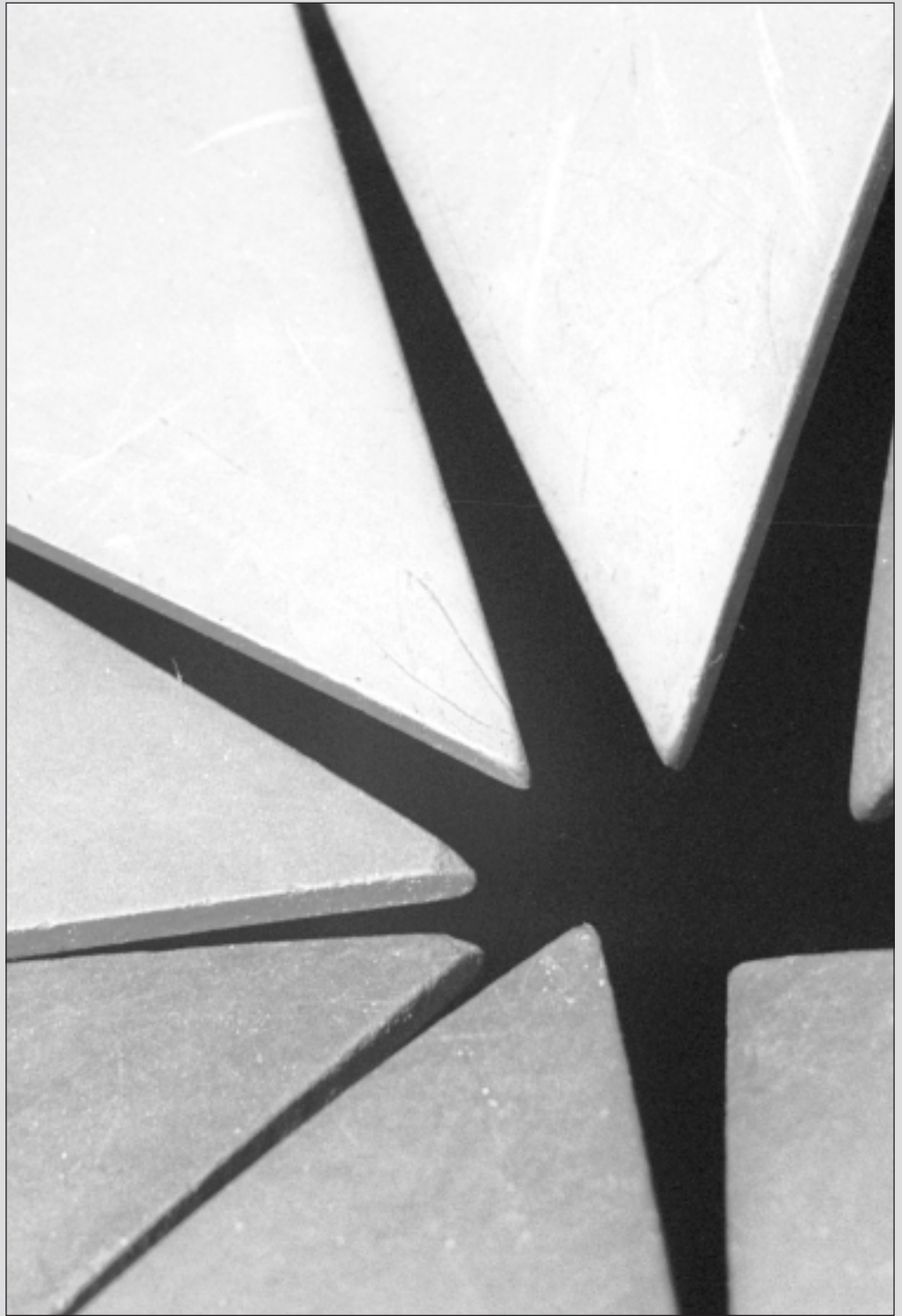
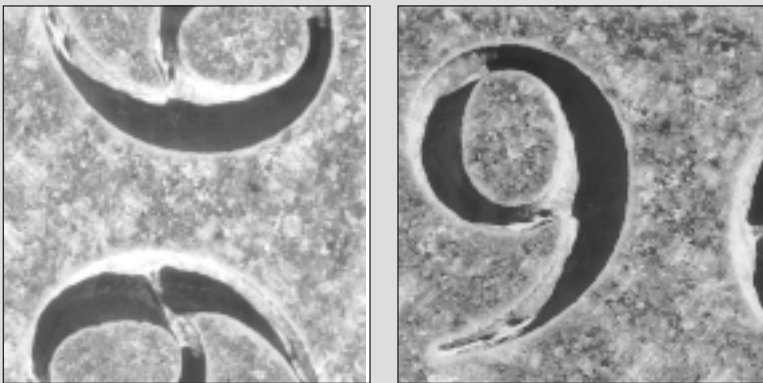
Winner of the Tech Up Close contest receives a *Technique* T-shirt and a coupon for free Papa John's pizza.

Last week's Tech Up Close:

"1996" plaque in front of the Campanile

Last week's winner:

Adam Bever



By Andrew Sauters/ STUDENT PUBLICATIONS

not intended for internal use

McEver

from page 16

Knoespel. Knoespel and Barke are hesitant to go into too many details about the future of the program, but Barke offered an example of what a seminar might look like.

"Take the Georgia Tech seal. It has two words on it: service and progress." He is considering leading a seminar that addresses the topic of progress. Barke posed some of the questions that stem from this topic.

"What does 'progress' mean? We don't really talk about it that often. We talk about development, we talk about innovation, we talk about growth; but progress suggests a direction.

"Moral progress, economic, social progress—and especially, technological progress: what does it mean? Do we still believe in it? Or has it just become irrelevant—do we just assume that everything we do is progress?"

He continued, "What about progress in the arts? Do we make progress in music?"

Barke suggested bringing in a jazz musician to talk about what progress means in the context of jazz. "Is music today better than Mozart?"

And finally, "What does progress mean at Georgia Tech? Is what we're doing here progress?"

"We want ideas to emerge from faculty. We are saying, 'Find someone to partner up with!' But this takes time," Barke said, as another reason for the preliminary stages of the program.

Knoespel says another goal is to provide an outlet for the student work.

"If students want to present their

work at conference, we want to find a way to make this possible," he said.

"We anticipate the program is going to complement some of the existing programs on campus. For example, the President's initiative

"We want ideas to emerge from faculty. We are saying, 'Find someone to partner up with!'"

Dr. Richard Barke
Associate Dean of Ivan Allen

for undergraduate research is certainly one that will be supported by the work of the McEver Program, because we're anticipating that every one of these seminars will give

students an opportunity to think about projects together with professors on campus," said Knoespel.

Both men say another goal is to encourage communication between seminars.

"All the students and faculty would meet in a cordial social situation where they would be able to have dinner, relax together, and talk about what they're doing," said Knoespel. Barke and Knoespel are also working on identifying additional funding that would allow international travel/seminars to be developed as well.

Some travel plans have already been put into action. A group composed of seven students from both the College of Engineering and the Ivan Allen College—and some students who double-major in disciplines from both—recently went to New York City to help develop this initiative.

"We had some serious meetings about what they thought would or would not work, what they thought their fellow students would or would not like, how many students might

be drawn to [participate in the program]," said Barke.

The New York City trip was also an indication of what future seminars might be like: The group visited the Brooklyn Bridge, discussing what it represents in terms of the city, the nation, culture, technology, and human innovation.

The group visited the Metro-

"We anticipate the program is going to complement some of the existing programs on campus."

Ken Knoespel
HTS Professor

politan Museum of Art and the American Museum of Natural History, comparing how the knowledge in those two museums is represented: through architecture

and sculpture and painting in one, and through science—different types of exhibits, such as voice narration and holograms—in the other.

"We began by reaching out to carefully selected students, because we wanted to exploit their ideas and help us design the program," said Barke.

However, he said, "It's not meant to be an honors program, although it isn't going to be just an easy way to get 3 hours of social science credit, either."

Because the class size will be small, there will definitely be a selection process. "Students would tell us where their energies are, and why they want to be in it," said Barke.

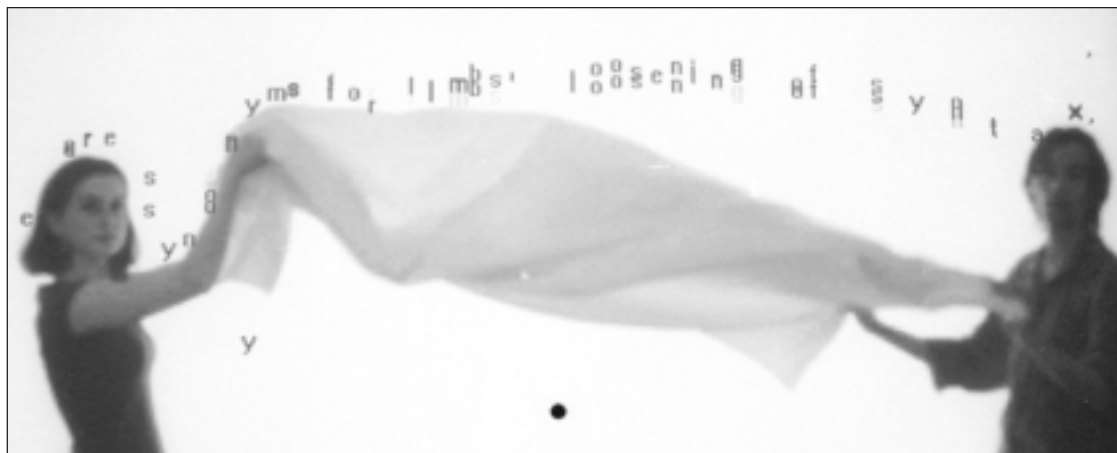
"The seminars will be advertised to the whole campus," said Knoespel, but that eligibility may require the instructors' permission and involve meeting the professors who are leading the seminars.

"None of the faculty will be experts," said Barke. Again, he emphasized that "students and faculty will explore ideas together. That's why there's a need for selection: students will have to be highly motivated."

Hopefully, with the help of all those involved, this program will continue to grow and develop. Interested students should keep an eye out for more information in the fall, and, especially, keep an open mind.

The enthusiasm of Barke and Knoespel is undeniable, and despite the preliminary stages of the program, Knoespel said earnestly, "This is a project we really believe in."

Dr. Barke added with a smile: "It's been our experience that if you let students help you build things around here, they can do some pretty amazing things."



By Robert Hill/ STUDENT PUBLICATIONS

Students Shelley Hoyal and Tristam Sparks catch falling letters on a projection screen with a blanket during LCC's technopoetry festival. New funds for the liberal arts is sparking initiatives such as joint seminars between the Ivan Allen College and the College of Engineering.



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